

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Nowadays, learning and knowing English are one of the imperative thing in many sectors. There is a recent emergence of interest in the English educational which it is overwhelming that English plays a significant role as a global language. According to Crystal stated that about 400 million people have English as their mother tongue, the third widely spoken native tongue, more than 430 million have it as a second language, and approximately 750 million people use it as a foreign language. The total number reaches up to one and a half billion people worldwide. It means that English is the language studied most as a foreign language around the world.¹

In fact, that becomes an exciting phenomena and it was considered in majority of the countries including Indonesia that a good achievement in English is like a talisman as it can be a source of material wealth by confirming access to education, international issues, science, technology, economic and many others for each individual.

¹ Crystal, D. *English as a Global Language* (2nd ed.), (UK: Cambridge University Press, 2003), page: 25.

One of the precise way to accomplish that goal is through a decent language education with one of the major goal of education is to support the learning of each student. In other words, the concept of no child left behind has to be main concern in language learning. Therefore, realizing equality and students' motivation must be a focus for educators in language learning that those are some factors can be made the learning success.

Individuals differ in their strength of language learning such as an important issue to bring out the proper concept of equality in language learning process. One of the kind about individuals differ refers to their gender differences. Gender differences in education have been studied widely.² In the context of academic language learning, gender role stereotypes are confirmed when motivation is studied domain-specifically, with boys being more confident and interested in mathematics and science compared to girls, while girls prefer, and feel more confident about language-related domains compared to boys. Researchers have studied whether these sex differences in motivation.³ Here, the writer also presented that personality and motivation play important roles in explaining sex differences in school attainment.

Therefore, connected with a number of studies and stereotypes in gender differences related with students' motivation toward language learning is attracting to be scrutinized. In other hand, motivation is also such as an

² Meece J. L., Glienke, B. B., Burg, S. "Gender and motivation". *Journal of School Psychology*, 44, (2006), page: 351-373.

³ Steinmayr, R., Spinath, B. "Sex differences in school achievement: what are the roles of personality and achievement motivation?". *European Journal of Personality*, 22, (2008), page: 185-209.

important factor that can affect students' success in language learning, especially for foreign language learning context.

There are some types of motivation that support in area of foreign language learning, one of the theory is based on the intrinsic and extrinsic motivation. Extrinsically motivated behaviors are ones that individuals perform to receive some extrinsic reward, such as money, good grades, or teacher praise. Intrinsically motivated activities are ones for which there is no anticipated reward except the activity itself. Intrinsically motivated people engage in activities for their own sake and not because they lead to an extrinsic reward.⁴

In addition, from a large of professionals studied relationships between learning and motivation, they recognized the importance of a student's motivation to the amount of true learning that comes out of a given learning experience. Differentiated student's motivation could easily impact the direction of study into college and careers. Even if these students' learning measures are equal, a difference in motivation could have a large impact on life decisions.⁵ Through that theory about motivation, we could recognize the significance to highlight more about student's motivation in various context. This also brings out that motivation can offer big influence to achievement in

⁴ Deci, E.L., Ryan, R.M. *Intrinsic motivation and self-determination in human behaviour*, (New York: Plenum, 1985), page: 45.

⁵ Wigfield, A., Battle, A., Keller, L. B., & Eccles, J. S. *Sex differences in motivation, self-concept, career aspiration and career choice: Implications for 138 cognitive development*. In A. V. McGillicuddy-De Lisi & R. De Lisi (Eds.)". *Biology, sociology, and behavior: The development of sex differences in cognition*, (Westport, CT: Ablex, 2002), page: 93-124.

activity. We already agreed that a success to get a good accomplishment in learning is one of the big goal of education.

If motivation mediates what children learn, then differential motivation across gender could mediate differences in learning for boys and girls presently and into their futures. Eccles, Wigfield, Harold, and Blumenfeld (1993) worried that different valuing (part of the motivational construct interest) of certain domains could mediate adolescent participation in those domains.⁶

Besides, according to McTeer argued that knowing student interest and motivation inclinations could help teachers plan curriculum that connects with those interests and motivation.⁷ Based on that statement we also can identify that study about motivation and supported by knowing based on their gender differences also can help the educators to provide an appropriate concept or strategy for learning. In this case, we can elaborate it to language learning like English as foreign language in Indonesia.

Based on those concern above, this research has been conducted and aimed to identify and discuss more about the students' intrinsic and extrinsic motivation related to their gender in English learning. Then, the other concern in this research is knowing the most dominant motivation based on the gender differences. This part is dramatically important according to argue that people have not only different amounts, but also different kinds of motivation. That is, they vary not only in level of motivation (how much motivation), but also in

⁶ Eccles, J., Wigfield, A., Harold, R. D., & Blumenfeld, P. "Age and gender differences in children's self- and task perceptions during elementary school". *Child Development*, 64, (1993), page: 301.

⁷ McTeer, J. H. "Gender differences in relationship to likes and dislikes of four subject areas". *The University of North Carolina Press*, 69(4), (1986), page: 260-263.

the orientation of that motivation (what type of motivation). Orientation of motivation concerns the underlying attitudes and goals that give rise to action, that it concerns the why of actions.⁸

The researcher desired to find the empirical data of the students' motivation toward English learning based on their gender differences. This research would be conducted in STAIN Kediri that offer English Education Department and the population of this research is sixth and eighth semester were already studying English more than 2 years for their college level and have enough knowledge and experience in English learning. This Thesis will be under title "GENDER DIFFERENCES ON ENGLISH STUDENTS' MOTIVATION TOWARD ENGLISH LEARNING".

