

Chapter One

Introduction

In this chapter, the researcher discusses the background of the study that consists of the researcher's motives to conduct the study. The identification of the problem explores the issues regarding the topic. Then, the delimitation of the study where the researcher explains the scope of the study and the research questions are formulated. The purpose and significance of the study include the objectives and the benefits driven from this study are written in this chapter too. In the end of this chapter, the researcher presents the outline of the study.

Background of the Study

Motivation has become one of the most important elements for successful language learning. With having motivation, students can encounter a challenging process in the classroom. For English language learning, the students are generally interested to know the new language and they hope to use it for daily conversation. English language learners need solid goals since learning English is a long journey. As Dörnyei (2009) stated, learning a language is a continuous and often exhausting process with many temporary good and bad experiences. He also added that having a higher vision could make language learners stay on their track, and it leads to the way to succeed as a learner. Hence, motivation is significant to English language learners because of the length of time and amount of effort they should carry on.

In addition, to gain a success in the language learning process, learners should maintain their persistence through realizing the learning motives. English appears to be one of the core competences in globalized economies and enhancing national English language skills is now an integral part of the education policy in most countries

(Graddol, 2006). A demand for learning English was experienced by the researcher when she was asked by the committee of literacy exhibition at one of the Narcotics Correctional Institutions in Yogyakarta (for further mention in this research, the researcher uses *Lembaga Pemasyarakatan Narkotika Kelas II A Yogyakarta* and it is abbreviated into *Lapas Narkotika Kelas II A Yogyakarta*) to be one of English tutors in the English language learning program as the follow-up program after the exhibition. The researcher figured out that although the demand for learning English in the Narcotics Correctional Institution was high, not all inmates were interested in learning English. Consequently, learning a language involves strong purposes and goals that come from within the learners.

The reason for the importance of having strong motivation is because the aim of the correctional system to prepare inmates for reintegration into the community by means of educational opportunities as one of the approaches to treatment. Based on article 1 point 3 of Law No. 12 of 1995 on Corrections provides for “the Correctional Institutions, further referred to as *Lapas*, are places to foster the attitudes of the inmates” (Ministry of State Secretariat, 1995, p. 3). While article 1 point 2 of the same law provides for "Correctional System is a composition of orientation and restrictions as well as the methods to foster the attitudes of the inmates so that they could realize their mistakes, improve themselves, commit to not repeat criminal offenses to be re-accepted as a good and responsible person in the society and actively take a role in development” (Ministry of State Secretariat, 1995, p. 3).

When the researcher met the inmates for the first meeting, the researcher asked their reason in joining the English class. Some of the inmates had high motivation, but some of them just followed their friends. After one year teaching and learning process, the researcher found out that inmates who joined the English program should have and maintain their motivation due to the challenging learning environment. Some causes of low motivation as regards to the learning environment are little chance to communicate with proficient English speakers, insufficient time to study in the classroom that is once in a week, and limited accessibility of English learning. The researcher conducted an informal observation in the library at *Lapas Narkotika Kelas II A Yogyakarta* which had around 300 book collections and she did not find any books in English language except the dictionaries. Unfortunately, the dictionaries were no longer appropriate for use and the number of dictionaries could not accommodate the number of the inmates. The learning environment that does not make students get closer to the target language, nor provides sufficient instructional time and interaction would not support students to achieve high proficiency in English (Kormos & Csizer, 2014).

When the researcher taught English to the inmates, it has raised the researcher's awareness of motivation in learning English which is not a mandatory program for the inmates. As a consequence, there are only 10 inmates joining the English program namely Fun English Learning (FISHING) even though there are about 300 inmates in the institution. The researcher did a conversation with the inmates about the reason for the small number of inmates joining the program. Many inmates explained that the other inmates were not aware of the need to gain educational opportunities such as an English class that would benefit them when they are free. Another conversation was with the

head of the training program who illustrated that the obstacle of the training programs could be from the inmates coming from a wealthy family. They thought that they do not need the learning opportunity that is why they are reluctant to take part.

Additionally, the inmates' behavior appears as an issue. Kr (2016) noted that the effect of narcotics on the behavior of narcotics users will show negative behavior such as: being lazy, often forgetting responsibility, and rarely performing routine tasks. These kinds of challenges happened to the inmates who are supposed to understand the goal and value of Correctional System. The researcher also pays attention to those inmates who often arrive late in the English class. Even though they asserted enjoying the class, their other friends often have to pick them up to attend the class. At that time, the researcher assigned them to perform a dialogue in the next meeting but they easily said that they forgot the task. Through the negative behavior challenges, the researcher finds out that it is not easy to promote self-motivating learner strategies.

