

## **Chapter One**

### **Introduction**

In chapter one, the researcher discusses several points. This chapter explains the background of the research, identification of the problems, delimitation of the research, research questions, research objectives, significances of the research and organization of the chapters. To support the explanation in the background, the researcher provides several citations from the references.

### **Background of the Research**

Learning has been done by almost everyone, whether formally in educational institutions or informally outside of the institution. In learning activities, the learners' motivation is needed in order to achieve the learning objectives. With this motivation, activities can be carried out either with supporting facilities or not, because this motivation is able to encourage someone to exert all efforts to achieve goals. According to Damanik (2021), motivation is the most spice needed in learning. The presence of motivation in students become important because motivation has a big impact on the process and learning outcomes.

Motivation determines the effort the students have to put when learning a foreign or second language. The more motivation the students may have, the more effort the students tend to put into learning the language. It leads to success in learning. Sometimes, although all the hard work has been put into learning English, many of the students are still not be able to acquire the skills they need. According to Nursalina and Budiningsih (2014), to be able to create a supporting

situation, teachers should also be more creative and innovative in packaging classroom learning using a variety of learning methods and approaches, so that students always feel motivated in learning English.

Students with a high motivation who want to learn English are mostly eager to learn about the language of people who speak English as their first language (Sengkey & Galag, 2018). Teachers should understand that learning motivation is the most important thing to impulse students' understanding of English and achieve their goal in learning English. Then, teachers can find the best way to help students to achieve the goals in learning English.

The common factors that can make students not interested in learning are that the students usually do not have their goals and dreams; students do not have confidence and feel bad in the class. Students' problem in their life is also one of the factors that make them have low motivation in learning English. To be moved to do something, students should be motivated. Motivation is related to learning achievement, because learning achievement is affected by students' learning motivation, which is created from participation in classroom learning (Hendrawijaya, 2019).

Some research revealed the correlation between motivation and students' language skills. A study by Setyorini (2018) showed the correlation between students' intrinsic motivation and their academic writing skill in a university context. However, that previous study is different from the present research that was conducted by the researcher. The researcher focused on the participants from vocational high school students. Additionally, besides intrinsic factors, the researcher focused on extrinsic factors.

When the researcher did an internship at a vocational high school in Yogyakarta, the researcher observed that the teacher used English during her teaching to deliver the material. While the teacher was explaining the material using English, there were some students who did not pay attention to the material that occurred in the classroom. For example, when the teacher delivered the materials, the students are lack of attention. They usually go out of the class, take a nap and also playing their phone while the teacher delivering the material. Moreover, students are difficult to accept the teacher's explanation and found that students are difficult to understand the English material. When the teacher explained the material in English, they said that they did not understand what the teacher was talking about, so they asked the teacher to use Indonesian to explain the material. When the researcher asked some questions to the students, why they asked their teacher to explain English subject by using Indonesian language, they said that they did not understand the basic English. Therefore, when English lesson occurred, they really did not pay attention to the lesson.

However, there were some students who were quite good in English and understood the material provided because of their good motivation to learn English. It has proven that the students paid attention when the teacher delivered the materials. Through the casual conversation between the teacher and the student, the students also mentioned that they like reading English book. From this fact, the researcher concluded that there were also students who were highly motivated in learning English.

Related to the students' motivation, in fact, there were some students who still could not identify their interest and did not understand how to motivate themselves in learning English. This is because some students did not pay attention while the teacher was delivering the material in the classroom. From the situation seen by the researcher in the classroom, motivation was very

influential in the process of learning English. High motivation in learning English will make the students easier to reach their academic achievements.

Based on the background, the researcher was interested in researching the vocational high school students' motivation in learning English. The first, the researcher was interested in investigating what are the vocational high school students' intrinsic and extrinsic motivation in learning English. The research was based on the students' perception on their experience in teaching and learning process.

