

CHAPTER I

INTRODUCTION

A. Background of the Study

Motivation is an important thing that everyone needs to have in starting something. Included in determining majors in department, especially English education study programs. According to Astuti & Nurhayati, motivation is "The option to perform a specific activity, the perseverance with it, and the time spent on it. " which means the selection of an action, the effort expended, and the perseverance.¹ From that definition, it can be said that motivation describes why you want to do something, how long they will work to achieve it, and how you intend to keep doing it. According with Harmer's quoted by Siti Fachraini which says, " The motivation that students take to class is the key component influencing their success." Besides Eggen and Don who is quoted in the research by Wahyu Jufra Nanda states " Motivation is describe as "the power that energizes, endures, and directs action toward goals". It influences students to achieve their goals. ²Parsons states motivation is an crucial factor in the process of learning. As it , only learners who are highly motivated will succeed in the class.

There are two sorts of motivation: intrinsic and extrinsic. François Legault states "Intrinsic motivation is defined as action that is intrinsically pleasurable or enjoyable".³ Students with intrinsic motivation is tends to be

¹ Dwi Astuti Wahyu Nurhayati, Proving Student English Vocabulary Mastery Through Games (A Classroom Actions Research In The Islam Kinderganten Of Al-Irsyad Madiun In The Academic Year 2007/2008),(Surakarta: Dinamika Ilmu,2015),67

² Wahyu Jufra Nanda, "Student's Motivation in Choosing English Study Program at University of Jambi".(Thesis magister, Program Pascasarjana, University of Jambi,2021), p.1.

³ Lisa Legault, "Intrinsic And Extrinsic Motivation" in *Encyclopedia of Personality and Individual Difference*, ed. Virgil Zeigler-Hill,Todd K.Shackelford (London: Springer,2016), 2.

more focused on carrying out activities depending on their personal pleasure because our motivation comes from within. In addition, Extrinsic motivation can be defined as a sort the motivation that begins outside of the person. Motivation and education have the power to affect others. According Uno as cited in Anwar & Nugroho Yudhi journal is “Motivation for learning can develop due to intrinsic factors, the desire and motivation to succeed, as well as the drive to study, are required. While, extrinsic influences can include awards, interesting learning activities, and a suitable learning conditions.”⁴ In other words, motivation is a key factor in determining why people choose to pursue something and how long they will stick with it.

Students' learning behavior is influenced by motivation, which can increase enthusiasm and persistence in learning. As Ur stated who cited by Putri is "Motivation is very strongly related to achievement in language learning."⁵ Motivation to learn is critical in creating passion, enthusiasm, and a sense of pleasure in learning, so that students who are highly motivated have a lot of energy to engage in educational activities that will eventually lead to better performance. Students' learn English for different motivation. For example, some students pursue English as a major and study the language because they hope to work as teachers in the future, while others study the language because they believe it is useful for entrepreneurship and international communication. The learning objectives of students will affect what they need to learn, what they desire to learn, and how they are taught. In the same words, a person's success or failure Learning English is dependent on himself and his motivation. If a learner is highly motivated, he

⁴ Chairil Anwar and Kurniawan Yudhi Nugroho, "Students' Motivation Toward Choosing English Education", Indonesian EFL Journal Vol.4, No.1, (January 2018), 58.

⁵ Nova Putri, Eka, "*An Analysis Of Students' Motivation And Their Achievement In Learning English At The Department Of English Education*". (Thesis Magister, Program Sarjana, UIN Syarif Hidayatullah, Jakarta, 2019), p.19

or she will probably be successful in studying English. However, if he has low motivation, then he may have difficulty in learning English. Rather, my motivation is to enter the Department of English Language Education in order to deepen the language. In short, students have various goals for learning English, which will impact their need to learn and also influence what is taught to them. Next, students must have characteristics related to motivation, to be successful in learning English.

In my view as a student in an English program, Teacher Training and Education at the University of UIN Sultan Maulana Hasanuddin Banten, The writer has no desire or purpose to become an English teacher when the writer has completed her studies in the English study program, Subjects that are more focused on education are less interesting to the writer. Many people think that if you enroll in an English study program, you will eventually work as an English teacher. In fact, those enrolled in the English Education Study Program are well-prepared to teach English. According to preliminary research on 05 March 2023 conducted by the writer through direct interviews, not all of the writer classmates want to be teacher. Nevertheless, not all of them desire or plan to become teachers. They have more job options. They may also start to be an entrepreneur, work for international corporations, or pursue other careers that demand English fluency. Even now, a lot of companies and governmental organizations are looking for people who are fluent in English and have a solid understanding of the language. Dornyei and Ushioda defined motivation as "a motive that moves a person to make certain choices." ⁶ It means that motivation is still required when choosing a job. Motivation is something that moves people. This is the

⁶ Amrullah, Amar, "EFL Student Teachers' Perception Towards Motivations for Choosing An English Teacher as A Career", (Thesis Magister, Program Pascasarjana, University of Kristen Satya Wacana, 2020), p.4.

motivation behind every action or decision that people make. This means that not all students enter the English department to pursue a career as a teacher, whether it be because they are motivated to do so themselves or because someone else has encouraged them to do so. Students' motivations for choosing English programs tend to vary. They would have the motivation to decide whether to become a teacher or not.

