

Chapter One

Introduction

This chapter presents several points related to the introduction of the research. This chapter focuses on the explanation on the reasons why the researcher chose the topic. This chapter describes the research background of the study, identification of the problem, delimitation of the study, research questions, research objectives, and research significance. The last part is the organization of the chapters.

Background of the Study

In Indonesia, English has become an important subject learned from elementary schools to universities. It is learned as a compulsory foreign language subject. Because a foreign language is rarely used in daily communication, Indonesian students need to do more efforts to learn English. They should have more English exposure, various learning strategies, high motivation and good attitude to be successful in learning English. Therefore, learning English may take a long time and is continuous to achieve success in learning every English skill such as listening, speaking, reading and writing.

Motivation is very important for students in learning activities. Whether or not student motivation is strong in learning English can affect the learning activity process in the classroom. Gardner (2006) argues that students with high motivation will do things or learn better than students with low motivation. With the existence of strong motivation in individuals, students can also generate high enthusiasm for learning. According to Woodworth (1995) in Sanjaya (2010), a motive is a set that can make individuals carry out certain activities to achieve goals. Further, it is stated that motivation is an impetus that can lead to certain behaviors directed at achieving a certain goal. The behavior or actions shown by a person in the effort to achieve certain goals depends on the motive he has.

Motivation is a drive to achieve the desired goal. Merihot in Marliani (2015) stated that motivation is a factor that directs and encourages a person's behavior or desire to carry out an activity that is expressed in the form of hard business. In addition, Robbins, and Judge (2013) suggested that motivation is a process carried out by individuals who seek to achieve goals. It includes three important elements, namely intensity, direction, and persistence. Kondalkar (2007) states that motivation is the spirit or desire caused by the needs that encourage someone to move all the energy to achieve the desired goals. The same thing is also stated by Scot cited in Kondalkar (2007) that motivation is a process that encourages someone to act in achieving goals.

In the process of learning, learning motivation is considered important in terms of function and its value or benefits. Motivation to learn can encourage behavior and influence and changes student behavior. Sardiman (2001) mentioned there are three motivational functions, namely the first is to encourage the onset of behavior or deeds. Without motivation there will be no action. Motivation in this case is the driving force of every activity that will be done. Secondly, motivation functions as a director. This means that motivation directs change to achieve the desire. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of its objectives. Thirdly, motivation functions as a mobilizer. It means it moves someone's behavior. By motivation someone will be moved to achieve a desired goal even though it is very difficult.

In learning English, students are also influenced by some reasons. Each student has different reasons in studying English. Among other things are first, learning English is to get better job in the future. Second, learning English is to make them capable to communicate with people around the world. Third, learning English is to increase someone's prestige or confidence to go everywhere. These reasons are included in the intrinsic motivation which comes from inside of individual and included in extrinsic motivation which is the result of

outside factors. Harmer (2007) stated that intrinsic motivation comes from within individual while extrinsic motivation comes from outside of individual. Both intrinsic and extrinsic motivation influence students in learning English.

Although motivation is very important function in the process of learning activities, not all students have this aspect of learning English adequately. They might study English only because it is compulsory for them to study English. Not all students realize the advantages of learning English so that it might affect their desire to learn English better. Therefore, it can be understood if the students fail or are not able to gain the maximum learning objectives as set by the curriculum. To understand the students' motivation in learning English, a study on the students' motivation is important to conduct to reach the success of English teaching and learning process.

In this study, the researcher is interested in conducting a research on the student motivation to learn English at an Islamic Junior High School. It aims to analyze the motivation of the students in learning English in class seven and class eight of an Islamic Junior High School. Based on the informal interview with both the English teacher and the students at this school, there are some problems related to student motivation in learning English. The students seemed reluctant to do the exercises or tasks given by the teacher. They complained that English was difficult to learn. This was also admitted by the teacher who was not satisfied with the students' result of examination. In addition, the conventional teaching method was also conducted from time to time so that it might contribute to the students' lack of motivation. In addition, the facility to learn English and the environment factors did not seem support the teaching and learning.

Since the success of teaching and learning English cannot be separated from the contribution of the students' motivation in learning English, it is important to identify the level and the types of students' motivation. The students' motivation and the types of

motivation will affect the student enthusiasm in learning English. Therefore, the researcher was interested in conducting research on the students' motivation in learning English. In addition, because no previous research related to students' motivation has been conducted at the Islamic Junior High School in Buton, the researcher conducted research on the students' motivation in this school. The result of this study can be taken as a consideration as the students still have much time and more opportunities to improve their motivation in learning English in the next grade or the next higher education level.