Several studies related to L2 motivation in learning English through the lens of a new L2 motivational construct, the L2 Motivational Self System, have been done in the Asian context, for example, Japan, China, and Iran. The study was conducted by Taguchi, Magid, and Papi (2009). The total number of participants in the survey was almost 5000 which consists of Japanese students, Chinese students, and Iranian students from middle school students, university students, and working professionals. The result showed that L2 Motivational Self System could be applied to countries where English is taught as a foreign language. Meanwhile, in England and Hong Kong, Magid and Chan (2012) investigated an intervention program focused on the L2 Motivational Self System for 101 Chinese university students. Through the study, L2 Motivational Self

System had positive impact for the participants' motivation in learning English, for instance, they had good confidence in their English.

In addition, the relationship between the L2 Motivational Self System (L2MSS) and the L2 proficiency level of Saudi EFL learners was examined by Moskovsky, Assulaimani, Racheva, and Harkins (2016). Questionnaires were applied to 360 Saudi L2 learners at two Saudi universities who were university students majoring in English. The result revealed that the three elements of L2 Motivational Self System influenced the students' intended learning effort. From the result of three previous studies, L2 Motivational Self System can bring a good influence to the students' motivation in learning English. Although those previous studies varied in the level of students, it has not captured the L2 Motivational Self System in the Narcotics Correctional Institution particularly the inmates who study English there. Investigating inmates' motivation in learning English is critical because they can put more effort in studying and hopefully achieving more in English language proficiency.

To summarize, inmates need strong motivation in their English learning process. Motivation can help students to sustain the effort required to learn English and become proficient. Fostering motivation in learning English can be a challenge for the inmates. One factor is from the demanding need for learning English in the global community, the learning environment, and the negative effect of narcotics toward the inmates' behaviors. Moreover, based on the researcher's observation, among five correctional institutions in Yogyakarta (i.e. *Lapas Kelas II A Yogyakarta*, *Lapas Kelas II B Sleman*, *Lapas Narkotika Kelas II A Yogyakarta*, *Lapas Perempuan Kelas II B Yogyakarta*, and *Lembaga Pembinaan Khusus Anak Kelas II Yogyakarta*), *Lapas Narkotika Kelas II A Yogyakarta* is the only correctional institution that has the English program. For this

reason, it is interesting to be investigated and the researcher believes that English learning there might give a new insight for education in the correctional settings.

Identification of the Problem

Based on the background of the study, there are some problems that appeared while the inmates learning English at *Lapas Narkotika Kelas II A Yogyakarta*:

The learners' motivation. The implementation of the English language learning program is less effective due to a lack of intention from the inmates to support educational activities. Based on the researcher's informal observation, the inmates have not had high enthusiasm in the treatment program that is not a compulsory program. Moreover, they have a little chance to use it in the institution. According to Copland, Garton, and Burns (2014), students are “struggle to understand the relationship of learning English as they have little contact with speakers of the language” (p. 741).

Teaching methods and techniques. The teaching and learning process in the special context that is in the correctional settings, particularly in the Narcotics Correctional Institution are different from the teaching and learning activities in the school. This special context impacts the teacher in deciding the teaching methods and techniques. As a result, the teacher often changes the teaching methods and techniques that are suitable as regards to English language learning in the Narcotics Correctional Institution

English exposure. Learning English in the correctional institution where English has inadequate exposure appears as the problem. Some inmates might feel

demotivated to practice English due to inmates' insufficient background knowledge of English. The use of English for communication in the community increases the productive target language. When the students are lack practicing English in their environment and at the same time a teacher who avoids communication in English these can impact the successful language learner (Littlewood, 2007).

Teaching and learning facilities. One of the problems in the English teaching and learning process at the correctional institution is the facilities. The teaching facilities are such as the whiteboard with a proper size that helps the teacher in explaining the material. Also, English dictionaries and books have not been available in the library. In the EFL context, limited resources and language teaching facilities could be an issue as both teachers and students are unfamiliar with earlier English learning (Copland, Garton, & Burns, 2014).

Psychology of the learners. The inmates' psychological distress is affected by the effects of age, their adult life spent in jail and educational achievement. The younger inmates, low-educational achievement, and the less time spent in jail indicate a higher level of distress (Edwards & Potter, 2004).

