

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problems, objectives of the study, significances of the study, scope and limitation of the study and the last is definition of key-terms.

1.1. Background of the Study

In Indonesia, English is used for various purposes but it is not dominant in everyday communication. The government establishes in Regulation of the Minister of Education and Culture (2013), English as one of the subjects at various education levels in order to prepare a generation of Indonesia to compete globally. It is the first foreign language in Indonesia that is learned by learners from primary school to university. It means that English is very important subject at every level of education. Added in Republika.co.id (2017), the English Language Institute Bina Sarana Informatika (LBI BSI) stated that the ability to speak English as a second language after Indonesian became an obligation. Many companies have implemented English language skills as a basic standard of communication skills for an employee.

English can be difficult when taught in a foreign language setting, where the authentic language input may not be available outside the classroom because the learners use the local language most of time even though at school and at home. Thus, the social and cultural environments do not provide strong support for learning English. The learners do not have life experience using English enough and they may not be expected to be able to speak English in their environment. It can be seen from some references of publicity, reliable and valid research into Indonesia learners' motivation measurement toward English is lacking (Bradford, 2008).

Motivation is one of the most interesting variable, but difficult to explain learner varieties in language learning (MacIntyre et al. 2001, p. 462). These words accurately describe the complexity of the concept that researchers, classroom instructors and language learners themselves have faced since Gardner brought to light the various aspects of motivation through their studies in the late 1950's.

According to Gardner, motivation has long been regarded as one of the primary factors in determining one's success in second and foreign language learning. It is a complex section of human psychology and behavior. It influences how individuals choose to invest theirs, how much energy they use in task given, how they feel and think about the task, and how they spend their time to survive at it. The research about motivation (Wiegfield & Eccles, 2001) says that the learners in their learning atmosphere have to answer three basic questions, there are: 'Can I do this activity?' 'Do I want to do this activity and why?' And what do I need to do to succeed? It is also an influential factor in teaching learning process. The success of learning depends on high or low motivation of learners. It can drive learners in reaching learning goal.

English is an international language that is used in international activities as a means of communication. In addition, English language is used everywhere whether in books, newspapers, sports, medicine, technology or even music and academic conferences. In learning English, learners are supported by some reasons. Every learner has different reason.

Firstly, learners want to learn English because they like and enjoy learning it. According to Harmer (2007:98) "Thus a person might be motivated by the enjoyment of the learning process itself or by desire to make themselves feel better". Learners do certain activities because it gives them pleasure and develops a particular skill based on their internal desire. Intrinsically motivated learners are bound to do much better in classroom activities, because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to fully understand it.

Secondly, the learners want to learn English because any outside factors. Harmer (2007:98) stated that "Extrinsic motivation is the result of any number of outside factors". For example some learners have any goals, such as a good score, a good job, or they may want to continue their research overseas. Many sources of motivation are from the influence of the others: for example, the desire of learners to please some other authority figures such as parents, their wish to succeed in an internal exam, or peer groups influences.

Motivation makes learners with a purpose to follow. Therefore, it has a key role in language learning. The lack of motivation may cause some difficulties happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning. As Huitt (2001) stated that even learners do not have enough intrinsic motivation, paying attention to the importance of language will help learners improve their motivation to learn. It can be stated that educators should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

The successfulness in learning English will depend on the motivation. In other word, learning and motivation influence one another. When learning English, different learners have different difficulties and problems such as pronunciation, grammar and vocabulary. It gives the influence on learners' motivation in learning English. In this case, the learners or the educator should have idea to build the motivation in learning English.

Every state requires the educators be licensed by completing education requirements. A bachelor's degree from university is the minimum requirement. One of the universities that create educators is a university that has an English Education Study Program at the downtown of Yogyakarta. From the result of observation and interview that have been conducted at university, it is urgent to conduct this research. Most of learners at there want to be a teacher or lecturer in the future. Therefore, they will need knowledge about motivation to motivate their learner when they become a teacher in the future.

Dornyei (2001) believes that the complexity of the idea of motivation lies in its attempts to elaborate person's actions on behavior which cannot be explained by just one approach. Cited in Redzuan (2014), another part from motivation as one of the possible reasons that could determine the successful in language learning was learners' preferred activities. It was deciding factor that should be taken into consideration. For EFL learners, many activities are used in this program. To keep learners motivated, it was crucial for the educators to choose the classroom activities based on the learners' need. Qin (2012) conformed that learners favored activities like "reading aloud", "doing listening exercises" and "reciting tests" more than the teachers who prefer communicative activities.

