

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of study, research questions, objectives of study, significance of study, scope and limitation and definition of key terms.

A. Background of Study

The field of second language acquisition is now largely studied and researched by many prominent scholars in this globe. Motivation, the most dominant factor determining the success of language learning, is one of the topics that becomes the major interest of some scholars who conducted the research on the field of second language acquisition. In some decades later, countless studies on motivation emerged with similar findings and they support the initial findings on Gardner and Lambert's motivation research in which motivation falls into two categories namely instrumental and integrative motivation.

The successful language learning, generally, is never separated from the setting where the students learn the language. The role of motivation in this setting determines the desired objectives that will be achieved in the end of the study. Natural setting and instructional setting are two kinds of context where language learning takes place. Those types of setting are absolutely influenced by the role of motivation as the dominant factor in language learning. Students who learn language in natural setting will learn language simply because they

want to be capable of using language at work or social interaction because learning process takes place in social environment where they are directly exposed to native speakers of target language. In contrast, students who learn language in instructional setting eagerly want to learn language components, in this case, grammar and vocabulary.

During language learning process, the underlying motivation possessed by the students might be different in every stage of language learning or in every language course. In this regard, language learning process conducted in university is considered as a long process and degree of motivation might be different from one level to another. Dornyei (2003) says that “motivation shows different characteristics depending on what stage the individual has reached in pursuing a goal” (p. 18).¹ Such notion implicitly states that individual differences also determine the underlying motivation. In this regard, university students learning language need to go through every stage in learning in which different motivation will be their underlying reasons why they learn language. Different goals in every stage also represent different motivation possessed by the language learners. Therefore, students have different motivation in every stage and it becomes the reason why individual differences contribute to the success of language learning.

The investigation on different motivation among the students in different level should be expanded for the sake of knowledge on dealing with maintaining and generating the students motivation during learning process.

¹ Karla Del Carpio, “The Language Teacher and Students’ Motivation: Let’s Use Different Types of Activities in the Classroom!” , *Encuentro* 22 (2013), 35.

To generate learners' motivation during learning language, four principals motivation technique can be applied to solve this problem. Dornyei (2005) identifies four principal aspects of motivational teaching practice.² These four principals include some aspects such as creating the basic motivational condition, generating initial students' motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.

On the other hand, it is worth considering that different level of study might portray different underlying motivation in learning language. Students in their initial stage might have different degree of motivation from those who are about to complete their study. The diversity of the motivation among the freshmen, sophomore, junior and senior might be caused by some factors that foster their underlying motivation. Provided with the fact that students motivation at different level of study is not always at the same degree, teacher should be able to overcome the low-motivated students at a particular stage and to find the appropriate strategies to make the students stay motivated. It might be difficult to do this task because every student possesses different motivation that drive them to learn.

Numerous studies on the investigation of degree of motivation at different level of study have been conducted through the years. One of the current study was conducted by Xue-Mei Yui (2014) who investigated learning motivation of college students of different level. In this study, she

² Ravi Bhushan, "Developing Learners' Critical Thinking and Motivation", *International Journal on Studies in English Language and Literature* 2 (June, 2014), 14.

attempted to discover degree of motivation of the students majoring in Mechanical Engineering and Automation in Linyi University who learn English. In her investigation, the finding reveals that efficient learners are more highly motivated than less-efficient learners. Another study dealing with degree of motivation was conducted by Fumie Kato, et.al. In this study, the researchers compare the motivation of Japanese students who learn in different university in two countries. This investigation yielded the result that there is no differences on degree of motivation among the students in different universities. Similar study with different framework was conducted by Muhammad Bachal Jamali, et.al who did investigation on the comparison of motivation level of post graduate students at University of Sindh Jamshoro. In his study, he selected around 160 students from MERA, M.Ed, MS.Ed and MTE programs and yielded that most students are highly motivated because teaching gives advantages to them.

Since the previous studies do not provide detail description of degree of a particular type of motivation, the researcher decides to present line diagram of degree of integrative and instrumental motivation in the purpose of giving clear motivation differences among the students in different level of study. Therefore, this study is entitled "**A Comparative Study on EFL Students' Motivation at Different Level of Study**".

