

Chapter One

Introduction

The researcher describes the background of the study, the identification of the problem, and the limitations of the problem in this chapter. The researcher puts the research questions and the purposes of this study. The researcher also presents the significance of this study and why this study is necessary to be conducted. The researcher also puts the outline of the study.

Background of the Problem

Language is one of the necessary things in human life. It is a tool for communicating and interacting with other people. In Indonesia, English is considered an important language. Mastery of foreign languages, especially English as the international language, can facilitate one's success in the future. Most people in this world may only speak English more fluently than other languages, so more and more people follow the flow of learning English. In addition, learning English has been studied as a standard for graduation from kindergarten and elementary school to college. In education, English can make it easier for a student to complete his studies while studying in another country, earn a bachelor's degree, or pursue a master's or doctoral degree. This language may also be used to connect with people from all over the world.

Learning motivation is a significant role in language learning since it seems to influence the success or failure of language acquisition. Motivation is a spirit that drives students forward in learning English with passion and willingness. It is also an intensive desire to learn and acquire knowledge of English (Kong, 2009). Motivation is something as pertinent as the engine and

steering wheel used to turn students from boredom into interest. According to Sternbergh (2005), it is very significant in successful learning. Without motivation, students will not be interested in learning. Motivation in the learning process is to move or encourage students to master or learn specific subjects. Those having high motivation will perform well and show various positive ways to get maximum grades. Motivation will determine the intensity of their efforts to learn. Therefore, the more motivated students are, the more likely they will gain their learning goals.

According to Rahardjo and Pertiwi (2020), learning achievement is greatly influenced by motivation for learning. Students having high learning motivation are easier to achieve as they will be more enthusiastic to learn all the materials. Anni (2006) stated that motivation is not only significant in encouraging students to learn, but also in helping them to excel. The great interest in something is capital which means big to achieve or obtain the desired goal. Great interest in learning tends to pursue achievement. On the other hand, less interest in learning tends to result in low achievement.

Motivation is considered one of the factors that can help students succeed in learning. Gardner (1985) described motivation as the measure one aspires to acquire the language due to the firm's will to do so and the enjoyment obtained from it. Students' motivation is influenced by various factors. According to Fen Ng and Kiat Ng (2015), two factors may affect students' motivation: intrinsic and extrinsic motivation. Extrinsic motivation is a motivation that is active and effective due to external stimuli. For example, a person is studying and knows he has an exam the next morning, hoping to get good grades, so his girlfriend or

friends praise him. The important thing is not to learn what he wants to know but to get good grades or want to win prizes. Therefore, judging from the purpose of his activities, there is no direct relationship with the nature of what he does.

External motivation can also be said as a form of motivation to start and continue learning activities based on encouragement from outside that has no absolute relationship with learning activities. Intrinsic motivation refers to the desire to be active or functional that does not require external stimulation since everyone has an internal drive to do something. For example, people who like to read do not need to order or encourage him has tried hard to find books. Intrinsically motivated students do academic assignments as they feel fun and attractive without being forced to understand the subject matter by engaging in meaningful learning rather than rote learning. Thus, motivation indicates a choice of experience achieved or avoided and the degree of effort used.

Furthermore, the results of previous studies showed some results regarding the effect of motivation on learning achievement in English, and the results are still confusing. Some of those studies presented a moderate correlation. Other studies also showed a significant influence between attention and motivation to learn with parents on students' learning achievement in English. However, several other studies do not yet know which motivation has more influence on students' achievement. In English Language Education Department (ELED) at a private Islamic university in Yogyakarta, the researcher found that many students who do something need motivation intrinsically and extrinsically. Hence, the researcher has been interested in finding out which motivation has more influence on students' English learning achievement at ELED in a private Islamic university in

Yogyakarta. To examine this topic comprehensively, the researcher conducted a study entitled “The Impact of Motivation toward Students’ English Learning Achievement”.

Statement of the Problem

Motivation is considered the key to success in learning a language. To achieve a successful learning language, students should have a specific motivation. The level of motivation can significantly play a role in influencing their level of achievement.

According to the interviews of several ELED students, they have different motivations for learning English. Besides, they have many factors that affect their learning motivation. The preliminary study found that students’ motivation in learning English varies, both intrinsic and extrinsic motivation.

Although motivation affects students’ learning achievement, there is no information regarding which one is more influential (Pajares, 2003). It is significant for maximizing their learning success by identifying the dominant motivation. Hence, the researcher was interested in examining the impact of learning motivation on students’ English learning achievement. It aims to determine whether intrinsic or extrinsic motivation has a greater impact on their success in learning English.

Research Questions

According to the problem stated, the researcher has formulated three research questions.

1. What is the level of students’ intrinsic motivation in learning English?
2. What is the level of students’ extrinsic motivation in learning English?

3. Which motivation does have more influence to students' English learning achievements?

Research Objectives

According to the research questions, this study aims:

1. To find out the level of students' intrinsic motivation in learning English
2. To find out the level of students' extrinsic motivation in learning English
3. To find out which motivation has have more influence to student' English learning achievements

Significance of the Research

This research aims to give benefits for:

Teachers

The teacher as input or contribution of thought in the teaching and learning process on students' learning motivation to be more effective.

Students

This study provides information to students about the motivation that affects their English learning achievement.

Other Researchers

The researcher hopes this study can be beneficial for other researchers to support their study, especially on the effect of motivation on students' English learning achievement. Therefore, this study provides an overview of how to conduct other research with the same idea. In addition, this study may be used as a reference for conducting further research that has topics related to this study.

Outline of the Research

This study contains five chapters. Chapter one describes the description of this study. This chapter describes the background of the problem, the statement and limitations of the problem, the research questions, the purpose of this study, and the significance of this study.

Chapter two discusses the literature review. This chapter highlights this research framework based on other studies. In addition, by identifying each keyword in this study, there is a definition of motivation, types of motivation, students' learning achievement, factors influencing learning achievement, the influence of motivation in learning achievement, a review of related studies, and a conceptual framework.

Chapter three describes the methodology. There are several points explained in this chapter: research design, research setting, and population and sampling. The data collection method describes how the researcher collected the data using a questionnaire and students' GPA scores. The last is data analysis presenting how the researcher analyzed the data.

Chapter four is about findings and discussion. This chapter presents the results of this study that answer the three research questions and discuss the information related to them.

Chapter five contains the conclusion and recommendation. This chapter presents the summary of this study and gives suggestions to students, teachers, and further researchers.