

## CHAPTER 1

### INTRODUCTION

This chapter presents background of the research, research problems, objective of the research, significance of the research, scope and limitation of the research, definition of key terms, and organization of the research.

#### A. Background of the Research

Language is an important aspect in our daily life, because it enables us to communicate. Language is very important to human beings, people use it to communicate with one another, to express their feelings, to give and accept the information, to solve problems, etc. In other words, language is one of the most important things to carry out our activities in our lives.

Now English is the one of important language in the world. English is very important because it is a universal language. As we know that English is an international language that is used almost all of the countries in the world. It is used in international activities as a means of communication. In addition, English language is used everywhere whether in books, newspapers, sports, medicine, technology or even music and academic conferences.

In this era of globalization it is important to learn or speak English as foreign languages. Many people said that in this era of globalization is very important to master at least English or other foreign languages. They say that

without mastery of the English language, a country will not advance. Therefore, without the powerful language English, connecting nations all over the world would have been something impossible.

The people around the world cannot deny that the globalization will have a big impact on the nations of the world. Indonesia as one of the countries in the world cannot avoid the influence of globalization. The importance of usage of English in era of globalization that is more and more clearly before our very eyes cannot be denied and neglected anymore. In this globalization era, English is very important for people and require the people to learn English in order to make the people always ready to face the globalization challenges in the field of communication, science and technology and requirement. Indonesia must be able to catch up its retarded and compete with others. Considering that English has been used for International communication, it is about time to start applying it in every conversation among academic in Indonesia. In addition, Indonesia must be ready to face the challenges of globalization by improving the human resources and maintaining stable condition of the country. The one of revenue to face the challenges of globalization is mastering English as international language.

The Indonesian should be master of English because of some reasons. Firstly, by mastering English people can communicate with almost all of people in this world with English. In addition, it helps us to make a change

for our country and also our live. We can see in this world there are many countries and almost every country has different language. If we are not use English to communicate, it will be difficult to communicate with other people from other country. Because one language that almost of all countries can use is English. Secondly, by mastering English we can communicate with other people around the world and we can get the information easily.

Mastering English is very important for the students especially, because English is necessary as a means of getting knowledge. Moreover, English can help us to make a change for our country and also our live. If we care enough for something in around us, we can conclude that almost of all technology use English. It caused, we as Indonesian must understand how to operate and understand it and for it, so we must learn English.

Now day, learning English has been a very important subject. It is become the first foreign language which is taught from Elementary school until university, even it is one of the compulsory subject that take a part in national exam. In addition, it also has its own prestige in Indonesian education and students who have good English will able have more chance in achieving better education. Even, most of educated people should have learned it.

In learning English, students are supported by some reasons. Every student has different reason. Firstly, students want to learn English because they want to get better jobs when they were graduated from the school.

Because, many big companies require people with English skills to perform their jobs. Secondly, English gives the students easier access to communicate with others around the world. For instance, nowadays students are using English through networks such as Facebook, Twitter, and many others to get in contact. In social network they can practice their English with another people in other countries. Thirdly, English is necessary to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place, he or she will feel more comfortable. This reason will be a motivation that encourages them to learn English.

The successful in learning English will depend on the motivation. In other word, learning and motivation are closely bound together and influence one another heavily. When learning English, different students have different difficulties and problems. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It was give the influence on students' motivation in learning English. Some of the students feel that English is very difficult to study, but they have motivation to study hard for the good achievement. In other hand, some students feel anxiety and bored in learning. As the result, they got low achievement in English. In this case the students or the teacher must have idea to build the students' motivation in learning English, because motivation is the one of important factor to the success of learning English.

Motivation is an influential factor in teaching learning process. The success of learning depends on high or low motivation of students. It can

drive learners in reaching learning goal. Therefore, motivation is the key of success in learning teaching process. Without motivation, the goal of learning is difficult to be reached. By having motivation students will be enthusiastic in teaching learning process so they will be pushed to study English well. From the important of the motivation in learning, some problems of motivation could be found in learning English. In a school has found that some students are lack of motivation in learning English. Some students were thought that English is difficult and they did not understand when they read English book as their material to study. Some time they feel not enjoy studying English and the result they showed poor attitude when teaching and learning process. In addition, some students were not satisfied with their English because after learning many years they still could not speak English well.

Student in learning English have two motivation that are intrinsic motivation and extrinsic motivation. Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically will motivated student to work on a math equation, for example, because it is enjoyable. Or an intrinsically will motivated the

students to work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case does the students work on the task because there is some reward involved, such as a prize, a payment, or in the case of students, a grade. Another example, intrinsically will motivated student to get a good grade on an assignment, but if the assignment does not interest that student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Beside extrinsic motivation, the students also have extrinsic motivation in learning English. Harmer (2007:98) stated that “Extrinsic motivation is the result of any number of outside factors”. An extrinsic motivation will motivated the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they will get from some reward. The rewards can be something as minor as a smiley face to something major like fame or fortune. For example, student who dislikes English may learn hard on English equation because want the reward for completing it. The reward would be a good score on an assignment. Extrinsic motivation does not mean, however, that student will not get any pleasure from learning on or completing a task. It just means that the pleasure they anticipate from some external reward will continue to be a motivator even when the task to be done holds little or no interest. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the

student motivated in order for him or her to put forth the effort to do well on a task.