Thus, the educators had to control in selecting the materials and classroom activities, they need to understand the ways in which the learners are different from each other in terms of needs and preferences was important in driving their force for learning English as a foreign language.

Realizing the importance of motivation in fostering foreign language learning, it is found interesting to do a research about the motivation, in this case motivation in language learning. This research focused on the motivation that impact EFL learners. The purpose of this research was to explore role of motivation and describe different types of motivation toward learning English as foreign language learned at a university. It is also found out the preferred learning activities that are appropriate to help them learn English effectively.

1.2 Research Problems

The research questions formulated as follows:

1. Which type of motivation is predominant at learners of EFL in university?
2. What activities used in the classroom are preferred by EFL learners?

1.3 Objectives of the Study

Concerning to the research questions, the purposes of this research were:

1. To investigate the predominant motivation at EFL learners in university.
2. To find out the preferred activities towards learning EFL among learners in university.

1.4 Scope of the Study

This research focused on identifying about intrinsic and extrinsic motivation and found out the preferred activities of learners in a private university in Yogyakarta who learn English as a foreign language in education field.

1.5 Significances of the Study

This research gives the significant contribution for educational process. The finding of this research expects to be significant in theoretical and practical ways.

Theoretically, the finding of this research could contribute to give clear description about educators to help them understanding the learners' psychology especially about motivation in learning English as foreign language at university. In addition, this research will give the beneficial contributions to the university as the field of English education about how important the motivations and classroom activities based on the learners' need to the learners to achieve their research.

Practically, the finding of this research expects to be a feedback for the English educators, the learners and the next researchers. For the English educators; this research can give a feedback to improve his or her teaching in learning English. Thus, they will get good achievement in learning English. For the learners; they are not only having English skill mastery from classroom activities but also understand their own kind of motivation and keep it in learning language process. Thus, they do not lose their own motivation and ready to learn English well. Finally, for the next researchers; it can be used as their guidance to organize their research for them who conduct the research with the similar topic.

1.6 Definition of Key Terms

The definitions of the variables were given as follow:

1. Motivation

Motivation “energizes” human behavior and “gives it direction” (Dörnyei, 1998) and learning motivation has long been identified as one of the main factors affecting English language (Gardner, 1985). Thus, it is key role of the language learning, it drives learners to enhance their English in foreign language classroom.

2. Intrinsic motivation

Dörnyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. It can be concluded that intrinsic motivation characterized as that which comes from within the learners itself. It inspires action even when there is no perceived external stimulus or reward. It can be also said as a self-desire because it is a stimulation that makes an individual changes his or her behavior for their satisfaction.

3. Extrinsic motivation

In contrast to intrinsic motivation, Harmer (2007:98) states that extrinsic motivation is the result of any number of outside factors. For example, the need to pass an exam, the hope of financial reward or the possibility of future travel. So, the conclusion is a behavior come from external factors such as monetary rewards and trophies.

4. Activity

Activity is goal-directed actions that are conscious. It constitutes an important part of how learners behave in classrooms and engage in language learning tasks (Lantolf & Appel, 1994). It can be concluded as an action or behavior by learners in language learning tasks.

5. EFL Learners

EFL is an abbreviation for English as a Foreign Language. It can be said this is mainly used to talk about learners whose first language is not English and learning English in their own country. This research focused on Indonesian learners who learning English in foreign learning setting.

By considering of the definition of term, it is needed to give a brief sight of the definition of terms for helping the readers understanding some terms used in this research. In conclusion, it is intended to research about motivation which was one of the main factors affecting English language. It could be reasons for engaging learners in learning English. The reason could be from their intrinsic or extrinsic motivation. The learners were said to have intrinsic motivation, when they learn English because their internal desire such as they learned English because they were enjoy learning it. On the contrary, learners in learning English were motivated by their extrinsic motivation, such as they wanted to get a good job in the future or just did well in their final exam. To keep learners motivated, it was crucial for the educators to choose the classroom activities based on the learners' need. The subject was Indonesia learners who learn English as a Foreign Language (EFL).