This is an crucial issue for researchers and the English Department. This is important for colleges to find out students' purpose on choosing an English study program for fulfill these demands of students and give an acceptable curriculum that will be useful for them. Based on the facts presented above, the writer gets inspired to carry out research to identify and defines students' motivation in choosing English for the Study Program at the Sultan Maulana Hasanuddin Banten. As a result, the topic of this study is "Students' Motivation on Choosing the English Study Program at UIN Sultan Maulana Hasanuddin Banten."

B. Limitations of the Problem

Based on the topic of research, the writer restricts the problem as follows:

1. The study, it is to know the students' Motivation on Choosing English Study Program.
2. The subject matter of this research, is the second semester students' at English Department UIN Sultan Maulana Hasanuddin Banten.
3. The limit the scope of this study, the writer will focus more with the explanation of students' motivation.

C. Formulation of Problem

Based on background of study, the writer formulate problem as follow:

1. What are the students motivation to enroll an English study program?
2. Do all English students want to be teacher or entepreneur?
3. Is there a conformity of student expectations with the courses provided by the English major?

D. Objectives of the Study

The aims of the study of this research :

1. To find out the motivations of students majoring in English to enroll an English study program.
2. To find out the career that will be pursued by students majoring in English after graduation.
3. To Analyze the conformity of students expectations with the courses provided by the English department.

E. Significance of the Study

The research focus on Students' Motivation on choosing English Study Program at UIN Sultan Maulana Hasanuddin Banten and significances of the research there are :

1. The Theoretical Significance

This research will provide information related to the students' motivation on choosing English Department. The writer hopes this research will be beneficial for futher researchers.

2. Practical Significance

Beyond the theoretical significance, the writer hope this study will be

useful to both the reader and the researcher.

a. For researchers

Other Researchers may be helpful in this research. to discover, and analyze the reasons and backgrounds of students in choosing the English Language Study Program at the UIN Sultan Maulana Hasanuddin Banten. The writer hopes that the results of this study can be used as a reference for others researchers.

b. For the readers

The findings of this study can be useful to readers about what motivations can influence students in choosing the English Study Program at UIN Sultan Maulana Hasanuddin Banten.

F. Previous Studies

In order to make this research valid, the writer used three previous studies to back up the researcher's findings.

In research by Wahyu Jufra Nanda (2021) at University of Jambi the title is *“Students Motivation On Choosing English Study Program at University of Jambi”* The objective The purpose of this study is to describe the students' motivation in attending English study program at Teacher Education and Training College, University of Jambi. The primary and significant approach of the study was a quantitative research design. And the result is: Eighty percent of the students choose their English study program independently. Sixty-six percent of participants/students who choose the English study program are motivated to become teachers. and students who weren't interested in becoming teachers picked English proficiency because they felt that there were other careers that would be more rewarding than teaching because their English proficiency was poor. And the conclusion of

the research is participants may be driven to pick an English study program by intrinsic reasons such as their desire to become teachers of their own choosing and their high level of English proficiency. However, the participants select English study programs to increase their English competency in order to acquire what they desired due to the extrinsic motivation to accept other better occupations than to become teachers. This research is similar to my research in that the topics discussed and the goal of the study. Despite the fact that There was no discussion about the relationship between the goals of the English department and the goals of students, as well as the relationship between the courses offered by the English department and student motivation. This research used quantitative methods and only used questionnaires.

Second, In Research Suciati, Nurul Aini Rizqina, and Annas Mukhlisudin (2020) at IAIN Kudus. The title is “*Students’ Motivation and Expectation in Joining English Education Department at IAIN Kudus*” This research aims to to gather knowledge on students' educational backgrounds, analyze their motivations and expectations for joining the English Education Department at State Islamic Institute Kudus, and examine their methods for achieving those goals. This was a descriptive qualitative study. The results showed that 79.4% of the population is female and 20.6% is male. Students take and learn English for both internal and external motivation. They anticipate having a class with a defined curriculum, (SCL)Students Centered Learning, and instructional media that matches their wants in order to build English abilities and be an effective English teacher/educator some inferences can be drawn from the analysis. First, the students in the English Department at State Islamic Institute Kudus come from a variety of academic backgrounds. 44.6 percent of them graduated from science programs, 26 percent from social programs, 12.3

