

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the objectives of the study, hypothesis, the scope and limitation, the significance of the study, and definition of key terms. Those steps was discussed below as the outline of the research.

A. Background of the Study

English has become a lingua franca of the world that holds the role of language among people with different native language¹. As a bussiness language, English is being emphasized and widely used in various education levels to ensure the survival of nation in the competitive world. So that, English becomes one of the material that must be learned for all the levels of Education in all of the world including Indonesia. As a country that it does not use English in daily activities, there are some difficulties in English learning process such as unactive students, lack of expressing ideas, and it causes the low of achievement of the students.

There are so many theories and ideas was growth by some experts in order to heal the English learning process. One of the good development in the field of English language instruction is dealing with the psychological aspect of learning, such as motivation and anxiety. Numerous researchers have shown that both of motivation and anxiety are significant factors in

¹ Cruz- Ferreira, M & Abraham, S. A, *The Language of Language: Core Concepts in Linguistic Analysis*, (Singapore: Prentice Hall. 2006), page: 27.

second language acquisition and effectivity. For three past decades, motivation has been an important area for empirical research and theoretical work within the context of learning mother tongue, foreign language, and second language². Motivation represents one of the most appealing variables that is used to explain the differences in learners during language learning³, and it is one of the most significant factors that impacts the rate and success of language learning⁴. Furthermore, Gardner classified Motivation into 2 categories, Integrative and Instrumental Motivation⁵. Simply, Integrative Motivation is a desire to know about something because someone interests in it, and Instrumental Motivation is a desire to know something because someone wants to get a certain purpose such as getting a better job, etc.

Meanwhile, Anxiety is also presumed as one of the vital factors in second language acquisition studies because it takes part in students' feeling of tension, worry, apprehension, nervousness when they face English learning. Probably, anxiety can disturb the English Learning because it makes the students lose their confidence in learning. Horwitz classified Anxiety in English Learning into four categories, those are Communication Apprehension, Fear of Test, Fear of Negative Evaluation, and Fear of English

² Cheng Tsai, I-Cheng, The Study on Motivation and Anxiety of English Learning of Students at Taiwan Technical University, *International Journal of English Language Teaching*, Vol 1 no 1, (2013), page: 25.

³ Pintrich, P. R., & Schunk, D. H, *Motivation in education: Theory, research, and Application* (2nd ed.), (New Jersey: Merrill Prentice Hall, 2002), page: 121.

⁴ Dornyei, Z, Motivation in second and foreign language learning, *Language Teaching*, Vol 31 no 3, (1998), page: 118.

⁵ Gardner, R. C. *Social psychology and second language learning: the role of attitudes and motivation*. (Edward Arnold Press: London, 1985), page: 25.

classes⁶. In conclusion, both of Motivation and Anxiety play a vital part in English learning outcomes. Moreover they are closely related to each other in second language acquisition.

Some studies regarding the relationship between language motivation and anxiety in language learning have been done by some researchers. For example, Gardner mentioned that integratively motivated learners are less anxious in L2 context than learners who are instrumentally motivated. Their findings indicate that anxiety and motivation are two separated dimensions with overlapping behavioral consequences⁷. Noels stated that the more students feel motivated, the less effort they will expend and the more anxiety they will feel⁸. Further, Chang Tsai and I-Cheng in their research found that the students' motivation and anxiety were positively correlated⁹. Both of them influence learners in the second or foreign classroom.

However, the researcher is still hard to find the study about correlation between Motivation and Anxiety in Indonesia, especially in STAIN Kediri. Mostly, the students of English Department in STAIN Kediri have investigated about learning style, students-teacher interaction, or contrastive analysis in the term of Second Language Acquisition (SLA).

⁶ Horwitz, F., Horwitz, M., & Cope J, Foreign Language Classroom Anxiety, *Modern Language Journal*, no 70, (1986), page: 128.

⁷ Gardner, R. C., Day, J.B., & MacIntyre, P. D, Integrative motivation, induced anxiety, and language learning in a controlled environment. *Studies in Second Language Acquisition*, no 14, (1992), page: 199.

