

# **CHAPTER 1**

## **INTRODUCTION**

In this chapter the writer presents background, research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Research**

Universities as a unit that organized higher education. Higher education itself had a meaning as a level of education after a secondary education that included diplomas, undergraduate, master, doctorate and professional programs as well as specialists run by Higher Education.

Indonesia had the highest number of universities compared to other Southeast Asian countries such as Philippines, Malaysia, Vietnam and others. Indonesia had 4566 Universities, Philippines has 2296 Universities, Malaysia had 488 Universities, Vietnam had 376 Universities, and so on (ASEAN University Network).

Based on the number of Universities as described above, the Indonesian government is aware of the importance of education by opening opportunities and establish cooperation in the field of education with foreign governments as listed in the “Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 26 tahun 2007” on cooperation of universities or other institutions abroad. The cooperation aimed to improve the performance of higher education as stated in Pasal 3. The forms of cooperation undertaken as described in Pasal 6 covering

the activities of university management, education, research, and community service.

There is one thing that is unique in every university, wherever it is and in any force, the presence of overseas students. The phenomenon of learning outside the region is not new, but it has long been happening in Indonesia, this happened because one of the factors is to get experiences, places, and educational facilities that are different from where they came from. Therefore, many students from outside Java including students who came from Patani, Thailand are interested to study in Java Island and became overseas students.

Indonesia became the main destination country for continuing education for Muslim students coming from Patani area. Because the existence of security guarantees and the freedom of embracing Islam, became a major factor why Muslim students who came from Patani chose to continue education in Indonesia. Pattani never got a good and fair defense and service, they always became victims of the cruelty and ferocity of the Thai government. Until now even feelings of hatred, resentment, bad thought and looked down on the Malay Islam Pattani still continues and increasingly thickened. Pattani is neglected in terms of development and education. As a result, their space is limited, even the right to education. According Umar (in Saah: 2017), education there depending on the expert who titled "tok guru" in controlling learning. So, from there they prefer to Indonesia, to gain knowledge in college. The Thai students who study in Indonesia prefer the Islamic universities. Usually, after

completion of Indonesian lectures, the knowledge they had during college in Indonesia is widely implemented in Thailand by establishing Islamic schools.

What caused Thai students to study far in Indonesia, especially in the Java Island. One reason is related to motivation, the motivation is to get a better education, either from the building facilities, technological facilities, and other facilities that exist in Java. Motivation is basically an impulse that came from within itself to behave. The impetus is generally directed to achieve something or purpose. That's why often hear the term motive and encouragement associated with achievement or success, known by the term achievement motive (*achievement motive*). This means that the desire to achieve a success is a driver to behave or do activities (Sumiati and Asra: 2007).

According to the theory, motivation is a drive of will that causes a person to perform an action to achieve a certain goal. In this case the motivation comes from the word motif which means "encouragement" or stimulus or "driving force" that exists within a person. Wahab stated (2004: 128-129), the concept of motivation is inspired by the consciousness of science experts, especially philosophers, that not all human behavior is controlled by reason, but not much human action is done outside of human control. So it was born an opinion, that humans beside rationalistic creatures, he also as a mechanistic beings are creatures that are driven by something out of common sense is called instinct.

When looking at life, there are many people who experienced success or failure in their work. Sulistyorini (2006: 193) stated "failure and success are not always due to differences in their abilities but more often caused by

different motivation differences". So every individual must have their own motivation whether it is motivation from within himself or motivation that comes from others if they want to achieve success.

According to MC. Donald (in Hamalik, 2003; 106) Motivation is a change of energy in a person (individual) characterized by the emergence of feelings and reactions to achieve goals. Thus, "motivation is a very important thing in the effort of learning and learning as its function as a driver, guide and activator in achieving goals. In other words, motivation determines the level of success or failure of student learning activities. Because learning without motivation is difficult to achieve optimal learning success "(Hamalik: 2003; 108).

Based on the description of motivations above made overseas students unique. Of course being a overseas students is not an easy thing for everyone to live. They must had high motivation to adapt from the beginning to survive in their new environment. All must started from scratch, to learn new cultures, new habits, new friends, and new neighborhoods. Many things must be learned so that overseas students did not have experience culture shock because of lifestyle changes before and after they live in a new place that turned out to be quite a lot to change.

Being an overseas students especially for Thai Students requires a very strong motivation and mentality. Because they would live a life that is completely different from the previous life at home. Thai students would undergo two pressures that are equally heavy. That is the emphasis on college lectures ranging from social problems, lecturers, courses, tasks and much more.

