

CHAPTER I

INTRODUCTION

This chapter will give a brief overview about what is the background of the study, statements of the problem, objectives and significances of study that give a reason to conduct this study.

1.1 Background of the Problem

English is one of the international languages which is used globally by people around the world to communicate. Hence, English is one of the important subjects has been taught by many schools around the world also in Indonesia. However, it still becomes one of the difficult subjects to master.

Although English is one of the compulsory subjects that has been learned by most of the students in Indonesia since elementary school, there are still many students that can't use English language. Moreover, in a foreign language setting like Indonesia there is little information about English. Besides, people don't speak English for medium to communicate in daily life.

Due to the lack of the language exposure in daily life, many people in Indonesia especially students who learn English thought that English is difficult. This matter tends to be triggered by the teaching and learning process that less interesting, the lack of the facility in the school to teach English, and other factors like friends, interest

toward English, et cetera. Those factors contribute to student's motivation and demotivation.

Ausubel (1968) said that there is a complementary typically relationship between motivation and learning. It turns out that motivation plays essential role to increase the higher chance of students' success in learning a language. Moreover, students who have some extent of motivation, will give attention in the class during English session. In addition, motivation also promote students interest toward English learning so that there is relationship between motivation and learning like motivation plays an important role in learning English.

Since motivation plays an important and crucial role in learning English especially for senior high school students, Therefore, this study is purposed to know what caused students motivation and demotivation in learning English.

1.2 Statement of the Problem

Based on the research problem, this study attempts to answer to the question below:

1. What are the students' motivation for learning English?
2. Are the senior high school students motivated integratively or instrumentally to learn English?
3. What causes students' demotivation for learning English?

1.3. Objectives of the Study

Based on the research question above, the objective of this study are to describe:

1. the students' motivation for learning English
2. the writer wants to know senior high school students motivated integratively or instrumentally to learn English
3. the factor demotivating students to learn English students' demotivation for learning English

1.4. Significance of the study

This study is intended for teacher and the next researchers who want to know what factors that motivate and demotivate the students to learn English so that the teacher may focus on improving the teaching and learning factors to encourage the students

1.5. Theoretical Framework

This study wants to figure out whether motivation is influencing the achievement of the students in learning English through several theories like and theory of motivation, theory of English as foreign language and description about senior high school.

1.6. Limitation and Scope

This research will be conducted in a private senior high school students located Mendut street number 7, East Surabaya. The school has “A “accreditation and established in 1973.

The reason why the writer chose the respective private senior high school students is because the school collaboration that has been well established with the writer’s university. Besides, the writer was also interested in exploring the different English exposure of 12 graders who came from all provinces in Indonesia. Thus, the subject also limited only for Grade XII.

The writer limited the subject for Grade XII is based on reasoning that English proficiency has an essential role in their lives, especially they need to pass an English examination in the national standardized test to graduate from Senior High School. Furthermore, English is believed to be important once they enter the university or apply for a job. Therefore, this study wants to investigate what factor that motivates and demotivates them to learn English.

1.7. Assumption

This study is based on the following assumption:

1. Motivation is one important factor that determines student’s achievement in learning English

2. Students can be motivated either integratively or instrumentally to learn English
3. Demotivated factors can be vary due to the student's interest, ability, and experience.
4. The researcher cannot control the answer because the answer can vary based on the learner's experience and principle.

1.8. Research Gap

Some of the research here have been conducted on countries whose students use English as the second language. People there are moderately exposed by the language. Hence, it is different from the students from the writer's country Indonesia that English is not exposed to some extent.

Moreover, the level of subject that used in some of the research here is university students. On the other hand, the writer-subject level is senior high school students that learned.

Thus, the writer wants to know what makes English difficult to learn by most of the students and what motivates and demotivates them to learn English.

1.9. Definition of Key Terms

To understand this study better, the writer will give some definition about term that used in the study:

- Motivation is the reason why a person decides to do something and how he has a willingness to sustain the activity and put effort to make it (Dornyei, 2001)
- Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do (Dornyei, 1998) as cited in Pourhose (Gilakjani, Leong, & Saburi, 2012).
- Extrinsic motivation is to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment (Dornyei, 1998) as cited in Pourhose (Gilakjani, Leong, & Saburi, 2012).
- Integrative motivation refers to language learning for personal growth and cultural enrichment; that is, the learner likes to learn a language to enter successfully into the target language society (Gardner and Lambert, 1959) as cited in Pourhose (Gilakjani, Leong, & Saburi, 2012)
- Instrumental motivation arises out of a need to learn the L2 for functional or external reasons. They involve the attainment of aims, functional aims for learning like passing exams and financial rewards (Gardner and Lambert, 1959) as cited in Pourhose (Gilakjani, Leong, & Saburi, 2012)
- Demotivation refers to “concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei, (2001: 143).
- Senior High School is a formal education for students in the age 16 – 18 after they have passed the national standardized test and graduated from junior high school.