B. Research Questions

Degree of different motivation in every stage of learning process among the EFL students of STAIN Kediri needs investigating. Due to the

importance of knowing this influential variables dealing with language learning, the research questions can be formulated as follow:

1. What are the underlying motivations possessed by students at different level of study at STAIN Kediri in learning English?
2. What is the dominant reason that underlies the students in learning English at STAIN Kediri?

C. Objectives of Study

This study is carried out to shed light the students' underlying motivation during learning English at different level of study. Different type of motivation proposed by Gardner and Lambert will be presented in the form of polygon depicting different degree of motivation among the language learners at different level of study. In addition, this study also reveals the most dominant reason why the EFL students of STAIN Kediri learn English as foreign language.

D. Significance of Study

Like other previous researches that emerged in the past decades, this research also presents the importance of investigating the different degree of students' motivation at STAIN Kediri.

1. For the teacher

Conducting the study on the diversity of different degree of motivation among the EFL students of STAIN Kediri is tremendously helpful to investigate at what stage students of particular level of study are highly motivated in language learning. As a matter of fact, teacher

should be able to recognize student's motivation to assist them with an appropriate strategy and material so that students will be able to achieve the objectives.

2. For the students

Self-recognition on knowing the reasons of learning language will help the students to achieve the desired goal at the end of the study, as students will give the best effort when recognizing their own motivation. In this regard, both instrumentally and integratively motivated students will achieve different goals at the end of study.

3. For the upcoming researcher

The research investigating on different degree of motivation at different level of study needs expanding because it helps the teacher to deal with the diversity of motivation among different level of study. To solve that complex problem, similar research on motivation with different framework might be the good choice for the next researcher.

E. Scope and Limitation

This study mainly discusses about Gardner and Lambert's motivation - instrumental and integrative motivation - that play as the dominant factor in successful language learning. The diversity of different degree of motivation in different level of study will be analyzed further in the purpose of discovering at which semester the students possess high and low motivation. To limit the sample around 214 students of English department at STAIN Kediri are randomly selected from different semester in the purpose of

completing the adapted AMTB in which only integrative and instrumental variables are selected from that instrument.

F. Definition of Key Terms

Some scientific terms are repeatedly used throughout this study and those terms need defining. Those terms include:

1. Motivation

Gardner (1985), another early advocate in this discipline, identifies motivation as the desire of the student in learning language due to the personal objective and the satisfaction in doing the activity.³ He, latter, categorized the motivation into two types namely integrative and instrumental motivation.

2. Integrative motivation

According to Gardner and Lambert integratively motivated students will learn the language in order to integrate with the people living in the target speaking environment.⁴ In this regard, integratively motivated students will have long-term period in pursuing knowledge.

3. Instrumental motivation

The term of instrumental motivation can be defined as the motivation that drives the students to gain the practical reason in learning language. In this case, the instrumentally motivated students learn the language because they want to get better salary, etc.

³Dr. Fadel H.M. Al Othman & Dr. Khaled M. Shuqair, "The Impact of Motivation on English Language Learning in the Gulf States", *International Journal of Higher Education*, 2 (October, 2013), 124.

⁴Abdur Rehman, et.al. "The Role of Motivation in Learning English Language for Pakistani Learners", *International Journal of Humanities and Social Science*, 4 (January, 2014), 255.

4. Different Level of Study

Different level of study refers to the different stage of learning in the level of undergraduate study. In this regard, this notion represents the students sitting in the second, fourth, sixth and eighth semester in English Department.

5. AMTB

Attitude Motivation Test Battery or in short AMTB is a kind of a questionnaire designed in attempt to measure integrativeness with scale tapping attitude toward the target language group, general interest in foreign languages, and a set of integrative orientation items reflecting reasons for language study based on attraction to the target language group.⁵

6. EFL

English as Foreign Language (EFL) is English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country.⁶ In this regard, English is merely used in certain occasion such as in English classroom environment.

⁵ Peter Robinson, *Individual Differences and Instructed Language Learning* (Amsterdam: John Benjamins Publishing Co, 2002), 48.

⁶ www.macmillandictionary.com.