Identification of the Problem

There are several aspects that contribute to the success of English teaching and learning process. They are the aspects of the learners, the teachers, and the environment. At the Islamic Junior High School in Buton, Southeast Sulawesi, the students' English proficiency is not satisfying based on what the teacher and students complain. This can be caused by the learners' aspects such as students' motivation, attitude, intelligence, or learning strategies. The problems might be also caused by the teacher's aspects such as teaching method, materials, or classroom management. The aspects of environment also contribute to the unsatisfying students' English proficiency at the Islamic Junior High School in Buton, Southeast Sulawesi. This school lack supporting facilities as it is in the rural area. The problems related to the learners, teachers and environment have affected the quality of the teaching and learning process.

Based on the results of the researcher's observations, most of the students said that learning English is very difficult. The second is a learning strategy to teach English that is not fun so that it makes students feel lazy to learn English. And the last one is the lack of motivation given by the teacher to students to learn English.

Delimitation of the Study

In this study, the researcher was focus on the learners as one of the important aspects of learning, more specifically on the level of student motivation in learning English. It also focuses on the types of student motivation in learning English. The research will only involve the seven grade and eight grade students at an Islamic Junior High School in Buton, Southeast Sulawesi. The level of motivation in learning English and the types of motivation are based on the students' perception represented in the statements in the questionnaire. This research is limited in term only using quantitative research approach.

Research Question

There are two research questions as guidelines in this research. The questions are:

1. How is the student motivation level in learning English at an Islamic Junior High School in Buton, Southeast Sulawesi?
2. What are the types of student motivation in learning English at an Islamic Junior High School in Buton, Southeast Sulawesi?

Objectives of the Study

1. To find out level student motivation in learning English at an Islamic Junior High School in Buton, Southeast Sulawesi
2. To find out types of student motivation in learning English at an Islamic Junior High School in Buton, Southeast Sulawesi.

Significance of the Research.

Research benefits are the impact of achieving research objectives. This research is expected to provide some advantages for the teachers, the students, and other researchers.

Teachers. The results of this study provide information about the level of student motivation in learning English, whether students have low, high, or very high motivation in learning English. This research also provides information about the types of student motivation. Hopefully this research is useful for English teachers to develop teaching and learning activities including classroom management and atmosphere, materials, environment, methods, and strategies that can support student motivation in learning English. The results of this study are expected to provide valuable suggestions and ideas in the teaching and learning process including materials, methods, strategies, and techniques that can accommodate various types of student motivation and needs in learning English.

Students. From this research students can find out the level of motivation they have, whether their motivation is low, high, or very high. Therefore, students can increase their motivation when students know that their motivation is low and maintain their motivation if their motivation is high. In addition, students can also find out the types of motivation they have, whether it is intrinsic or extrinsic motivation. Therefore, they can be aware of their motivation that later may affect their future.

Other researchers. This research is expected to be a reference for further research. Further research on student motivation in learning English gets some ideas from this study. From this research, other researchers can obtain basic information about how students perceive their motivation in learning English in terms of the level of motivation and also the types of student motivation in learning English.

Organization of the Chapters

This study consists of five chapters. Chapter one introduces research background, identification of the problems, and delimitation of the study. The research questions and research objectives are also presented in this chapter. The next parts are the significance of the study and the organization of the chapters.

Chapter two is a literature review. It provides a definition of motivation, and types of motivation. The next part is review of previous studies and the last is conceptual framework.

Chapter three is methodology. This chapter explains about how the research will be carried out by researcher. This chapter presents the method including research design, research setting, research population and sampling. The next part deals with data collection method, research instrument and data collection procedure. In this chapter the researcher also explains how to analyze data in the part of data analysis.

Chapter four contains findings and discussion. This chapter presents the results of data analysis. There are two main points outlined in this chapter, namely findings and discussion. There are two main points of findings related to the information the level of student motivation and types of students' motivation in learning English.

Chapter five consists of conclusion and recommendations. This chapter draws the conclusion of the research which consists of the summary of the research and recommendations from the researcher. Recommendations are given to teachers, students, and other researchers.