

CHAPTER 1

INTRODUCTION

This chapter discusses about background of the study, problem of the study, objective of the study, significance of the study, hypothesis of the study, scope and limitation, and definition of key terms. Those are very important to give a brief explanation about the intended research.

A. Background of the Study

Language is a tool used to communicate with other people. Furthermore, language can be in written, spoken, or signal form. Similarly, according to (Santrock, 2011:58), “language is a form of communication whether spoken, written, or signed that is based on a system of symbols”. From those symbols, it is combined to be the words then those words become a language. Moreover, according to Santrock that language is content of the words used by communication (vocabulary) and the regulation for varying and combining them (grammar and syntax). Meanwhile, by language can help human to communicate easily with their group. Every group have belong language. Not only is that language is one of most important things for human to interaction in daily life

English is a language widely used in the world. English has an important role in my aspects of life. Furthermore, according to (Depdikbud, 2003:6), “ in education context, English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and to

enjoy language lesson in English culture”. Furthermore, English is a foreign language learn many people in the world and has many advantages to person who are learning English. English is an international language and studied from elementary school until university include in Indonesia. In learning English, there at least four skills which are important to learn. They are listening, speaking, reading, and writing. All those skills are supported by some components such as vocabulary, grammar, pronunciation, etc (Harmer, 2007). Learning is an activity in the process for teaching learning which does not stand alone. Because, learning has many factors to influence such as teachers, students, learning methods, and others. Meanwhile, according to Syaiful Bahri (2002) learning is also influenced by a psycho aspect, it is motivation.

In the role of motivation during learning is equally important. Here are some various studies have found that motivation relate to achievement in language learning: (Jeremy Harmer, 2001:3) “it seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success”. From this definition we know that motivation in the classroom affects both learning and behaviour of the students who are motivated to learn more.

Commonly, according to Gardner (1982) stated that motivation is divided into two forms are integrative and instrumental. Furthermore, Norris (2005) trust that both integrative and instrumental motivations are very essential in the successful learning in English achievement or second language acquisition. Meanwhile, Norris argued that integrative motivation which restrain long phase success when learning English. However, in these societies appears that students would chose instrumental reasons

more frequently than integrative reasons. Similarly, Dornyei (1990) asserted that instrumental motivation and students' require for accomplishments and higher ambition are more essential than integrative motivation. So, integrative and instrumental motivation have important function in student's English achievement.

In English have four skill, exactly are reading, speaking, writing and listening. Meanwhile, it is achieved are divided into two parts of language function, they are called, oral and written English as a means of communication. In case, listening and speaking are oral language while, reading and writing are written language. However, every skill have different level difficult of students. So, in this study researcher wants to know the types of motivation (instrumental or integrative) in English language skills among students of IAIN Kediri.

In relation with the explanation above, motivation is one important aspects in English language skills. But, in motivation have two types are integrative and instrumental motivation. In this case, the students of IAIN Kediri has types of motivation in English language skills. So, researcher will know kinds of motivation toward studying English language skills.

The study is not doubt that motivation is an essential factor in second language skills. Furthermore, considering the case will discuss above, the present study is designed to explore the kinds of motivation orientations among students of IAIN Kediri. Before conducting this research, the researcher learned some previous studies in order to get some ideas and also to ensure in doing this research. One of them is Nor Syahidzan Binti Mohd Redzuanand and Nur Syafiq Aqiera Binti Abdullah's

research (2013), it is about exploring a survey of Motivation and preferred activities among engineering students in Polytechnic Kuching Sarawak. Their research result that most the students instrumentally motivated in learning English. Majority of the students responded that they learn English in order to pass the course of their study and increase their future career opportunities. Interactive activities such as problem-based activities and role playing are preferred by the students in learning English. Don August G. Delgado (2016), it is about survey study of integrative and instrumental motivation in English language learning of first years students at Naresuan University International College (NUIC), Thailand. His research found that the respondents got an average interpretation on both motivation factors: integrative and instrumental. In other words, majority of the respondents are interested in learning English language instrumentally and integrative, however, if they do not acknowledge that interest and work on how to develop their English skills, it will take longer time for them to proficiency in English. Thus, this study concludes that majority of the NUIC freshmen are neither integrative nor instrumentally motivated students.

Finally based on the ideas, it is important to know the type of motivation (instrumental or integrative) in English language skills among students of IAIN Kediri. The last, researcher intended to conduct this research entitled,

“A Survey of Motivation Types in English Language Skills among Students of IAIN Kediri”

B. Problem of the Study

In light of the introduction and the literature review, this study purposes at exploring to survey study of motivation types (instrumental and integrative) in English language skills among students of IAIN Kediri. The research questions study can be put forward as follows:

“What are the motivation types of students in learning English language skills?”

C. Objective of the Study

Based on the statements of the problem above, the purposes of the study can take on the research question to know types English language skills motivation (instrumental or integrative) among students of IAIN Kediri.

D. Significant of the Study

The result of this study is expected to be any use theoretically and practically. Theoretically, the result of this study is expected to contribute to the development of the English ability So, by describing student's motivation, it is expected to improve the student' English achievement. In addition, the result of the study could be used as a reference to the next reseacher who are interested in further research on a different subject.

Practically, this study is expected to give useful information about the student's motivation in learning English language skills at students of IAIN Kediri.

From the information given, the English lecturers of IAIN Kediri can evaluate different types motivation (instrumental or integrative) in English language skills among students of IAIN Kediri.

E. Scope of Limitation

The scope and limitation of the study is only to find the type of motivation (instrumental or integrative) in English language skills among students of IAIN Kediri.

F. Definition of Key Terms

This section explains some definitions of terms to avoid misunderstanding of the concept used in this research. They are motivation, instrumental motivation, integrative motivation, English and English skills.

1. **Motivation** is an easy word to pronounce, but it is still difficult to define.
2. **Instrumental motivation** generally indicated by the aspiration to get practical benefits from the study of a second language
3. **Integrative motivation** is a usual behavior of someone who appreciates the target language community, and studies the language for the reason of joining that community.
4. **English** is a second language which is taught in kindergarten until university and also is used in the world can be called as language international.
5. **English Skills** is the ability to use language of English.