

Chapter One

Introduction

This introduction covers the description of the research. The background of the study discusses the reasons why the researcher is interested in the topic. Identification of the research problem presents the problems being researched. The delimitation of this research explains the scope of the research. The research questions and the objectives of the research are also presented in this chapter. Then, the researcher explains the benefits of the research in the significance of the research. At the end of chapter, the researcher explains the organization of the chapters.

Background of the Study

English language is very important for the students' future as it is an important tool for communication and educational pursuit of occupational knowledge. English is also used for social, cultural, event-based situations in international occasion for those who can use English to communicate well. The people who have skill in English language will have the opportunity to employ and support to promote more functions than those who have no English language skills at all. Therefore, English teaching and learning is more concerned than any other languages. English then is taught at schools and universities as a global language to communicate globally.

In a language learning, there are many factors that determine the learning success. Learner's passion, commitment and persistence are the key determinants of success or failure (Gardner and Lambert, 1972). One of the other factors also

considered to be major significant in language learning is motivation. According to Harlow (2014) motivation is the process whereby goal-directed activities are instigated and sustained. That means motivation is the power to drive people and set the direction and goal of that behavior. People with high motivation will take an effort to reach a goal. Without a persistent motivation, people will not show behavior or in other words they will fail before achieving the goals. In addition, there is a clear goal and what happens as a consequence driving force or impulse is called motivation.

Considering that motivation is important in language learning, it is important for the educational institutions to ensure their students have good motivation in learning, especially in English language learning. One of the educational institutions which dominantly involves English is a Department of English for Communication in one of private university in Bangkok. This private university has an International Program of English for Communication. It is well worth investigating for students' motivation in this International Program since it plays an important role in learning English. Being an international program, the students of this English for Communication Department have more opportunities to practice English communication skills than students of many other departments since all courses offered are conducted in English.

Even though English is the medium of instruction at International Program of English for Communication Department, the students' progress in English skills, especially in English classes is still unsatisfactory. This can be seen from the students'

midterm and final exam results which are not good enough and even some students did not pass the exam. In addition, there are some negative behaviors indicating that the students lack motivation to learn English. The students reported that when the lecturer asked the questions to the students and the students react quietly and did not respond to the lecturers' questions. It is because they feel like their English is not good enough and some of them do not show interest to study because they do not understand.

Based on the background above, the researcher is interested in conducting a research on students' motivation in learning English. It is conducted at International Program of English for Communication Department at a private university in Bangkok. The research based on the students' perceptions and experiences on their motivation in learning English.

Identification of the Problems

The information from the student of English for Communication in International Program of a Private University in Bangkok. Based on the student's experience, some students have a low motivation to study in English. Some students chose English Department to avoid the subject that they did not like such as Science or Math. Students have no experience in English language but they like to learn language more than the other subject. With the limited English learning experience, they choose this department. Besides, some students chose English Department because there is a curiosity in the language and culture which makes them more active in their study, more focus and pay attention more in learning. However, they

showed low motivation to learning because of environmental or teacher's attitude-related factors is inappropriate with them.

Based on the statement mentioned, it should be investigated the types of students' motivation to learn English at the International Program of English for Communication and the factors that motivate students to learn English in the teaching and learning process at the International Program of English for Communication need to be conducted.

Delimitation of the Problem

Based on the background of the study, the researcher focus on investigating the types of students' motivation to learn English and the factors that motivate student to learn English in the teaching and learning process at the International Program of English for Communication. The research limited only at the International Program of English for Communication Department of a Private University in Bangkok. The method of this research is limited in terms of using qualitative approach only. The data of the research based on the students' perception and experiences.

Research Question

Based on the background above, the researcher has two research questions.

They are:

1. What are the types of students' motivation to learn English at the International Program of English for Communication?

2. What are the factors that motivate students to learn English in the teaching and learning process at the International Program of English for Communication?

The objectives of the Research

Based on the research question above, the objectives of this study are:

1. To find out the types of students' motivation to learn English at the International Program of English for Communication.
2. To find out the factors that motivate students to learn English in the teaching and learning process at the International Program of English for Communication.

Significances of the Research

The expected outcome of this study is to show the types of students' motivation to learn English and the factors that motivate students to learn English in the teaching and learning process at International Program of English for Communication. The researcher expects that this research will be useful for teachers, students, future researchers and institution.

Teachers

This research gives the teachers some information on the types of students' motivation to learn English and the factors that motivate student to learn English in the teaching and learning process. Teachers will understand what are the types of students' motivation to learn English and what are the factors which might motivate

their own students' motivation in English learning. As teachers, they need to explore more the factors that are involved in motivating their students to perform tasks well therefore they can stimulate students' motivation.

Students

After reading this research student get information on the types of students' motivation and the factors that motivate students to learn English in the teaching and learning process. Therefore, it is expected that they will adopt and motivate themselves when they get the problems in their motivation in learning English.

Future Researchers

From this research, it is expected that future researchers get more information on the types of students' motivation and the factors motivate students to learn English in the teaching and learning process. This research is expected to be useful as a reference for other researchers who are going to conduct a similar research.

Institution

This study finding may provide useful guidelines for the university authorities concerning with developing motivational teaching and learning process. This research provides the information on the students' language learning motivation. Such efforts may assist these students by instilling in them more language learning motivation so as to achieve a sufficient level of English.

The organization of the Chapters

In this research is divided into five chapters:

Chapter One

In chapter one, the researcher presents of the introduction of this research. which focuses on background of the study, identification of the problems, delimitation of the problem, research questions, objectives of the research and significances of the research and organization of the chapters.

Chapter Two

In chapter two, the researcher presents literature related to the research topic. It focuses on the explanation about learning English, motivation, the importance of motivation, types of motivation, and factors affecting motivation. The review of related study is also presented in this chapter.

Chapter Three

In chapter three, the researcher present methodology used to collect the data. This chapter, the researcher explained how the data collected. There were several things discussed in this chapter, including research design, research setting, research participants, data collection method, data collection procedure, research instrument and data analysis.

Chapter Four

In chapter four, the researcher presents finding and discussion. The finding related to the research question of this research. There are two points of the findings found in this research. First, it presents the types of students' motivation to learn English at the International Program of English for Communication. Second, it discusses the factors that motivate students to learn English in teaching and learning at the International Program of English for Communication.

Chapter Five

In chapter five, the researcher discusses two main parts, namely conclusion and recommendation. In the conclusion part, the researcher presents the summary of the study. Then, in the recommendation part, the researcher provides some recommendations for the teachers, students, other researchers and institution.