

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Motivation is an important factor to do something. We cannot do something without motivation because motivation is desire to do something and it brings us to complete with an action. When people motivated to do something, they will have a persistence to achieve their orientation or goal. So, they are never easy to give up and will do something consistently. In learning process, particularly in English learning, motivation is needed for students to have success learning.

English is a foreign language, and it becomes compulsory subject in all of school levels in Indonesia. So, all of Indonesian students have to learn it. In a fact, not all of students are motivated in learning English. Some students who are motivated in learning English are interested in the English subject or they want to study abroad so they must learn English. In other hand, some students are not motivated in learning English because English is too difficult subject for them and they think English are useless in their life. Thus, the different levels of students motivation becomes one of the parts that make learning English in the classroom does not run well.

The reason of the importance of motivation in learning English is because the motivated students will participate the class actively and they also have more attention to the material that delivered by teacher so it makes them easy in receiving the knowledge during the class. Patsy M. Lightbown and Nina Spada state that in a teacher's mind, motivated students are usually those who participate actively in the class, express interest in the subject matter, and study a great deal.² So, the goal of the learning English will be achieved easily.

Students motivation can comes from students their selves or intrinsic motivation and also comes from outside them that calls extrinsic motivation. As Jeremy Harmer points out, extrinsic and intrinsic motivation that is motivation whice comes from outside and from inside.³ Both intrinsic and extrinsic motivation are important for success learning. But intrinsic motivation is an initial for success learning because intrinsic does not need the stimulus from the teachers, parents or friends. So that it grows naturally in each individual. For example students who love the English subject, will enjoy the class although the material is difficult or the teacher does not delivered the material in dinamic and interesting way.

Reward and punishment also become an important discussion in increasing students' motivation in learning. H. Douglas Brown argues that a behavioral psychologist like Skinner or Watson would stress the role of reward

² Patsy M. Lightbown and Nina Spada. *How Language are Learned* (United Kingdom: Oxford University Press, 2013), 88.

³ Jeremy Harmer. *The Practice of English Language 3th Edition* (New York: Longman Publishing, 1991),51.

(and perhaps punishment) in motivating behavior.⁴ Receiving reward and punishment is effected students' motivation in learning. Some students are motivated when they got a reward in learning, for example: the teachers or parents will give a good present to students who get highest score, and it will make them motivated in learning. Moreover, receiving punishment also can make students' motivated in learning because most of students are afraid when got punishment from their teacher, so that to avoid it they will be motivated to study. On the contrary, sometimes giving rewards and punishment causes bad effect for the students. The bad effect from giving reward and punishment make students become one that always thinks about the revenge in all of their doing. Besides it, some students who do not expect with reward will never motivated to receive reward in learning and they will not be motivated to learn also.

The important of motivation in learning language specially English is showed by some studies that conducted by some researchers. First, the research conducted by Chalernporn Choosri and Usa Intharaksa. They examine the relationship between motivation and students' English learning achievement of the second-year vocational certificate level Hatyai Technical College students. Than, the result of their study that motivation has positive relationship with students' English achievement.⁵ In a line, the second research that finished by Nakhon Kitjaroonchai and Tantip Kitjaroonchai about motivation toward English

⁴ H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy 3th Edition* (United State of America: Pearson Longman. 2007), 85.

⁵ Chalernporn Choosri and Usa Intharaksa, 'Relationship between Motivation and Students' English Learning Achievement : A Study of the Second-year Vocational Certificate Level Hatyai Technical College Students', *The 3th International Conference on Humanities and Social Sciences*, (April 2011), 1.

language learning of Thai students majoring in English at Asia-Pacific International University demonstrated that there is a significant positive correlation between students' learning motivation and their academic achievement.⁶

In the contrary, the third and fourth previous studies found the different result from first and second studies. The study done by Dwi Gitawaty about the correlation between the students' learning motivation and their achievement in English of eight class students of MTs Al Hamidiyah examined that there is no significant correlation between the students' learning motivation and their achievement.⁷ Besides it, the study that conducted by Subhan Muhtadi about the correlation between the students self-motivation and their TOEFL score at English of STAIN Kediri also found the equal result with Dwi Gitawaty study that there is no correlation between the students self-motivation and their TOEFL score at English of STAIN Kediri.⁸

The previous studies above can be concluded that motivated students in learning language do not always have good academic achievement, because different subject, time and place of the research can get different result. In order to examine the correlation between students' motivation in learning English and their academic achievement more, this study also will discuss it.

