

CHAPTER ONE

INTRODUCTION

This chapter has some points that become issues in this research. This chapter also elaborates the background why this research is taken and the scope of this research. The objectives of the research are included in this chapter in order to answer the research question. This chapter proposes some advantages of this research for the researcher, students and teacher. This chapter also has hypothesis included H_1 and H_0 . The last, this chapter presents the outline for the entire research.

Background of the Study

Everybody needs motivation to do something. Students who want to drink need motivation that can trigger them to take beverage. Moreover, students who want to get achievement will study hard. It is because motivation is everybody power to encourage and motivate to do something to reach the goal. In education institution, motivation has a really big influence in the learning process to reach a good achievement. Students who study seriously will get good score in the course. Although there is a good facility and having a qualified teacher, those are will be really useless if there is not motivation from the students.

Motivation is categorized into two types, namely extrinsic factor and intrinsic factor. Extrinsic factor is motivation that comes beyond us (Sardiman, 2011). When the students do something like doing assignment or answering the teachers' questions, they get rewards if they can answer correctly. Therefore, the other students will also be motivated to get the reward. Punishment is considered

as extrinsic motivation. It makes students feel motivated to avoid it because when other students get punished such as getting score reduction for late assignment submission, the other students will be motivated to submit the assignment on time.

Intrinsic factor is motivation that comes from inside of individual without encouragement from someone else (Sardiman, 2011). Students have curiosity to get new information by reading books like fiction and non-fiction books, novel, article in order to know the content of the books is one of the examples of intrinsic factor. Therefore, the students build their curiosity to read the book without someone else asking them to read. Curiosity is the intrinsic factor which also builds the motivation.

Intrinsic motivation influences the students' learning achievement Yu-mei (2009). Yu-mei (2009) also stated that intrinsic motivation is one of important factors that influence students' learning achievement. In Interpretive Reading and Writing Course, without intrinsic motivation, students' learning achievement will get low score. The encouragement of intrinsic motivation works like power activator which influences learning achievement. So, the students cannot be forced in doing something but it should depend on the students' intrinsic motivation, such as by following their interest that is able to motivate them. On the contrary, learning achievement also cannot be successful without intrinsic motivation. The students study hard to get more knowledge so that the students will become experts in the reading subject. Their reading and writing score automatically will be high as well. Supported by Feng, Fan and Yang (2013),

learning achievement is the level of students' success in learning subject which is expressed using score from the result of the test.

Based on the researcher's experience in Interpretive Reading and Argumentative Writing Course at EED UMY, the researcher was lazy to read some journal articles that were given by lecturers because the vocabularies were really difficult to be understood. Moreover, factor that really made researcher difficult to understand was the structure of sentence in the article. So, less of ability to understand the vocabulary and the structure of sentence made the researcher confused. Consequently, the researcher's learning achievement in Interpretive Reading and Argumentative Writing Course was bad. Thus, by the problem above, the researcher had a big willingness to understand the journal article, automatically the researcher's learning achievement of Interpretive Reading and Argumentative Writing Course did not get bad score anymore. This activity made the researcher had a big intrinsic motivation to get a good score in learning achievement of Interpretive Reading and Argumentative Writing Course.

Another small observation was done by the researcher in the classroom to know the score of the students. The researcher asked several students about their score in Interpretive Reading and Argumentative Writing Course at EED UMY and the researcher got the result that their score were different. The score were high, middle and low. So, when they were given assignment by the lecturer to read some articles and answer some questions the result was different. Every student has different point of view towards study in the classroom, like the students have different hobby, different willingness, and different care to score

his/her. Here, the researcher tried to assume that the different score of the students were due to several intrinsic factors that influenced their score in Interpretive Reading and Argumentative Writing Course such as their need and willingness.

Intrinsic motivation is not only to provide ideas or opinions but also to affect learning achievement to be successful in the future especially for the students. Intrinsic motivation also helps students to increase their learning achievement such as a good score in Interpretive Reading and Argumentative Writing Course. Intrinsic motivation makes students active in doing everything to achieve their goals.

