

CHAPTER I

INTRODUCTION

This chapter presents some aspects related to the topics of study. It consists of background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation and definition of key terms.

A. The Background of the Study

Language is a communication tool between one person and another, because language is one of the interrelated means between people, so they can understand each other. Language is extremely important to human beings. We use it to communicate with other people, to solve problems, to express emotions, etc. In other words, language is one of the most important things to carry out our activities of life.

There are many languages in this world, for example are English, German, Indonesian, and other. As we know that English is an international language that is used almost all of the countries in the world. English as an international language is used in international activities as a means of communication. “Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication

between two speakers whose native language are different from each other's and where one or both speakers are using it as 'second' language".¹

Globalization is a process with a long history. People have been exploring, migrating, and trading with each other throughout human history, and these activities have created interactive networks that connect different country. Globalization will definitely continue to grow. The people all over the world cannot deny that the globalization will have a big impact on the nations of the world. Indonesia as one of the countries in the world cannot avoid from the influence of globalization. Indonesia must be ready to face the challenges of globalization by improving its human resources and maintaining stable condition of the country. One of requirements in facing the challenges of the globalization is mastering English as an international language.

By mastering English people will get a lot of information, so it is very important to learn English. Through English people can communicate with other people in the world and also get knowledge easily. Especially for students, English is necessary as a means of getting knowledge.

From the explanation above, it is clear that English is an important international language as a tool of communication between people, so they can understand one another. Moreover, English is important to learn especially for students. Indonesia is one of countries which are learned English. The students

¹ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition*, (New York: Pearson Education Limited, 2001), p. 1.

have to master in English through a learning. In Indonesia, English is learned from elementary to high school, and also at college. In this study, the researcher would like to discuss about learning English at college. One of colleges that are learned English is IAIN Kediri. It has one department which is taught English clearly, that department is Department of Language Education. In this department, the new freshmen will be given one course to learn English deeply and also to know how far they are able to master English. The name of that course is Intensive Course. Many colleges in Indonesia that is applied it and IAIN Kediri is one of colleges which are taught it.

Intensive Course program is organized along several major points. First, it is given as one-semester program with 18 credits that has to be taken by the first-year students majoring in English education. Second, it is a course that has to be carried out intensively with an average of 28 to 30 semester-hours per week. Third, the purpose of the course is to improve the students' fluency in English supported by mastery in some basic aspects of language skills and components. Fourth, the course materials are "specifically selected, organized, developed, and used in an integrated manner" for overall proficiency in English. Fifth, the teaching of the course should involve a team working in a good coordination. Finally, periodical evaluation should be given to examine students' progress and achievement and to ensure that remedial actions can be given in the appropriate time.²

² Djiwandono, M.S. (1999). English language teacher education: rewriting S-1 national curriculum. *TEFLIN Journal*, 10 (1), 17-30.

Every student learns something depends on motivation, also in studying Intensive course. It has a significant role in language learning process. The students' motivation in language learning also affects their achievement in English. There is an assumption that students with high motivation in learning English will be more successful rather than students who have low motivation. So, the role of motivation during learning is very important. Jeremy Harmer said that, "it seems reasonable to suggest that the motivationn which students bring to class is the biggest single factor affecting their success."³

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 behaviours 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 it self. Intrinsically motivated people engage in activities for their own shake and not because they lead to an extrinsic reward.⁴

In addition, from a large of professionals studied relationship 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

³ Jeremy Harmer, *The Practice of English Language Teaching...* P.3

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

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 activity. We already agreed that a success to get a good accomplishment in learning is one of the big goal of education. "Motivation, a prerequisite to learning is the influence of needs and preferences on behaviour. It affects the direction a student takes, activities a student chooses, and the intensity with which a student engages in an activity."⁶

From the statement above, motivation will influence the students' interest in choosing and doing something what they want. "Motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort."⁷

Motivation relate to students' achievement in learning English, an English learning will go to diligently if the learner has a willingness to learn. It will emerge the students' feeling that they need too. Such willingness is usually based upon a necessity to know and understand or able to communicate in

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.

⁶ Pamela R. Rothstein, *Educational Psychology*, (Singapore: McGraw-Hill, 1990), P.136.

⁷ Jeremy Harmer, *The Practice of English Language Teaching 3rd edition...*, P.51

English. It is clear that motivation has a very important role in learning process, especially in learning English.

In other hand, achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence.

So many factors that affect in learning achievement and students English learning, there are factors from within the students (internal) and factors originating from outside (external factors). In connection with these internal factors are the level that needs to be addressed, namely physical factors, psychological factors and fatigue factors. And then, the external factors that influence learning achievements, it can be grouped into three factors: family factors, school factors and community factors.

Thus, achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular it stands for the pursuit of excellence. Since need for achievement vary from one student to another, it may help in planning activities to know where students stands which students, for instance, have high achievement needs which are low in achievement and which seems primarily motivated by a need to avoid failure. Those who are more highly motivated to

achieve are likely to respond well to challenging assignments, strict grading corrective feedback, new or unusual problems and the chance to try again. But, less challenging assignments, simple reinforcement for success, small steps for each task, lenient grading and protections from embarrassment are probably more successful strategies for those students who are very eager to avoid failure.

