

Chapter One

Introduction

In this chapter, the researcher presents background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, advantages of the study, and outline of the research.

Background of the Study

English language becomes one important lesson in Indonesia, especially for junior and senior high school. English is the one of the standard to pass the national examination. English is important, but it is still difficult to say that English language learning has been a success. According to Suryasa, Prayoga, and Werdistira (2017) the low frequency of the use of English among the learners is a common thing in Indonesia. The lack of use of English makes the learners awkward when they have to learn English. They also added that the low frequency of the use of English among the learners is caused by the feeling of anxiety and lack of confidence to communicate using English.

In Indonesia there have been many studies discussed English language learning. Most of them researched some factors which influences the success in English language learning. Those factors are teacher, learners, curriculum, learning material and learning facilities. Indeed, one of the important factors in English language learning is the learners. They have their own motivation in

learning. The students' motivation will affect the learners' success in learning (Suryasa & Werdistira, 2017)

Gardner and Lambert (1972) mentioned two kinds of motivation in learning English as a second language. There is integrative and instrumental motivation. Integrative motivation refers to the desire to learn a language in order to make a communication with other people from a different culture who speak that language. While instrumental motivation means the desire to learn a language because it would fulfill certain positive goals, such as getting a job, passing an examination, etc.

One research related to the learners' learning motivation has an important factor in learning success. The research was done by Marlina (2007) which relate to the learner's motivation in learning English as the second language found that most of the learners learn English because they want to get a better job, as they know English is an international language. This motivation refers to instrumental motivation.

On the other hand, Aydogan (2016) defined motivation as someone's willingness an intention to do a particular task or an activity. Aydogan also mentions two types of motivation. They are intrinsic and extrinsic motivation. Intrinsic motivation refers to the enjoyment while working on some tasks, while the extrinsic motivation includes seeking rewards and public recognition. These two types of motivation by Aydogan is similar to the type of motivation mentioned by Gardner and Lambert. The intrinsic motivation has the same

meaning or purpose as the integrative motivation that is the motivation which appears from the learners' willingness. In the other side, the extrinsic motivation has similar meaning with instrumental motivation. Both terms appear due to occurrence or trigger from the outside self of the learners.

Gender plays an important role in an individual's life. It shapes the entirety of the experience at all levels. It is the key descriptor of every person. There is abundant research that proves the significant relationship between gender and abilities (Woolfolk, 2014). Gender is a classic and significant predictor in educational, psychological and linguistic research (Catalan, 2003). Motivation represents one of the key success factors in all kinds of human activities. Numerous experts testify to the fact that motivation is an extremely important factor in the learning process, including foreign language learning (Dörnyei, 1990)

In pre-research, the researcher believes that all first-year students in Junior high school in Adipuro have motivation in learning English. It can be known from the English teacher at that school. Based on Mr. Santoso's admission, that most of the student's enthusiast during the English learning. When the researcher asked Mr. Santoso's, what is the matter can make the students enthusiast in English learning? The students have their own motivation in English learning, such as for the best value or their like the English lesson. After have a sort interview with the teacher, the researcher has a conclusion that the students at the school already have motivation in English learning. But the researcher also wants to know which gender has the higher motivation in English learning. So the researcher decides to

investigate further with the title “*a Descriptive Quantitative Study on The Motivation of Male and Female Students in Learning English*”

Problem Statement

Learners’ motivation for learning a language is considered as a crucial factor influencing the achievement and proficiency of learning (Chunmei Long, Zhu Ming & Liping Chen, 2013). If a student is given motivation, the student can learn a language better and can last the learning enthusiasm longer. Without motivation, nobody can achieve the long-term goal of learning a language. High achievement-motivation is one of the factors that cause successful learning may cause high motivation as well.

Foreign language teachers want to stimulate students’ learning motivation very much. Some students at Junior high school in Adipuro have their own motivation in language learning. Half of students think that English learning is difficult. On the other hand, other students feel the necessity to learn English because it is a major lesson in school. This research identifies how we promote students’ motivation in learning English. So, we should have a general understanding of learning motivation in order to understand students to learn behaviors comprehensively. According to Mori & Gobel (2006), males and females differ in general academic motivation and in particular females are more motivated to learn English than males, which might explain their overall superiority in English (Aslan, 2009). The degree of fear and apprehension regarding negative outcomes may also affect motivation. The levels of fear and

apprehension vary among males and females; however females tend to experience more emotions than males. As a result, females work as hard as possible to overcome such fears and nervousness (Saidi & Al-Mahrooqi, 2012)

Limitation of Problem

This research will focus to investigate the motivation in learning English language among the students of Junior high school in Adipuro, especially first-year student. It stresses on how the student motivated in learning English, which one is higher between the male and female students on the motivation in English language learning.

Research Questions

1. How is the motivations of Junior High School students in learning English?
2. Which Gender has the higher motivation?

Research Objectives

1. To find out motivation of Junior High School students in learning English.
2. To find out which gender has the higher motivation between the male and female students.

Research Significance

For the teachers. This study will result in a data that could be taken in consideration for them in determining the proper methods of teaching. It also encourages the teachers to develop their creativity to improve the teaching

learning process. In addition, the teacher's capability to conduct the teaching and learning activity is improved as a result the teaching and learning activity can run well.

For the institution. The result of this study is expected to be useful for the institution to give alternative way to overcome their student motivation problems in teaching learning process especially in English learning.

For other researchers. The researcher hopes that the result of this research enriches knowledge to other researchers who want to know and analyze about the motivation in English language learning. Then, the other researchers who are interested to investigate the similar topic can use the result of this research as a reference to their research in conduct action research or experimental research.