

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problems, the objective of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

According to Ciccarelli and Noland learning is any relatively permanent change in behavior brought about by experience or practice.¹ While Slavin said that learning is usually defined as a change in an individual caused by experience.² Changes are showed in the form of an increase in the quality and quantity of behavior such as an increase in understanding a knowledge, skills, habits, and other capabilities.

Brown said that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.³ It means that the behavior that occurred after certain learning probably finished. Someone's capabilities will not be disappearing, but will keep continue to keep developing especially when someone continues keep learning and practicing such as study a language.

¹ Ciccarelli, Sandra K., *Psychology*, (New Jersey: Pearson Education, 2012), P. 170.

² Robert E. Slavin, *Educational Psychology: Theory And Practice*, (Massachusetts: Paramount Publishing, 1994), P. 152.

³ H. Douglas Brown, *Principle of Language Learning and Teaching*, (New York: San Fransisco State University, 2000), 4th Ed., P.7.

Language has an important role in our daily life. People use language to get information, share a feeling, and ideas with others. Besides that, we also use language as a tool to look through the outside the world. Students are now more required to make contact each other in getting information to understand the culture, science and technology from others, so they have to learn other language.

According to the philosophy that is expressed by the religions and many people; language is the source of human life and power.⁴ The possession of language, more than any other attributes, distinguishes human being from animal and other creatures. To understand our humanity one we must understand the language that makes us as human.

In this era of globalization it is important to learn or speak English as foreign languages. Many people said that in this era of globalization is very important to master at least English or other foreign languages. The people around the world cannot deny that the globalization will have a big impact on the nations of the world. As Daranee and Chudapak said that in the globalized era, it is undeniable that English plays a vital role in the world society.⁵ Indonesia as one of the countries in the world cannot avoid the influence of globalization, because almost all of countries use English when they have business in other countries that use different language.

⁴ Victoria Fromklin, *An Introduction to Language*, (New York: Library of Congress Cataloging in Publication Data, 1983), P. 3.

⁵ Daranee Choomthong and Chudapak Chaichompoo, "English language learning motivation of Thai undergraduate students in the globalized era", *Suranaree J. Soc. Sci.*, Vol. 9 No. 2 (December, 2015), P. 24.

Indonesian should master English because of some reasons. Some of the reasons are, English help Indonesian have a better connection with people around the world for some purposes in some fields. By mastering English people can communicate with almost all of people in this world with English. In addition, it helps us to make a change for the progress of our country and also our live. We can see in this world there are many countries and almost every country has different language. If we are not use English to communicate, it will be very difficult to communicate with other people from other country. Because one language that almost of all countries can use is English because we know that English is a universal language. By mastering English we can communicate with other people around the world and we can get the information easily.

Learning English has been a very important in Indonesia. It is become the first foreign language which is taught from Elementary school until university. There are some univesities in Indonesia have English as their one of major. In Indonesian education the students who have good English will able have more chance in achieving better education or maybe study abroad, because when they want to study abroad they must get a good score of TOEFL.

Every student has different reason in learning English. Firstly, students want to learn English because they want to get better jobs when they were graduated from the university and it will open their job prospects and increase their standard of living, because in fact many big companies require

people with English skills to perform their jobs.⁶ Secondly, English gives the students easier access to communicate with others around the world. For instance, nowadays students are using English through networks such as Facebook, Twitter, Instagram and many others to get in contact. In social network they can practice their English with another people in other countries, because when they want to speak with native they directly can open their social media, even the social media have grown with video calling services application. Thirdly, English is important to improve someone's confidence. For example, if a person goes to the hospital, airport, government office, or any other important place or public place they will meet many instructions or anything in English, he or she will feel more comfortable and there are many others reasons. This reason will be a motivation that supports them to learn English.

According to Petri cited in Ciccarelli, motivation is the process by which activities are started, directed, and continued so that physical or psychological needs or wants are met.⁷ In simple language, motivation is what gets you going, keeps you going, and determines where you are trying to go.⁸ Each student has different difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar and vocabulary usage. It gives effect to the student's motivation to learn English. Some students feel that English is very difficult to study, but they have motivation to study hard for getting good jobs after graduated. In

⁶ <http://www.5minuteenglish.com/why-learn-english.htm>

⁷ Ciccarelli, Saundra K., *Psychology*, P. 344.

⁸ Slavin, *Educational Psychology*, P. 347.

other hand, some students feel anxiety and bored in learning. As the result, they got low achievement in English. In this case the students or the teacher must have idea to build the students' motivation in learning English, because motivation is the one of important factor to the success of learning English.