Therefore, in this research, the researcher is interested in investigating the correlation between students' intrinsic motivation and students' learning achievement in Interpretive Reading and Argumentative Writing Course at EED UMY. The researcher is interested in intrinsic motivation because based on the researcher's experience and small observation in Interpretive Reading and Argumentative Writing Course at EED, students have different learning achievement probably due to various factors including intrinsic motivation.

Statement and Limitation of the Problem

Based on the researcher's experience and small observation in Interpretive Reading and Argumentative Writing Course, every student has different willingness to care to her/his score in reading and writing. It can be seen from the students' score level, different willingness, different reading habits, and the different way of teaching from the lecturers in the student learning achievement in Interpretive Reading and Argumentative Writing Course. It means that students

have different intrinsic motivation to achieve their own goals. Therefore, the researcher wants to investigate the correlation between students' intrinsic motivation and students' learning achievement in Interpretive Reading and Argumentative Writing Course at EED of UMY.

Formulation of the Problem

There are three research questions to be investigated in the study:

1. How is the students' intrinsic motivation in Interpretive Reading and Argumentative Writing Course at EED of UMY?
2. How is the students' learning achievement in Interpretive Reading and Argumentative Writing Course at EED of UMY?
3. What is the correlation between students' intrinsic motivation and students' learning achievement in Interpretive Reading and Argumentative Writing Course at EED of UMY?

Purpose of the Study

Based on the research problem the purposes of the study are:

1. To find out the students' intrinsic motivation in Interpretive Reading and Argumentative Writing Course at EED of UMY
2. To find out the students' learning achievement in Interpretive Reading and Argumentative Writing Course at EED of UMY
3. To find out the correlation between students' intrinsic motivation and students' learning achievement in Interpretive Reading and Argumentative Writing Course at EED of UMY

Significance of the Study

a. The Researcher

To help the researcher as a future teacher to understand the students' intrinsic motivation, such as giving support to the students in the course. Moreover, the result of this research can increase the researcher's experience and knowledge.

b. Students

The advantage for students is after read this research, they can increase knowledge about intrinsic motivation, so it's expectation that they have curiosity and willingness to study hard in Interpretive Reading and Argumentative Writing Course at EED UMY. Therefore, they can achieve a good score in this course.

c. Lecturers

The advantage for lecturer is that this research can help teaching and learning English in the classroom, for example, build up students' motivation. The lecturer may give intrinsic motivation to the students like give attention or care, support in teaching and learning process. On the other, the lecturer gives explanation towards students about different intrinsic and extrinsic motivation, so that the students understand about it before study in the classroom.

Hypothesis

There are two variables of this research such as independent and dependent variable. The independent variable is students' intrinsic motivation that can influence another variable. In contrast, students' learning achievement in

Interpretive Reading and Argumentative Writing Course is the dependent variable that is influenced by the independent variable.

Based on this research, there are two variables. Therefore, the researcher wants to know the hypotheses:

1. Hypothesis (H_1) = there is a statistically positive correlation between students' intrinsic motivation and students' learning achievement in Interpretive Reading and Argumentative Writing Course.
2. Null hypothesis (H_0) = there is no statistically significant correlation between students' intrinsic motivation and students' learning achievement in Interpretive Reading and Argumentative Writing Course.

Outline of the Study

In this research, there are three chapters. The first chapter is introduction. This chapter includes background of the study, statement of the problem, formulation of the problem, purpose of the study, significance of the study, limitation of the study, independent and dependent variable of the study and outline of the study. The second chapter includes the review of literature on student's intrinsic motivation, and students learning achievement. The third chapter is research methodology that includes design of the study, participants and sample of the study, setting of the study, instruments of the study, technique of data collection and analysis of data. The next chapter is chapter four that includes findings and discussion. The last chapter is chapter five that includes conclusion and recommendation for students, lecturers and other researchers.