So far, there are many studies that have been done in the field of motivation in learning English in Indonesian school. A study founded by Emaliana (2011) with the study about relationship between motivation and achievement in English among English department students. In her study, she concern on the students' integrative and instrumental motivation. The data was obtained from the student's motivation opinionnaire. The subject in her research classified into three groups that are low, moderate, and high achievers. This classified was taken from the basis of their pre-test scores. The data from the research were analyzed quantitatively by using descriptive statistics. In her study, Emaliana found that English department students both high and low achievers have higher instrumental motivation in learning English. It means that students believe that mastery of target language will be instrumental in getting them a better job, position or statues. However, this research was focused on group, while in a group contain of some students, and each student has different motivation.

Another study was conducted by Jefiza (2012). She investigated students' motivation and attitudes toward learning English that focused on improvement in speaking ability. She investigated students' motivation in learning English, in term of intrinsic motivation and extrinsic motivation. The number of participant were involved in her research are four student who selected by using purposive sampling. Then the data for the participant was

taken by distributing the questionnaire and doing interview. The data in her research was collected by using two types of quantitative and qualitative. The quantitative data of the questionnaire were analyzed by collected of means and percentages. While, for qualitative she used the interview to collect the data. As the result, she found that extrinsic motivation is primary resource of students' motivation in learning English. It means that the students learning English for their future career, education and social interaction. For the field of students' attitude, she found that the students have positive attitude in learning English in educational context.

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about the students' motivation, teachers can know their students' interest in learning English. So, they can improve their teaching. In learning English each student has various motivations. In this study the writer wanted to know the students' motivation in learning English. So the writer carried out of study entitled "Students' motivation in learning English in MAN Kunir Wonodadi Blitar".

## **B. Research Problems**

Based on the background of the research above, this research gives information about the students' motivation in learning English in MAN Kunir Wonodadi Blitar. The problem in this research can be formulated as follows:



1. How is the students' intrinsic motivation in learning English in MAN Kunir Wonodadi Blitar?
2. How is the students' extrinsic motivation in learning English in MAN Kunir Wonodadi Blitar?

### **C. Objectives of the Research**

Based on the research question that mentioned above, purposes of the study are:

1. Give explanation about students' intrinsic motivation in learning English in MAN Kunir Wonodadi Blitar.
2. Give explanation about students' extrinsic motivation in learning English in MAN Kunir Wonodadi Blitar.

### **D. Significance of the Research**

The result of this study is expected to be useful both in theoretically and practically.

Theoretically, the result of this research will give the answer the question at the formulation of the research problems. In addition, this research will give the beneficial contributions to the school as the field of English education about how important the motivations, both intrinsic and extrinsic motivation to the students to achieve their study.

Practically, the writer hopes that the result of this study will useful for:

1. The writer

Understand about students' intrinsic and extrinsic motivation in learning English.

2. The students

This result of this research will give the information about their intrinsic and extrinsic motivation that affect in their learning English. When they know the important of motivation in their learning, they would build their motivation by themselves. So, their English will be achieved well.

3. The English teacher

The result can be used feedback to improve his or her teaching to improve the students' motivation in learning English. So, they will get good achievement in English subject.

#### **E. Scope and Limitation of the Research**

The research was conducted in MAN Kunir Wonodadi Blitar. This research involves four classes as samples that are X<sup>C</sup>, X<sup>D</sup>, XI<sup>IPA-1</sup>, XI<sup>Ag-1</sup> class.

This research is limited to the learning motivation of the students MAN Kunir Wonodadi Blitar. It focused on the Students' intrinsic and extrinsic motivation in learning English.

## **F. Definitions of Key Terms**

There are some terms used in this study that needed to be defined to avoid misunderstanding and misinterpretation, some terms used in this research need to be defined as follows:

### **1. Motivation**

Gardner (1996) in McKay and Hornberger (1996:5) stated that:

Motivation refers to the combination of desire and effort made to achieve a goal; it links the individual's rationale for any activity such as language learning with the range of behaviors and degree of effort employed in achieving goals.

Motivation in this research refers to reasons for engaging students in learning English. The reason can be from their intrinsic motivation or extrinsic motivation.

#### **a) Intrinsic Motivation**

Harmer (2007:98) stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better.

Here the students are motivated by their intrinsic motivation, they learn English because their internal desire such as they learn English because they are enjoy learning it.

b) Extrinsic motivation

Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors, for example, the hope of financial reward or the possibility of future travel. 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.

Here the students in learning English are motivated by their external desire, such as they want to get a good job in the future or just to do well in their final exam.

2. Learning

Brown (2007:7) define that learning is “Acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”. While, Harold spears (1995: 4) states that learning is to observe, to read, to imitate, to try something themselves, to listen and to follow direction.

**G. Organization of The Research**

The research is written in five chapters. Those are introduction, review of related literature, research methodology, research finding and discussion, conclusion and suggestion.

Chapter one is introduction. This chapter presents the background of the research, research problems, objectives of the research, significances of the

research, scope and limitation of the research, definition of key terms, and organization of the research.

Chapter two is review of related literature. This chapter includes review of related theories about students' motivation and learning.

Chapter three is research methodology. Consist of research design, variable, population, sampling, sample, research instrument, data collection which consists of questionnaire and data analysis.

Chapter four is research finding and discussion. Consist of presentation of the data from questionnaire and discussion.

Chapter five is conclusion and suggestion of the research.

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