percent from language programs, and the remaining students were majoring in Sharia banking, accounting, administration, also computer and network engineering. Among them, 79.4 percent of the population is female and 120.6 percent is male. Second, The students' decision to enroll in the English Department of IAIN Kudus Learning English was motivated by internal as well as external factors. Needs, plans, pleasure, and significance are internal factors. External factors include the learning environment, society, career, and others. Third, students hope to join the English study program at State Islamic Institute Kudus to have classes with a defined curriculum, (SCL)Students Centered Learning, and instructional media that suits their wants so that they may build English abilities and become competent English teachers or educators. Fourth, English Department students at IAIN Kudus achieve their goals through hard work in classroom, thinking critically, using suitable media/social media, & having a partner. The similarity of this research with my research is that there are similarities in the discussed topics, and data collection techniques. While the differences is English Education at State Islamic Institute Kudus is a new academic program that began accepting students in 2017 after being founded in 2016. This Research was carried out in 2019, when the department did not yet have any postgraduate students, Different Method, Subject, Place, and Time, And there was no discussion of the relationship between the goals of the English department and the goals of students, as well as the relationship between the courses offered by the English department and student motivation.

In research of Kurniawan Yudhi Nugroho and Chairil Anwar (2018) at University Islam Sultan Agung. The title is “*Students’ Motivations Toward Choosing English Education*” The research looked into why students choose the English Education department at the university. This study employs descriptive quantitative research. This type of quantitative

descriptive study is used. The data was collected through observations and surveys. Based on data collected from thirty-seven students of English department in (UNISULA)Sultan Agung Islamic University. In the context of intrinsic motivation finally found 81.1 percent of English department students were shown to have significant intrinsic motivation. They choose the English department that they were curious and wanted to develop their English potential and skills. 64% of students said they choose the English department because They were really curious about English. However, external factors (such as buildings, tuition costs, parents, friends, lecturers, volunteer work, alumni, institutional guarantees, etc.) did not play a significant role in their decision to enroll in the PBI study program. No one achieved fifty percent, which was clearly seen from the number of its percentage. Overall, intrinsic motivation factors outweighed extrinsic ones. The study's findings revealed that eighty-one percent of the PBI class of 2015 and 2016 students had strong intrinsic motivations for choosing the program, including curiosity and a strong desire to develop their own potential and English-language proficiency. One may say that the motivation from the "inside" (intrinsic) strongly affects the choice of courses. Extrinsic motivation just follows in her or him. The similarities between this research and my research are found in the topics discussed and the study's objective. While the difference is that this research just used quantitative methods, and there was no discussion of the relation between the English department goals and the goals of students, as well as the relation between the English department's courses and student motivation.

Based on the previous studies above, The writer was inspired to conduct a research. The title of the research is "Student Motivation on Choosing English Study Program". The writer chooses this title because it different from previous studies in that there was no discussion of the

relationship between the goals of the English department and the goals of students, as well as the relationship between the courses offered by the English department and student motivation. According to Fillmore H. Stanford who cited in Komar Priatna, D., Devia Indriyani, & Winna Roswinna Journal " Motivation is an energetic condition of the organism that serves to lead that organism toward a certain kind of goal".⁷ Questionnaire and interviews are also used to the writer utilized it to collect data.

G. The Organization of Writing

In this study, The Organization of writing is meant to facilitate problem and discussions, to get result that are structured in according to formatting guidelines, the writer organized this paper as follow:

The introduction is the first chapter. Introduction which consist of the background of study, Formulation of Problem, the Objectives of the problem, the significance of the study, previous study and Organization of writing.

Theoretical Framework is the second chapter. Is a theoretical framework that includes educational value theory and illocutionary meanings. This chapter includes perspectives from some specialists with whom we did research for this study.

The third chapter is Research Methodology. This chapter includes of the study's location and timing, research methodology, population and sample, the technique of data collecting, hypothesis of the study, and the technique of data analysis.

The fourth chapter is The Result and Discussion. This chapter contains

⁷ Deden Komar Priatna, Devia Indriyani, Wina Roswinna, "Effect Of Work Compensation And Motivation Towards Productivity Of Workers", *Dinasti International Journal of Management Science*. Vol.I No.4 (March 2020),566

a description of the data as well as a discussion of the findings.

The fifth chapter is the last chapter, the writer would give some Conclusion and Suggestion. It is made up of a conclusion and a suggestion of Students' Motivation on Choosing English Study Program in University of Sultan Maulana Hasanuddin Banten.