The second is the pressure coming from the demands of living independently in my place of residence. According to Stoltz (2000), the harder the situation, the less people can survive and solve it.

While the environment where students who had high motivation and able to adapt to new friends and the community are students who showed mutual respect and tolerance with each other. Students who had confidence will easily associate with new friends compared to students who have a shy or not talkative nature. Thai students that living in Tulungagung must adapt to the new social environment to begin a new life process of independent living.

The advantages of Thai students are able to learn to live independently and socialize with new friends and their new environment compared to students living in the city with their parents. The reason researchers chose Thai students because they are inspired and interested from the social life of the Thai students. Being an overseas student is not an easy thing to start with something new. That's what makes Thai students unique, because they had more abilities than non-immigrant students.

The phenomenon of students from outside Java Island who studied in Java is not only happening in big cities like in Jakarta, Bandung, Semarang, Yogyakarta, Surabaya and Malang only, but the phenomenon also happened in Tulungagung, namely IAIN Tulungagung. IAIN Tulungagung is a rapidly growing institute in the last two years, according to data obtained by researchers in 2014 there are 52 students from Patani, Thailand. In IAIN Tulungagung there is a English Education Department (TBI), one of the majors

that attracted students and in this department students are expected to speak English well. In this department also become majors that are in great demand by students from outside Java Island, including students from Thailand. From the number of students who came from Patani, Thailand obtained by researchers in 2014 with a total of 52 students in semester 8, there are 12 students who chose the English Education Department (TBI), with the number of 7 male students and 5 female students. Of the 12 Thai students there are only 6 students who can be interviewed by researchers with the number of 5 male students and 1 female students and 6 students who can not be interviewed for being in Patani, Thailand.

There are also other studies that examine the students outside the area conducted by Winata (2014) examines “Social Adaptation of Overseas Students in the Academic of Achievements” and Wardani (2015) examines “The Struggling Power of Foreign Students (Phenomenology Study of Thai Students at the State Islamic University of Sunan Kalijaga Yogyakarta)”, and Kusumawati (2014) examines “Students’ Motivation in Learning English in MAN Kunir Wonodadi Blitar”. Of the three have not been studied in Tulungagung, especially in English Education Department (TBI).

Based on the description above, the researcher is interested in seeing and digging deeper and understand how the intrinsic motivation and extrinsic motivation of Thai students at IAIN Tulungagung in English Education Department (TBI) from Patani, Thailand and of course with diverse cultural background. Therefore, IAIN Tulungagung becomes the ideal research

location to see the intrinsic and extrinsic motivations that occur in the lives of Thai students.

## **B. Statement of Research Problems**

Based on the background of the research above, the formulated research problems are:

1. How are the intrinsic motivations of Thai students' in EFL learning in IAIN Tulungagung?
2. How are the extrinsic motivations of Thai students' in EFL learning in IAIN Tulungagung?

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

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

1. Give explanation about Thai students' intrinsic motivation in EFL learning in IAIN Tulungagung.
2. Give explanation about Thai students' extrinsic motivation in EFL learning in IAIN Tulungagung.

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

1. Theoretically of these studied is expected to be useful for the development of science, especially relating to the Thai Students motivation.
2. Provide constructive feedback in the development of social sciences for Thai Students.
3. The results are expected to provide input and guidance for Thai Students and those who want to study the issue further.

4. This research is expected to increase contributions, academic references on studies relating to the Thai Students motivation in EFL learning and be able to provide information and feedback to researchers.

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

The research was conducted in IAIN Tulungagung. The students referred to in this study are Thai students who are in English Education Department in 2014 especially Thai students who are in the 8th semester who have studied English for 4 years at IAIN Tulungagung. This research is limited to the learning motivation of Thai students in IAIN Tulungagung. It focused on the Students' intrinsic motivation and extrinsic motivation.

#### **F. Definition of Key Terms**

##### **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 factors for engaging students in learning English. The factors can be from their intrinsic motivation and extrinsic motivation.

##### **a. Intrinsic motivation**

Djamarah (2008: 149-152) states that intrinsic motivation is the motives that become active or function, they do not need to be stimulated from



the outside, because every individual already exists encouraged to do something. Intrinsic motivation any individual when students are motivated to learn merely to acquire knowledge, not because of desire for the respect of others.

b. Extrinsic motivation

Djamarah (2008: 149-152) states that extrinsic motivation is an active motifs and serves as the stimulus from the outside. Extrinsic motivation is said to be learning when students put learning goals to earn the respect of others.

2. Overseas Students in this research refer to students who come from Thailand.
3. Learning according 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.