In learning English, highly motivation is needed to get a great achievement. Intensive course is one of course that can be use to know how high students' motivation in learning English. Intensive course programs include several key skills that are available in English language lessons, including speaking, reading, writing, grammar and listening. Students become more familiar with English and know many things about Intensive course programs. The researcher interest in researching IC because from year to year the value of student IC continues to increase. On the other hand, IC programs are interesting to study because the burden on these courses is weight than other courses. Researchers try to relate student achievement in IC to student motivation in learning, how influential motivation toward their achievement. In this study the researcher divides motivation into two parts, namely intrinsic motivation and extrinsic motivation, both of which are more influential on achievement in IC.

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 Intensive course achievement. Then, the other

concern in this research is knowing the most dominant motivation based on achievement.

The researcher decided to choose this title because motivation in studying is one of important things. Motivation has been considered as an important aspect of investigation because researchers have assumed that the more motivated language learners are, the more they increase in learning. This research would be conducted in IAIN Kediri that offers English Education Department. The researcher chooses English subject because in studying English one person with another cannot be the same.

B. Research Problem

Based on the background, it is necessary to do a study on the process of learning motivation in English department students' at IAIN KEDIRI.

The research questions of the study are:

1. Is there any correlation between English department students' motivation in learning English and their intensive course achievement?
2. What type of motivation that has stronger influence in their studying and achievement?

C. Objective of the Study

Based on the research problems stated above the general purpose of this study is to find:

1. The study conducts to identify the correlation between English department students' motivation in learning english and their intensive course achievement

2. The study conducts to identify the type of motivation of English department students' that have stronger influence in their studying and their Intensive Course achievement

D. The Scope and limitation of the study

The study directed in IAIN Kediri which offers an English Education department. The target students' population in this study were the English department students who studied in the academic years 2017-2018. The limitation of this study is focused on the second grade students in IAIN Kediri who had taken English subjects more than 1 semester in their college level. Hence, they are fresh graduate from Intensive Course program and already have a new experience and knowledge toward English learning. Then, this study also would like to examine the students' motivation from their intrinsic and extrinsic motivation based Self-Determination Theory (SDT) and took the data from questionnaire of motivation and IC achievement. The total class in second semester are 5 classes with around 32-37 students in each class.

The sample of this study would take from 5 classes of second grade and would be taken randomly. The students from the total of the second semester of English department students in IAIN Kediri who are studying English subjects which consist of 175 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 Intensive course achievement.

E. Significance of the Study

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. The Students

For the students, the researcher hopes that this research will help them in learning English foreign language with motivation theory so that the students will be more competence in English. By using this research the students can raise the great score or achievement in learning English.

2. The teacher

The researcher hopes that this study can help the teacher to give motivation to the students in teaching learning process

3. The reader or other researcher

The researcher hopes that this study can be useful as the reference for reader and other researcher who want to conduct a research in the same topic and purpose. It can be used to show how motivation influence of students'

english language in english learning achievement and 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. The Definitions of Key Terms

To make it clear for the readers to comprehend the topic discussed in this study needs to define the key terms:

1. Motivation

The attribute that “moves” us to do or not to do something.⁸ Besides, according to Gardner, motivation is the degree to which the learner strives to learn, it is due to a desire to do and the satisfaction experienced in the activity.⁹ 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.¹⁰ 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.

2. Intrinsic Motivation

⁸ Gredler, M. E. *Learning and instruction: Theory into practice*. (4th ed), (New Jersey: Prentice Hall, Inc., Upper Saddle River, 2001), page: 76

⁹ 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.

¹⁰ Ibid., page: 22

Generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do.¹¹ There are three types of intrinsic motivation, knowledge, accomplishment, and stimulation intrinsic motivation.

3. Extrinsic Motivation

Those action carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. 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.¹²

4. English Learning

Is what people do when they want to learn how to speak and understand English Language.

5. Intensive Course

Intensive Course program is organized along several major points. First, it is given as one-semester program with 18 credits that has to be taken by the first-year students majoring in English education. Second, it is a course that has to be carried out intensively with an average of 28 to 30 semester-hours per week. Third,

¹¹ 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

¹² Noels, K. A, Pelletier. L. G page 38

the purpose of the course is to improve the students' fluency in English supported by mastery in some basic aspects of language skills and components. Fourth, the course materials are "specifically selected, organized, developed, and used in an integrated manner" for overall proficiency in English. Fifth, the teaching of the course should involve a team working in a good coordination. Finally, periodical evaluation should be given to examine students' progress and achievement and to ensure that remedial actions can be given in the appropriate time.

6. Achievement

An achievement is something which someone has succeeded in doing, especially after a lot of effort in learning English. Achievement is the result of an activity that has been done, created both individually and in groups

7. English Department Students

The major where's the students studying English as a main subject.

G. Hypothesis

Based on the objective of study, this research wants to know the correlation between students' motivation in learning English and the Intensive course achievement at IAIN Kediri. Then, the researcher builds the hypothesis to make the purpose of this study clear.

H_a = Students' intrinsic motivation have significance correlation with their Intensive course achievement.

H_0 = Students' extrinsic motivation doesn't have significance correlation with their Intensive course achievement.