Delimitation of the Problems

Based on the identification of the problems, the researcher focuses on the motivation in learning English at *Lapas Narkotika Kelas II A Yogyakarta*. In addition, the researcher chooses the inmates in *Lapas Narkotika Kelas II A Yogyakarta* that matches the criteria. Also, she concentrates to investigate the inmates' motivation in learning English through the lens of Dörnyei's L2 Motivational Self System (2009) which consists of three elements namely the ideal L2 self, the ought-to L2 self, and L2 learning experiences. The ideal L2 self is the central component and is defined by

Dornyei (2009) as “the L2-specific facet of one’s ‘ideal self’: if the person we would like to become speaks an L2, the ‘ideal L2 self’ is a powerful motivator to learn the L2 because of the desire to reduce the discrepancy between our actual and ideal selves. Traditional integrative and internalised instrumental motives would typically belong to this component.” (p. 29), and the ought-to L2 self is defined as “the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes. This dimension corresponds to Higgins’s ought self and thus to the more extrinsic (i.e. less internalised) types of instrumental motives.” (p. 29). Then, L2 learning experiences involves “situated, executive motives related to the immediate learning environment and experience.” (p. 29). The researcher pays attention to the inmates’ ideal L2 self and their ought-to L2 self because the L2 learning experience have not been described well in past studies of L2 Motivational Self System by previous researchers so the researcher will not focus on L2 learning experience here. In this research, the researcher applied the descriptive case study as a research design, and three inmates were selected as the participants through purposive sampling. In particular, interviews and reflective writings were administered in order to collect the data.

Research Questions

The following research question is addressed during the study:

1. How do inmates at *Lapas Narkotika Kelas II A Yogyakarta* describe their ideal L2 self?
2. How do inmates at *Lapas Narkotika Kelas II A Yogyakarta* describe their ought-to L2 self?

Purpose of the Study

This study aims to understand the inmates who join Fun English Learning (FISHING) program at *Lapas Narkotika Kelas II A Yogyakarta* in describing their motivation in learning English through the L2 Motivational Self System namely the ideal L2 self and the ought-to L2 self.

Significance of the Study

The researcher hopes that this study benefits the inmates, teachers, institution, and the other researchers.

The inmates. Through the results of the previous studies, L2 Motivational Self System's components are good predictors of the learners' intended learning effort that will benefit the inmates in their learning process if they can understand their ideal L2 self, the ought-to L2 self, and L2 learning experience. Within this self framework, inmates can improve their motivation in learning English by integrating their actual selves with the ideal and the ought-to self.

English teachers. Understanding the inmates' motivation in learning English, teachers can encourage their development and maintain the inmates' motivation. Thus, teachers can assist them gaining a better learning to achieve the inmates' English language learning success through creating motivational conditions and promoting self-motivating learner strategies.

Institution. Since it becomes the first English program at *Lapas Narkotika Kelas II A Yogyakarta*, the findings of this research can record the motivations of the inmates in joining the program and add the understanding of English education in correctional settings. Also, this research can give an insight of an English learning at *lapas* in order to meet the needs of teaching and learning English.

Other researchers. Through this research, other researchers can understand the motivations underlying the inmates in learning English, then they could take important information as their reference for their research. The information can give a pre-knowledge idea for understanding English language learning in correctional settings. They also can conduct the research with similar topic using different research design, for example narrative, survey, and experimental research. Then, they can engage more participants in order to get rich data.

The Outline of the Study

This study contains five chapters. The first chapter demonstrates the background of the study which gives an explanation of motivation as one of the important aspects to succeed as a language learner, the second is the challenging learning environment and the existing negative behaviors in the narcotics users which also impacts the learning process. The identification of the problem consists of five problems; the learners' motivation, teaching methods and techniques, English exposure, teaching and learning facilities, and psychology of the learners. The research questions which aim to understand the inmates' ideal and ought-to L2 self. In the significance of the study, the researcher attempts to discuss the benefits for the inmates, the teachers, the institution, and the other researchers. In the second chapter, the researcher formulates the literature review of the descriptions of inmates' treatments at *Lembaga Pemasyarakatan Narkotika*, motivation, and Dörnyei's L2 Motivational Self System. Then, the researcher discusses the review of related studies and conceptual framework. The third chapter explains the research methodology that contains the qualitative research design, particularly under the descriptive case study. The research setting is at *Lapas Narkotika Kelas II A Yogyakarta* and three inmates were selected as the participants. Then, the

researcher conducted the research with interviewing three selected participants. After having the interview, the participants wrote their reflective writing. The researcher did document analysis using coding analysis. The fourth chapter indicates the research findings that are the inmates' ideal L2 selves; communicating in English fluently, understanding English for studying abroad; understanding English for educational purposes and their ought-to L2 selves; communicating in English for general conversation, communicating in English for the workplace, and family influence. The last chapter presents the conclusion and the recommendation of the research.