B. Problems of the Study

Based on the previous background of the study that is described above, the research problems of this study are:

1. What are the gender differences on English students' intrinsic motivation toward English learning?
2. What are the gender differences on English students' extrinsic motivation toward English learning?
3. What is the level of English students' intrinsic and extrinsic motivation toward English learning?
4. Is there any significance difference between male and female on their intrinsic and extrinsic motivation toward English learning?

⁸ Ryan, R. M., Deci, E. L. "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions". *Contemporary Educational Psychology*, 25, (2000), page: 54.

C. Objectives of the Study

Referring to the research problems this study is directed of the following purposes:

1. The study conducts to identify the gender differences on English students' intrinsic motivation toward English learning.
2. The study conducts to identify the gender differences on English students' extrinsic motivation toward English learning.
3. The study conducts to identify the level of English students' intrinsic and extrinsic motivation toward English learning.
4. The study conducts to identify the significance difference between male and female on their intrinsic and extrinsic motivation toward English learning.

D. Scope and Limitation

The study directed in STAIN Kediri which offers an English Education department. The target students' population in this study were the English department students who studied in the academic year 2016-2017. The limitation of this study is focused on the sixth and eighth grade students in STAIN Kediri who had taken English subjects more than 2 years in their college level. Hence, they already have experience and knowledge toward English learning. Then, this study also would like to examine the students' motivation from their intrinsic and extrinsic motivation based on Self-Determination Theory (SDT) and took the data from both of gender are male

and female. The total class in sixth and eighth semester are 10 classes with around 25-30 students in each class.

The sample of this study would take from 10 classes of sixth and eighth grade and would be taken randomly. The students from the total of the sixth and eighth semester of English department students in STAIN Kediri who are studying English subjects which consist of 253 students then selected randomly for the sample. This study has attempted to explore English students' motivation especially from their intrinsic and extrinsic motivation based on their gender differences.

E. Significance of the Study

Through this study, the new insights of gender differences could include on student's motivation toward English Learning. This study is expected to be obtained in order to contribute the development of English Learning. It is related with the subject of this study that conducts in English learning process. This research is also expected to be useful for the following parties:

1. Theoretically, the researcher hopes that the result of this study will enrich the theory of student's motivation in English learning.
2. The English Teachers

The result of the study will provide the preview for the English teachers which will go along with English learning. The English teachers will acquire an overview in preparing English learning well through knowing the students' motivation based on the gender differences. Besides, an outline about the English students' motivation also will assist

them to fulfill the lack of the learning process. Furthermore, This study can be a new sight in area of motivating the English teachers to involve an appropriate curriculum for their students to learn English.

3. The Readers

The researcher expects that all of the readers of this study are able to get much knowledge especially for assigning students' motivation based on their gender differences in teaching learning process.

4. The Students

This study provides some information for the students about motivation in learning English that would facilitate the process of mastering English. Besides, knowing a right way to enhance their motivation for learning English in order to achieve their language learning performance is needed as well.

5. Other researchers

The result of this study can be a resource with the similar or related to kind of the study and assist other researchers find another study that has correlation with this case.

F. Definition of the Key Terms

Definition of key terms is very important in this study. It is aim to avoid misunderstanding and misinterpretation within exist in the study. The terms are necessary be defined as follow:

1. Gender: a fact of being male or female, or grouping of nouns and pronouns into masculine or feminine.⁹ In addition, gender is also a condition being masculine or feminine because a social construction based on sex.
2. Motivation: the attribute that “moves” us to do or not do something.¹⁰ Besides, according to Gardner, motivation is the degree to which the learner strives to learn, it is due to a desire to do so and the satisfaction experienced in the activity.¹¹ In addition, motivation 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.¹² In this research, the researcher will take the motivation theory Self Determination (SDT) from Deci and Ryan which they divided motivation into three types, intrinsic motivation, extrinsic motivation, and amotivation.
3. Intrinsic Motivation: generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do.¹³ There are three types of intrinsic motivation, knowledge, accomplishment, and stimulation intrinsic motivation.

⁹ Oxford Dictionary. *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press Fourth Edition, 2011), page: 183.

¹⁰ Gredler, M. E. *Learning and instruction: Theory into practice*. (4th ed.), (New Jersey: Prentice-Hall, Inc., Upper Saddle River, 2001), page: 76.

¹¹ Kitjaroonchai, N. “Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi Province, Thailand”. *International Journal of Language and Linguistics*, (2012), page: 24.

¹² Ibid., page: 22.

¹³ Noels, K. A, Pelletier, L. G, et. al. “Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory”. *Language Learning: Journal of Research in Language Studies*. 53(1), (2003), page: 38.

4. Extrinsic Motivation: those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment.¹⁴

There are three types of extrinsic motivation based on Self Determination Theory (SDT). Those are external regulation, introjected regulation, and identified regulation. differently with intrinsic motivation, those types of extrinsic motivation have been distinguished into three level from the lowest to the highest level of self determination.¹⁵

¹⁴ Ibid., page: 39.

¹⁵ Noels, K. A, Pelletier, L. G, et. al. Op. Cit., page: 38