### **Identification of the Problems**

Some supporting factors as well as the learning obstacles may contribute to the students' success in learning English. One obstacle in students' success in learning is a lack of motivation. Also, the environment might increase their motivation to master English. Based on the factors that motivate students to learn English, students have various family background that caused them having different motivation in learning English. It is also relevant that Indonesia is a country where English is considered as a foreign Language, in which the exposure will be very limited. In other side, there are some students who also keep searching about English. Therefore, from the various background, the possible factors will also vary. During the researcher's observation, there were some problems during the teaching and learning process. First, the students lacked motivation to take notes of the materials during the teaching and learning process. The second, there was no motivation from the students to finish the work that was given by the teacher. The third, for students who was not motivated to learn English, they did not pay attention during the class activity. These made their English performance not satisfying. Therefore, the students' motivation, the environment, teaching method or teaching materials can

be the factors that might contribute to the best performance when they support the students in learning English.

### **Delimitation of the Study**

In this research, the researcher focused on the students' motivation to learn English. To be more detailed, the problems were delimited by the researcher into several points. Firstly, the researcher only focused in investigating the intrinsic motivation that caused the students motivated in learning English. Secondly, researcher also investigated the extrinsic motivation that motivated the students to learn English. Thirdly, the research was limited on the research approach, namely qualitative research approach. Fourthly, the research was conducted only in one vocational high school in Yogyakarta. Lastly, the data were based on the students' experience and perceptions when learning English.

### **Research Questions**

Based on the background which has been elaborated above, the researcher formulates two research questions, which are;

1. What are the vocational high school students' intrinsic motivation to learn English?
2. What are the vocational high school students' extrinsic motivation to learn English?

### **Research Objectives**

The objectives of the research are as follow.

1. To explore the intrinsic factors that motivate the vocational high school students in learning English.

2. To explore the extrinsic factors that motivate the vocational high school students in learning English.

### **Significance of the Research**

This research provides some benefits for the students, teachers, and future researchers. The explanations are presented as follow:

#### ***Students***

Every student has their way of learning and practicing English. This research is expected to make the students aware what factors motivate them in learning English. By knowing these factors, the students are expected to be able to maintain their motivation. It is expected that the students can reach their achievement by maintaining or increasing their own motivation.

#### ***Teachers***

This research provides information to teachers which can be the considerations to help their students to maintain their students' motivation in learning English. From this research, teachers can find out the intrinsic and extrinsic factors that can increase student motivation in learning English. Therefore, the teachers can encourage their students to keep their motivation in learning English.

#### ***Future Researchers***

From this research, the future researchers can enhance their understanding and knowledge on students' motivation. This research can help them understand the factors that motivate the students in learning English. They can take the findings and references in this research as the basic consideration for their future research.

## **Organizations of the Chapters**

This research is divided into five chapters. They are introduction, literature review, and methodology, findings and discussion and the last chapter is conclusion and recommendation. Chapter one consists of introduction which explains the background of the study dealing with the reasons why the researcher was interested in conducting this topic. Then, the identification explains the problems that occur related to the topic and followed by the delimitation of the study which the researcher tried to focus on. Next, the researcher provides two research questions which are: 1) What are the vocational high school students' intrinsic motivation to learn English? and 2) What are the vocational high school students' extrinsic motivation to learn English? In addition, the objectives and the significance of the study are provided in this chapter. The last part of chapter one is the organization of the chapters.

Next, chapter two provides some literature review. In the literature review the researcher reviews about motivation, motivation in learning English, intrinsic motivation, extrinsic motivation. This research also explains previous related study and provides conceptual framework.

The third chapter is methodology. Methodology discusses the method used in this research including the research approach and design, and the setting of this research. For the approach of the research, the researcher used qualitative approach and descriptive qualitative as the research design. The setting of the research was a vocational high school in Yogyakarta. Then, the data collection method was conducted through interviews. The last section explains the analysis of the data.

Chapter four is about findings and discussion. In this chapter, the researcher presents the

findings and explains further for the discussion in this research. This chapter presents two parts. The first section is the findings on the intrinsic motivating factors in learning English. The second section presents the findings on the extrinsic motivating factors in learning English. Furthermore, in the discussion, the researcher relates the findings to some related references.

Chapter five is conclusion and recommendation. In the conclusion part, the researcher presents the summary of the research. The researcher reviews why the researcher conducted this study and how the researcher conducted this study and what the findings are. The second part is recommendation. The researcher proposes some recommendation for students, teachers and also the future researchers who have interest in studying the same topic.