

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In Indonesia, English language is learnt by students as a foreign language. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Indonesia are realizing that it is beneficial to acquire ability in learning English which is considered an international language, they learn those language as their second or third language in order to get more knowledge and to enlarge their way of thinking.

In the fact, based on the result of my experience in microteaching at tenth grade of senior high school MAN 1 Cilegon there is a problem in English language learning. Most of students in the classroom have an assumption that English language is difficult to understand. While the researcher did the microteaching, almost 90 percent of the student in the classroom are lack of motivation to learn English language, the student cannot keep their attention, the student cannot focus to the subject during the lesson, the student cannot improve their

knowledge, the student down to learn and the student have not a good score in single examination. However only 10 percent of the student who got a good score in examination. It is clean that highly motivated students do better than ones without any motivation at all.

Motivation is one of the effective factors in language learning. According to Kast and Rosenzweig in Pardee, “ A motive is what prompts a person to act in certain way or at least develop an inclination for specific behavior”. Motivation is important in getting students to engage in academic activities. It is also important in determining how much students will learn from the activities they perform or the information to which they will be exposed to. Students who are motivated to learn something use higher cognitive processes in learning about it.

The student motivation in learning English than also affect their marks for English. Motivation will become an indicated for the learners in fulfil their needs or achieving their goals. Their success of learning will be known from their scores in certain subject.

Nunan (1989) judges that in a classroom there are four varieties of learners: Concrete learners, Analytical learners, Communicative learners, and Authoritative-oriented learners.<sup>1</sup> He believes that the Concrete learners are interested in games, pictures, films, video, tapes, talking in pairs. In addition, they like to carry out and perform English outside the class.

The second type is Analytical learners. This type of learners, generally, likes to study. In other words, they like to study grammar, English books and also they like reading newspapers.

The Third type is Communicative learners. These types of students like to be taught and are eager to gain knowledge by observing and listening to native speakers of language. They are eager to talk to their friends in English and watch television in English.

The fourth is Authoritative-oriented learners. These type of learners wish that the teacher make everything clear and explains about any detail. Additionally, they would like to have

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<sup>1</sup>Dr. Tengku Sepora Tengku Mahadi, "Motivation, Its Types, and Its Impacts in Language Learning". *Forum : International Journal of Business and Social Science*, Vol. 3 No. 24, (2017).

their personal textbooks, to write everything in notebook, to study grammar, learn by reading. Meanwhile, they prefer to learn new words by reading them.

Finally, an individual's interest in something indicated an activity he has come to enjoy and approach with pleasure. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviours (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks". On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement.<sup>2</sup> He which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring".

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<sup>2</sup> Emily R. Lai, "Motivation: A Literature Review", *Forum : Pearsonassessments*, (April 2011).

Considering all the fact above, the writer is motivated to write this paper with topic “**STUDENTS’ MOTIVATION IN LEARNING ENGLISH**” (A Case Study at Tenth Grade of **MAN 1 Cilegon**).

### **B. Limitations of the Problem**

Focusing on the topic of study, the writer limits the problem as follow,

1. The study : it is to know the students’ motivation in learning English.
2. The subject of this study is the students at tenth grade of MAN 1 Cilegon.
3. To limit the scope of this study, the researcher will focus more with the explanation of students’ motivation.

### **C. Statements of the Problem**

According to the background above the writer comes to the conclusion the problem which the research :

1. How is the student motivation in learning English?
2. What the factors that influence the students motivation in learning English?

#### **D. The Purposes of Research**

The purpose of this study are :

1. To know the student motivation in learning English with the clean explanation.
2. To know the factors that influence the students motivation in learning English.

#### **E. Literature Review**

1. **Ratanawalee Wimolmas, 2013.** Thammasat University, Thailand.