⁶ Nakhon Kitjaroonchai and Tantip Kitjaroonchai, 'Motivation Toward English Language Learning of Thai Students Majoring in English at Asia-Pacific International University', *Catalyst*, 1 (2012), 21.

⁷ Dwi Gitawaty, 'The Correlation between The Students' Learning Motivation and Their Achievement in English (A Correlation Study in The Eight Class of MTs Al Hamidiah)' (Skripsi, UIN Syarif Hidayatullah, Jakarta, 2010)

⁸ Subhan Muhtadi, 'The Correlation between The Students Self-Motivation and Their TOEFL Score at English of STAIN Kediri' (Skripsi, STAIN Kediri, Kediri, 20)

The researcher takes one of the school in Kediri to be her subject. Specially, the school that has islamic background. According to the observation, 60% of 10 students in SMP Islam Al Azhar Kediri do not like English subject because English subject is more difficult to be understood than others subject. So that, this study will find out the motivation of the students in learning English at SMP Islam Al Azhar Kediri.

SMP Islam Al Azhar Kediri is one of the full day schools in Kediri. This school have been already built for 3 years ago. So, it is relative early school. SMP Islam Al Azhar carries the concept of bulding the character of islamic learder that make the design of the school's programs based on the Qur'an. And English is one of the foreign language that studied there besides Arabic. It is in Jln. Tamansari Gg. Masjid Nurul Huda, Kelurahan Tamanan, Kecamatan Mojojoto, Kota Kediri.

Based on the explanation above this research's expectation is to examine this case untitled **“The Correlation between Students' Motivation in Learning English as A Foreign Language and Their English Score at SMP Islam Al Azhar Kediri”**.

B. Problem of the Study

Based on the background of study above, this study has addressed to the question: Is there any correlations between students' motivation in learning English as a foreign language and their English score at SMP Islam Al Azhar Kediri?

C. Objective of the Study

Based on the problem of the study above, the objective of this study is to find out whether any or no correlation between students' motivation in learning English as a foreign language and their English score at SMP Islam Al Azhar Kediri.

D. Scope and Limitation of the Study

There are many factors influencing the success of the English language learning process such as student intelligence, language learning aptitude, learning style, etc. Yet, the scope of this study is only investigating the students' motivation in learning English as foreign language and their English score. While, the limitation of this study comes from the result of this study. The result of this study only shows the correlation between two variables that not clearly discussed about its cause effects. So that, the result cannot be concluded that the low score of the English subject because of the low students' motivation in learning.

E. Hypothesis

The study is intended to find a correlation between students' motivation in learning English as a foreign language and their English score at SMP Islam Al Azhar Kediri. Thus, the hypothesis of this study is:

Ha: There is a significant correlation between students' motivation in learning English as a foreign language and their English score at SMP Islam Al Azhar Kediri.

Ho: There is no a significant correlation between students' motivation in learning English as a foreign language and their English score at SMP Islam Al Azhar Kediri.

F. Significance of the Study

The result of this study shows whether any or no correlation between the students' motivation in learning English as a foreign language and their English score at SMP Islam Al Azhar Kediri. So, it is usefull for teachers and learners, particularly they who are at SMP Islam Al Azhar Kediri. The teachers realize how motivation can influence their students' achievement especially their score and what is their students' motivation in learning English. So, the teachers can determine what strategies to increase students' motivation and what kind of motivation that should be increase. As the result, students have high motivation in learning English and closed to have success learning.

For the learners, they know how the motivation correlated their achievement especially in score. So, they will try to increase their motivation in learning English and find out something that influenced their motivation in learning English such as teachers, parents or clear orientation and goal in learning.

G. Definition of Key Terms

This section explain some definition of key terms in order to avoid misunderstanding of the concept used in this study.

1. Correlation is a mutual relationship or connection between two or more things.⁹ In this researcher the correlation is relationship or connection between students' motivation in learning English as a Foreign language and their English score at SMP Islam Al Azhar Kediri.
2. Motivation is internal and external factor that stimulates desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort to attain a goal.¹⁰
3. Learning is the acquisition of knowledge or skills through study, experience, or being taught.¹¹
4. English score is the students' score of the middle test of the second semester in academic year 2016/2017.

⁹ Online English Oxford Living Dictionary.

¹⁰ Online Business Dictionary.

¹¹ Online English Oxford Living Dictionary.