According Slameto that there are two factors that influence students' learning, namely internal and external factors. Internal factor is the factors which come from students themselves. Meanwhile, external factor is the factor which is outside of students. The examples of internal factors are the physical condition, skill, interest, intelligent and learning style. Meanwhile, the examples of external factors are family, friends, school, environment and learning strategy.⁹

Students in learning English have two kinds of motivation that are intrinsic motivation and extrinsic motivation. Harmer stated that intrinsic motivation comes from within individual.¹⁰ Person might be motivated by enjoyment of the learning process or desire to make themselves feel better. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Beside intrinsic motivation, the students also have extrinsic motivation in learning English. Harmer stated that "Extrinsic motivation is the result of any number of outside factors".¹¹ An extrinsic motivation will motivated the students to learn on a task even when they have little interest in it because of the anticipated satisfaction they

⁹ Slameto, *Belajar dan Faktor- Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), P. 54.

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2007), 4th Ed., P. 98.

¹¹ Ibid.

will get from some reward. For example, student who dislikes English may learn hard on English because want the reward for completing it. The reward would be a good score on an assignment. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

According to Dörnyei, motivating learners to learn a second/foreign language is reported by many teachers as the most important but difficult skill in teaching after managing classrooms.¹² Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher or lecturer, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. It is hoped that understanding English language learning motivation can help students become more successful in learning English.¹³ Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits. Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language

¹² Sri Puji Astuti, *Teachers' and students' perceptions of motivational teaching strategies in an Indonesian high school context* (Victoria University of Wellington, 2015), P. 28.

¹³ Choomthong, "English language learning motivation".

course, lecturers must take into consideration that each learner has different interests and expectations.

According to Sardiman that the characteristics of the students who are motivated are feeling enjoyable having passion, curiosity, spirit and interest during the learning process. There also a diligence in doing the task and challenged in finishing the difficulties.¹⁴ It shows that the indicators of motivation are terms interest, curiosity, having spirit and challenge.

Based on the explanation above, motivation is considered an essential element in shaping success and learning a new language in the classroom environment. By knowing about the students' motivation, lecturers 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 writer wants to know the students' motivation in learning English. Based on the reason above, the reseacher would like to conduct a study about "Motivation of English Department Students of STAIN Kediri in English Language Learning".

B. Problems of the Study

Based on the background of the study above, the problems in this research can be formulated as follows:

1. What is the intrinsic motivation level of English department students of STAIN Kediri?

¹⁴ Sardiman A.M., *Interaksi dan Motivasi Belajar Mengaja*, (Jakarta: PT. Raja Grafindo Persada, 2006), P.102.

2. What is the extrinsic motivation level of English department students of STAIN Kediri?

C. Objective of the Study

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

1. To know the intrinsic motivation level of English department students of STAIN Kediri.
2. To know the extrinsic motivation level of English department students of STAIN Kediri.

D. Significance of the Study

The result of this study is expected to be useful both in theoretically and practically. Theoretically, the result of this research will give the answer the question at the formulation of the research problems. In addition, this research will give the beneficial contributions to the campus as the field of English education about how important the motivations, both intrinsic and extrinsic motivation to the students to achieve their study. Practically, the researcher hopes that the result of this study will useful for:

1. For the researcher, the result of the study is expected to give more understanding about students' intrinsic and extrinsic motivation in learning English.
2. For the students, it will give the information about their intrinsic and extrinsic motivation that affect in their learning English. When they

know the important of motivation in their learning, they would build their motivation by themselves. So, their English will be achieved well.

3. For the English lecturers, it can be used feedback to improve lecturers' teaching to improve the students' motivation in learning English. So, the students will get good achievement in English.
4. For the next researcher, it will be useful information to conduct further studies.

E. Scope and Limitation of the Study

The research will be conducted at STAIN Kediri from the second, fourth and sixth semester. It is because they still have more times in class to get learning process than the eighth and absolutely it will make the reseacher easy to collect the data. This research will be limited to the learning motivation of English department students at STAIN Kediri. It focused on the students' intrinsic and extrinsic motivation in learning English.

F. Definitions of Key Terms

There are some terms used in this study that need to be defined to avoid misunderstanding and misinterpretation, some terms used in this research needed to be defined as follows:

1. Motivation

Motivation in this research refers to reasons for engaging students in learning English. The reason can be from their intrinsic motivation or extrinsic motivation.

a. Intrinsic Motivation

Harmer stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better.¹⁵ Here the students are motivated by their intrinsic motivation, they learn English because their internal desire such as they learn English because they are enjoy learning it.

b. Extrinsic motivation

Harmer states that extrinsic motivation is the result of any number of outside factors, for example, the hope of financial reward or the possibility of future travel.¹⁶ Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task. Here the students in learning English are motivated by their external desire, such as they want to get a good job in the future.

¹⁵ Harmer, *The Practice of English*.

¹⁶ Ibid.

2. Learning

Brown define that learning is “Acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”.¹⁷

¹⁷ Brown, *Principle of Language Learning*.