

CHAPTER I

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

Mastery of a foreign language becomes a necessity in this age of globalization. Why? it is because language is the most important instrument to communicate with others or also can be called with tools to communicate. For example, in the life of a job one of the requirements that must be done is to master a foreign language, or in the learning a lot of books that written in the foreign language, and a lot of foreign products that written into foreign language especially since the global market. So indirectly all are required to be able to speak a foreign language in order to keep up with the development of an increasingly advanced era. So, it can be concluded that mastering a foreign language is very important in this modern era to survive to keep up development of era (Korniasari, 2014:1).

Each country has a different language, for example Japan uses Japanese language, Korean country uses Korean or Hangul language, Indonesia uses Indonesian language, etc., therefore to overcome the solution of language differences in communicating between countries used English to become an international language. Crystal (2003: 3) states that English acts as a global or

world language because English is learned and used as a means of communication in various countries either as a first language, a second language, or as a foreign language. the statement is clarified again Mahfuddin (2007:1) English is an International language that used for inter-state relations and used to deepen and develop science, because most of the science books imported from abroad. Both statements can get conclusion that English has been used by some countries to be the language of interconnection between nations and English is one of the most important languages to master it. This is because English is a tool to communicate both oral and written. Thus, aware of the importance of mastery English language the government issued the law as follow:

“Act of National Education (2003:15) "Foreign language can be used as a language of instruction in a particular educational unit to support the ability of foreign language learners”

In Indonesia, the first foreign language that is studied as a compulsory subject from junior high school to university is English. That is one of the most important reasons why students should learn English in school. Even at the higher education level (university), the entire course of study must provide English courses for 1 or 2 semesters even though the disciplines taken are not related to English. It shows how important the mastery of foreign languages, especially English as one of the introduction of one's academic success and to support career in the world of work (Sinaga, 2010).

The explanation above shows the important to learning English. The importance of learning English is making students should be able to master it. The success of mastering English in teaching and learning English comes from the various factors such as from the teacher, students, and also motivation (Shulha, 2013:3). It means that there are three factors that can affect the achievement of learning English are the teacher, students, and motivation. In this case, motivation is one of the factors that influence teaching learning process. According to Dorney (2001:2), motivation is related to one of the most basic aspects of the human mind and it has a very important role in determining success or failure in every learning situation. It means that motivation is one of the important role in gives the influent of learning situation.

In learning activity, motivation can be interpreted as the overall driving force within students that leads to learning activity, which ensures the continuity of learning activity and that gives direction to learning activity so that the desired goal of students can be achieved (Loysiana, 2016:7). It has meant that motivation to be inside or outside driver of student in effort to self-discipline to achieve goals in learning activity. Motivation also has functions to activate and increase the activity as an effort to reach the goals. As Sukmadinata (2011:63) notes, “Motivation also has functioned to activate and increase the activity”. If the students have a good motivation, they will be more enthusiastic in the studying process and surely, they will get a better result than the students without motivation. 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.

Literally, the most students have motivation in learning English but each student has different motivations and goals. the reason why they learn English are 1) because they really like English lesson, 2) they want to get good grades, 3) English teacher give reward if got good score 4) the teaching method of the teacher is interesting 5) students want to learn English because they want to get better jobs when they were graduated from the school and it will open your job prospects and increase our standard of living, because many big companies require people with English skills to perform their jobs. 6) English gives the students easier access to communicate with others around the world.

Students in learning English have two motivation that are intrinsic motivation and extrinsic motivation. According Harmer (2007:98) stated that intrinsic motivation comes from within the individual. When intrinsically motivated, people engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints (Deci, 1991:325). People who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and require them to use their creative capabilities. This kind of intrinsic motivation is considered to be highly self-determined in the sense that the reason for doing

the activity is linked solely to the individual's positive feelings while performing the task (Noels, 1999:23).

Although intrinsic motivation is clearly an important factor of motivation, most of the activities people do are not intrinsically motivated (Deci & Ryan, 2000:60). Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors. Extrinsic motivation, in contrast to intrinsic motivation, requires an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads. That is, the behavior is not performed for its own sake, but instead to receive a reward or to avoid some punishment (Pelletier, 1997:23). In sum, extrinsic motivation is the one that arises because of the stimulus from the outside. The role of both intrinsic and extrinsic motivation is necessary in teaching and learning because the students can develop activities and initiatives, and perseverance in doing learning activities.

From the explanation above that the both of extrinsic and intrinsic motivation are able to effect in learning English. 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 researcher wants to know the students' motivation in learning English about intrinsic and extrinsic motivation. So, the researcher

carried out of study entitled "**Students' Motivation in Learning English in MTs Darul Huda Wonodadi Blitar**".

B. Research Problems

1. How is students' intrinsic motivation in MTs Darul Huda Wonodadi Blitar?
2. How is students' extrinsic motivation in MTs Darul Huda Wonodadi Blitar?

C. Objective of The research

1. To know students' intrinsic motivation in MTs Darul Huda Wonodadi
2. To know students' extrinsic motivation in MTs Darul Huda Wonodadi

D. Significance of The Research

Based on the purpose of the study is expected to have benefits or usefulness in education either directly or indirectly. As for the benefits of research as follows: Practical benefits

A. The English teachers

Can provide an overview in improving students' teaching on learning motivation English

B. The students

The results of this study students to know how much their motivation in learning English and in the hope can be a benchmark them to improve motivation during learning.

C. The researcher

The results of this study can be used as a provision of science useful for the life of researcher and a guide when jumping directly in educational institutions

E. Scope and Limitation of The Research

Scope of this research is the level of students' motivation in learning English. It focuses on intrinsic and extrinsic motivation. For the limitation: the writer took VII and VIII grade of MTs Darul Huda Wonondadi as the population of this study.

F. Definition of Key Terms

1. Motivation

Motivation is a key term in language learning and it is multidimensional. For this reason, it has different definitions. Williams and Burden (1997:120) define motivation in general as follows:

- A state of cognitive and emotional arousal
- Leading to conscious decision to act and
- Giving rise to a period of sustained intellectual and /or physical effort
- In order to attain a previously set goal

2. Learning English

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 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 13 researches, 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, population, 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