

CHAPTER I

INTRODUCTION

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

A. Background of the Study

Language is one of the important components in a person's life because language is a tool for communicating with others, to give and to receive information, to solve problems, and so on. One of languages in the world and used to communicate around the world is English. There are even some countries that make English is the official language or the main language. In Indonesia, English has entered the world of education and has been taught starting from elementary or kindergarten in 1946 even before Indonesia became independent. Therefore, this is not one of the reasons English is an easy lesson for students because we as Indonesians know that English is not our first language. It can be said that English is a foreign language for the people of Indonesia.

In Indonesian, many people study English seriously with the aim of having good prospects in the international world such as: opening up opportunities to get a good job or scholarship and increasing the opportunity to make friends with others from different countries. Even in the world of work, good English skills can also expand connections. English as a foreign language is obtained through the learning process and has been taught from elementary school to university. Learning is acquiring or gaining knowledge about a subject or skill from learning, experience, or

instruction (Brown, 1994). Therefore, the government instructs teachers to find out the best way for students to master English well.

In Indonesia, English is considered as a foreign language and it is usually called EFL. Gebhard (2006) stated that the EFL can be defined as the study of English by people living in place or country where English is not used as first language communication. He pointed out that in such an arrangement, the students have little chance of being exposed to English for communication outside the classroom. A similar definition was expressed by Harmer (2007) who defined the EFL as the teaching of English in which students learn English in their own country or take a short course conducted in English speaking countries such as the United States, United Kingdom, Australia, Canada, Ireland or New Zealand. The third definition is from Camenson (2007) that EFL students may live in a country where their own language is primarily used for communication and are likely to be required to study English for their academic studies. EFL students spend only a few hours per week learning English, have little exposure and the opportunity to practice their newly acquired language skills and have native speakers of background.

English is a difficult language because it has different components from Indonesian or other languages. However, not infrequently also students are interested in learning it with different reasons and goals. One of the most important affects influencing students' interest in learning English that has long been a concern for teachers and Language researchers according to Lei (2012) is motivation. Based on the opinion of McDonough (1983), motivation is the most important factor in language learning that influences the success and failure of learners. Meanwhile, Brown (2007) stated that the main star in foreign language learning is motivation. As

explained by McDonough and Brown agreed that the importance of the role of motivation in every learning, especially language learning. It is clear that motivation affects the success and way students learn English. Each student has different motivation to learn English. There are two kinds of motivation in learning English according to Gardner and Lambert (1972), namely integrative motivation and instrumental motivation. Integrative motivation is the desire to learn a language to communicate with people who speak that language. Meanwhile instrumental motivation is motivation that refers to the desire to learn a language for a certain purpose, such as getting a scholarship or a job, passing an exam, and others.

The importance of motivation to learn is because motivation greatly affects the role of the teacher in the classroom, namely knowing motivation and using the best strategies to learn and motivate so that students are able to master English well. According to Ushioda (2001), motivation is a problem worth researching because it plays a role in how successful language learners are. For several decades, the principle of study in this field had to do with describing, measuring and classifying its role in the theoretical model of the language learning process. The importance of thinking about motivation as the core of language teaching because most of the real reality of learning English is the learner. Motivation is also a basis for learning a language in order to achieve success as desired. Motivation can also develop students' interests and talents to learn, so that students can easily learn English.

There is a lot of study that has been done in the same field about the kind of students' motivation in learning English in Indonesia. A study from Nurlaila (2021) entitled *An Analysis of Students' Motivation in Learning English at MTsN 5 Sorolangun*. In this study, the researcher found that students have two kinds of

motivation based on Gardner and Lambert's theory, namely integrative motivation and instrumental motivation and the results show that students are more dominant using integrative motivation. Another study founded by Sari (2019) entitled Students' Motivation in English Language Learning Viewed from Gardner Theory. The researcher found that the students of Second Years of TBI IAIN Kudus have integrative motivation. Meanwhile, the other study with the same field about the teacher's motivational strategies to motivate students is the study from Firdausi (2020) entitled Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta. This study found 10 motivational strategies that used by the English teacher at SMP Muhammadiyah 5 Surakarta, such as: keeping appropriate teacher's behaviour; creating supportive classroom atmosphere; making learning groups; making relevant teaching material; making appropriate task; protecting students' self-confidence; understanding their goals; providing feedback; appreciating students' progress; and assessing students. From some previous studies that were described above related with the topic in this study.

In their studies, they mostly found that motivation is very important in every student learning process. Dorney (1998) reveals that without sufficient motivation and the motivational strategies from the teacher, even individuals who have above-average abilities cannot achieve long-term goals if without motivation. Based on the experience of researcher who have never practiced teaching at MAS Raudlatul Muta'allimin, researcher focused on knowing the dominant type of students' motivation in learning English and the teacher's strategies to motivate students. From

the above facts, the title of the study is “**EFL Students' Motivation in Learning English**”.

B. Research Problems

Based on the background of the study above, the problems can be used as research and formulated in the following questions:

1. What is the dominant kind of students' motivation in learning English?
2. What are the teacher's motivational strategies to motivate students in learning English?

C. Research Objectives

Based on the research problems above, the objectives of the study are listed below:

1. To find out the dominant kind of students' motivation in learning English.
2. To describe the teacher's motivational strategies to motivate students in learning English.

D. Significance of the Study

The researcher hopes the results of this study are beneficial for:

1. For students, this study can provide information related to motivation (the kinds of motivation that students have) in learning English and to increase their motivation in every learning process.
2. For teachers, the results of this study can be used to develop and improve strategies, techniques, processes, and others (related to the teaching and learning process) thus the achievement in learning English is even better in the future.

3. For readers and researchers, this study is expected that can increase knowledge and insight, help further research, especially those related to student motivation in learning English.

E. Scope and Limitation of the Study

This study focused on students' motivation in English language learning and teacher's strategy to motivate students in English class. Scope this research was conducted at X-Language class and one English teacher of MAS Raudlatul Muta'allimin.

F. Definition of Key Terms

There are several definitions of key terms in this study. There are EFL students, motivation, learning English.

1. EFL Students

EFL Students is students whose country does not use English as a means of first language communication but learn English in their own country or take short courses conducted in English.

2. Motivation

Motivation is an encouragement or stimulus that available to certain individuals' performing activities. There are two kinds of motivation to learn English as a foreign language such as instrumental and integrative motivation (Gardner and Lambert, 1972). Integrative motivation is critical for successful language learning, particularly in English. Meanwhile, students' attitudes and motivation toward the target culture are positive; by learning a foreign language, students can easily become a part of the culture. Furthermore, there is no doubt that someone learning English with an integrative motivation is motivated to

explore western or modern culture. Instrumental motivation is related to students' practical needs, such as getting a job, a scholarship, or a high salary, and passing an exam. Students motivated by instrumental motivation want to achieve a goal for their own satisfaction.

3. Learning English

The term learning in this study refers to an activity to gain knowledge by learning, practicing, and experiencing English. The practice and theory of learning and teaching English for the benefit of people whose first language is not English.