⁸ Noels, K. A., Clement, R., & Pelletier, L. G.. Perception of teachers' communicative style and students' intrinsic and extrinsic motivation. *The Modern Language Journal*, vol 83 no1, (1999), page: 25.

⁹ Tsai Cheng, The Study on Motivation, page: 39.

As indicated above, I will try to find the correlation between Motivation and anxiety in English learning. I will fetch my reaseach by the tittle
“The Correlation Between Motivation and Anxiety in English Learning among EFL Students in MTs Sunan Ampel Siman Kepung Kediri”.

B. Research Problems

This study is aimed to know correlation between Motivation and Anxiety among EFL students of MTs Sunan Ampel Siman Kepung Kediri. There are three problems, those are :

1. What is the kind of motivation in English learning among EFL students in MTs Sunan Ampel?
2. What is the type of anxiety in English Learning among EFL students in MTS Sunan Ampel?
3. Is there any correlation between motivation and anxiety in English Learning in English learning among EFL students in MTS Sunan Ampel?

C. Objectives of the Study

The objectives of this study are :

1. To know the integrative and instrumental motivation in English learning among EFL students in MTs Sunan Ampel Siman Kepung Kediri.
2. To know the anxiety in English learning among EFL students in MTs Sunan Ampel Siman Kepung Kediri.
3. To know the correlation between motivation and anxiety among EFL students in MTs Sunan Ampel Siman Kepung Kediri.

D. Hypotesis

Based on the previous research, some researchers stated that both of motivation and anxiety are positively correlated than the others researchers stated they are negatively correlated. It is interesting to look for base on the students' condition in MTS Sunan Ampel Siman Kepung Kediri. I pointed some hypothesis in this research :

Ho : There is no correlation between Motivation and Anxiety in English learning among EFL Students in MTS Sunan Ampel

Ha : There is correlation between Motivation and Anxiety in English learning among EFL students in MTS Sunan Ampel

There are some possibilities when Ha is proved, those are:

1. Positively Correlated, it is when the result is linier. Mean, when the students have a high motivation, they will get high anxiety in English learning or the contrary.
2. Negatively Correlated, it is when the result is not linier. Mean, when the students have a high motivation, they have low anxiety or the contrary.

E. Scope and Limitation of the Study

This study is focused in correlation between motivation and anxiety in English learning among EFL students in Mts Sunan Ampel. The researcher limits the the study on the MTs Sunan Ampel students. The reseracher The researcher chose this school because two reasons. First, based on some observation with some students from MTS Sunan Ampel that they always feel nervous, lazy,or 'blank' when they got English class although they have

prepared before. Then, some of them have less motivation in learning English.

F. Significance of the Study

The significance of this study is expected to be useful for the teachers, and the researcher. For the teachers, by knowing the motivation among the students and the anxiety that the students face, the teachers can create a more interesting learning process. The traditional method of teaching can be one of the factors that make the students have low motivation or the students feel worries in English learning. For the researcher, this research is a valuable experience to apply the knowledge from the college. And for the next researcher, this research is useful for them that study in the same area.

G. Definition of the Key Terms

There are four key terms in this study, those are English Learning, Motivation, Anxiety, and EFL Students. This is the explanation of them :

1. English Learning can be described as the process of Learning, examining, understanding the language itself, in this term is English, as the subject of the study.
2. Motivation is can be called as a desire, effort, need, or argue to do, learn, achieve, or acquire something. It is a psychological aspect of human underlying behaviour with respect to a particular task. In this research, the researcher will take the theory from Gardner which they devided Motivation based on two aspect, Integrative and Instrumental Motivation. Based on Gardner, the students with Integrative motivation will learn a

language because they desire to know more about their L2, than the students with instrumentally motivated will learn a language because a specific goal such as getting a better job, ect.

3. Anxiety is human feeling of worry, nervousness, uneasiness, self-doubt, or apprehension in facing some situations. It is one of psychological aspect that mostly intrude human itself. In this research, the researcher will focus on four parts of anxiety. Those are fear of negative evaluation, communication apprehension, fear of test, and fear in English classes.
4. EFL students are the students from MTs Sunan Ampel that learn English in their school's subject. Generally, they get English class one a week in around 60 minutes in every meeting.