

CHAPTER I INTRODUCTION

1.1. Background of the Problems

Generally, someone needs desire and passion in order to learn English. The desire or will in this case is called motivation. Motivation is defined as an impulse that is the basis of one's enthusiasm to achieve certain goals, so that motivation is an important thing which can help students easier to master learning material. The students should have motivation as their passion to learn English because it is an impulse of the students to reach their goals.

Motivation is also called as the key of success in the language learning process. It depends on students which have high or low motivation. As mentioned by Gardner (2006, p. 241) stated that in learning process, students with highly motivation surely perform better than they with low motivation. High or low motivation can be seen from the action of students in learning process. It is believed that students are highly motivated in learning what they are interested in surely do the best in learning although the subject is very hard. Meanwhile, students are low motivated will feel bored and lazy even though the subject given are so easy. It is why motivation is a basic where students must have desire to do something.

There is various motivation in learning foreign language especially in English. As we know, each individual certainly has their own reason when choosing to learn English. Ideally, someone who will learn foreign language

because of the benefit from the language. For examples, student decides learn English because he or she wants to get better job where English skill is needed, because there are several companies require people who have good skill of English to carry out their jobs. Another example is when student wants to study abroad, he or she need English as requirement for continuing the study. In other case, student learn English because he or she will learn another nation's culture. Students who love English want to learn deeply about it.

As mentioned above, motivation plays an important role in engaging students to learn English (Schunk, Pintrich, & Mee, 2008, p. 5) asserted as follows.

Students motivated to learn English are tend to engage in learning activities they believe will help them learn, such as attend carefully to the instruction, mentally organize, and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for help when they do not understand the material.

Motivation and learning English are two things that affect each other. According to Schunk, Pintrich, & Mee (2008, p. 5) motivation is able to affect what, when, and how students learn a language. Susanti (2019, p. 59) adds that motivated students will be more inclined to be brave in taking part in learning English class rather than the students who are unmotivated. It means that motivation can give an impact to the students' goal in learning English. Without motivation students will not have reasons to learn English. Likewise, students which motivated in what they had to learn will pay attention and enjoy in learning English class in any condition, how long they spend to do the activity, and how serious they will follow it.

Based on observation in teaching and learning English class at the first-year students of English education study program, especially in interactive

reading course on Wednesday, March 12th 2020, the facts found that there were signs indicated by the students who have motivation in learning activity. It can be observed from the students who engage in learning process. In beginning of teaching learning process, the students showed mental readiness. Most of students looked enjoy to take part in the courses and pay attention to the explanation from the lecturer. Some of the students took notes of the material that had been explained by the lecturer. When the lecturer gave questions and asked students to do, they were bravely to do and answer it.

Related to the explanation above, the researcher was interested in doing this research because motivation is really needed in learning foreign language. Motivation is needed because it has a big impact on students' performances in learning process. Students surely have different motive when they learn foreign language because they come from different backgrounds, so their purposes to learn the target language which in this study is English will be different one from the others.

In this research, the researcher used concept motivation in language learning according to Gardner (as cited in Hong and Ganapathy, 2017, p. 19) that classified motivation into two kinds as follows; integrative and instrumental motivation. Students who have integrative motivation will concern in learning the language with the intention to be able speak that language and participate in the culture of community. Whereas students who have instrumental motivation learn the language by considering several purposes such as for getting a job or a useful motive. These kinds of motivation were chosen because it is appropriate

with this research where both integrative and instrumental motivation can affect the learning process and its outcome.

Motivation is very important to be conducted in order to describe types of students' motivation of the first-year students in English education study program because the success or failure of the students in language learning is affected by their motivation. Having motivation will guide the students to follow their goals and directions in learning English.

This research was conducted at University Muhammadiyah Kotabumi because of several reasons, as follow: firstly, the topic of the research is suitable with the conditions on this university that the subject is first-year students on English Education Study Program. The researcher chose first-year students as the subject because they were fresh students and it was important to investigate types of motivation in learning English since they were in early semester. Secondly, this university was chosen because the topic about students' motivation in learning English has not yet conducted in this university. Lastly, this university is the only one that provided English Education Study Program in Kotabumi.

Considering the things above, the researcher decided to conduct a research entitled "Motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi academic year 2019/2020"

1.2. Focus of the Problems

Based on the explanation above, focus of the problems are as follows:

1. To describe types of students' motivation in learning English.
2. To identify the dominant type of students' motivation in learning English.
3. To describe students' reasons employed by the dominant types of motivation in learning English.

1.3. Formulation of the Problems

The essential of problems that would be described in this research can be expressed by following questions:

1. What are types of motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020?
2. What is the dominant type of motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020?
3. What are the reasons of the dominant type of motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020?

1.4. Objectives of the Research

Based on formulation of the problems above, the objectives of this research are mentioned below:

1. To describe types of motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020.
2. To identify the dominant type of motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020.
3. To describe reasons of the dominant type of motivation in learning English employed by the low-medium-high ability students of the first-year English education study program at Universitas Muhammadiyah Kotabumi Academic Year 2019/2020.

1.5. Usage of the Research

The results of this research were expected to give benefits both theoretically and practically. The uses of this research are as explained below.

1. Theoretically

The result of this research hopefully to support existing theories related to the current topics and to provide clear explanation about motivation in learning English employed by the students' university.

2. Practically

The result of this research hope to be useful for:

a. The Students University

As the information, it provides the benefits to the students who interested in this topic and gives understanding about the important of motivation in learning English.

b. Lecturers

This research hopefully can be useful for the lectures in understanding how students' motivation in learning English at University of Muhammadiyah Kotabumi is, so that the lecturers can help to improve the students' motivation through certain strategies in order to the students can achieve high achievement in learning English.

c. Next researchers

The research result is hoped to be useful as an additional reference for other researchers who will conduct the similar problem about the students' motivation in learning English.