Academia.edu. This journal entitle : **“A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University”**. The journal explain about survey study of motivation in English learning. Motivation has long been identified as one of the main factors affecting English language learning (Gardner, 1985). This study examined the type and level of English language learning motivation ( instrumental or integrative) of 30 first-year undergraduate students at an

international institute of engineering and technology in Thailand. A modified motivational survey of 20 items adapted from Gardner's Attitude/ Motivation Test Battery (AMTB) was conducted. The data were analysed by means of frequency, percentage, arithmetic mean and standard deviation. The main findings show that the students are relatively "highly" motivated and found to be slightly more "instrumentally" motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English. Based on this study's findings, some relevant and useful motivational learning implications are recommended for enhancement and improvement of the students' motivation. Relevant language improvement programs and activities are also discussed in accordance with the students' language difficulties as communicated in the open-ended questions to increase their motivation in English language learning.

The difference was that in my research, I did not compare the highly and slightly motivated in learning English. I only focused on analysed the factor of students motivation in learning English to make the reader especially the students in high school have motivation in learning English.

2. **Sitwat Saeed & David Zyngier, 2012.** Faculty of Education Monash University, Melbourne Australia. Canadian Center of Science and Education. This Journal entitle : **“Investigation into Motivation Types and Influences on Motivation: The Case of Chinese Non-English Majors”**. According to Ryan and Deci’s SDT, the majority of students who indicated that their motivation type was either intrinsic or integrated regulated motivation also demonstrated that they were authentically engaged in their education (Schlechty, 2002, 2011). The students who preferred extrinsic motivation also showed ritual and retreatist forms of engagement and students demonstrating both intrinsic and extrinsic motivation

showed authentic, ritual, retreatist and rebellious engagement.

In line with findings by Zyngier (2008) in this particular study at least, when pedagogical reciprocity (Zyngier, 2011) was present, intrinsic motivation assisted authentic student engagement in learning, and that extrinsic motivation served to develop ritual engagement in students however, students who had both types of motivation showed different types of engagement in their learning.

The similarity with my research is the role how to know the influences on motivation while the difference is final findings in the research. My research going to find the factor of students motivation and give the suggest for the teacher to make the students motivated in learning English.

3. **Chunmei Long, Zhu Ming & Liping Chen, 2013.** College of Foreign Languages, Yunnan Agricultural University, China. Canadian Center of Science and Education. This Journal entitle : **“The Study of Student Motivation on**

**English Learning in Junior Middle School - A Case Study of No.5 Middle School in Gejiu**". Motivation plays an important role in foreign language learning. Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism.

This research adopts a questionnaire with a qualitative approach. Questionnaire for students is used to express and verify the research questions. The participants are 45 junior middle school students from NO.5 Middle School of Gejiu. One of the purposes of the study is to identify student motivation. In this circumstance, questionnaire is the most appropriate way to get data.

According to the results and the related theory, the author presents some suggestions to arouse the students' English motivation and improve the efficiency of English learning and teaching in Junior Middle School. Among the suggestions, the implications by the study include that students need motivation to help them learning English, they should establish the right goal to enhance them

learning English well. Meanwhile, as an organizer in teaching, teacher should pay more attention to communicative learning that can stimulate students to learn effectively.

On the other hand, the purpose of the research has similar with my research that is to identify student motivation. But this research more focused for giving some suggestions to improve the efficiency of learning English while my research will focused to find the influences on motivation. The sum up, give some suggest in order to make students motivated.

#### **F. The Organization of Writing**

In this paper study, the writer devised to writing for five chapters.

**The chapter one discusses about an introduction.** It explain about the background of study, limitation of problem, statement of problem, purpose of research, previous study, and the organization of writing.

**The chapter two discusses about theoretical framework.** It explain about definition of motivation, factors that influence motivation, types of motivation, motivational strategies, the four language skill in English and Learning English as an International Language.

**The chapter three discusses about research methodology.** It explain about methodology of research, the site of research, the participant of research, sources of research, the research instrument, and the technique data analysis.

**The chapter four discusses about result and discussion.** It explain about research finding and discussion.

**The chapter five discusses about conclusion and suggestion.** It explain about conclusion of research and suggestion for reader.