

CHAPTER I

Introduction

1.1 Background

The English Department of Widya Mandala Catholic University is an institution which educates students to master English and to prepare them to be professional English teachers, however not all the students want to be teacher. The fact is that students who study in this department have different reasons why they are in the English department. Based on the writer's communication with her peers, some of them want to master English language skill for different purposes and some others want to be English teachers.

Their purposes and other factors influence their learning process and the success in their study. One factor which determines the success of their study is motivation. Motivation has long been identified as one of the main factors influencing the success and achievement in most of people's lives. Motivation is defined as "people's willingness to achieve their goals (Gardner, 1985)." Therefore, motivation is viewed as an influential factor that will drive people's passion for how the way they learn and achieve their goals.

Experts in psychology differentiate motivation in general into intrinsic and extrinsic motivations. Arnold in Wimolmas (2012) points out that "intrinsic motivation refers to learning itself having its own reward (p. 14)." It means that when a student has their an intrinsic motivation, he has his inner desire or

willingness to learn without thinking about the rewards or benefit that he may get as a result of this learning. He learns because of the pleasure of doing it.

Arnold also defines that extrinsic motivation refers to “a desire to get a reward and avoid punishment. It emphasizes external need to urge the learner to take part in learning activity (p. 14).” When someone has external motivation, he will put his effort in learning because there is reward or achievement. The reward or achievement can be career, job opportunity or course credit. Arnold explains further that once the reward or achievement is taken away, the learner may be expected to stop putting effort in learning.

There are other divisions of motivation. Those are integrative and instrumental motivations. Dornyei (1994) explains that the concept of integrativeness refers to “an openness”. Integratively motivated person has an openness to identify something or be part of certain community where he has a desire to learn. Integrative motivation can be associated with components such as “interest in foreign languages,” “desire to learn the target language,” “attitudes toward learning the target language,” “attitudes toward the learning situation,” “desire to interact with the target language learning community,” and “attitudes toward the learning situation” (Gardner, 1982).

As well as integrative motivation, Gardner and Lambert (1972) defines instrumental orientation associates with practical gains. Practical gains are such as career, money, even power. When a person has instrumental motivation, for example in learning foreign language, it can be because he wants to achieve

something like great career. Supporting this fact, Saville-Troike (2006) defines instrumental motivation as follow:

“Instrumental motivation involves the concept of purely practical value in learning language in order to increase learners’ careers or business opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school (p.86).”

In relation to the students learning at the English Department of Widya Mandala Catholic University Surabaya, the students’ successes must also be influenced by the four kinds of motivation. When the writer communicated with her peers, some felt happy learning in the department; however, some of them were not that happy as they didn’t like certain subjects in the curriculum. It is interesting to see whether their preferences on the kinds of subjects included in the curriculum are influenced by their motivation to learn.

As the writer mentioned above, the English Department educates students to be professional English teachers, that’s why the curriculum is not merely about the language skills and components, but it also contains other subjects about teaching and learning theories and concepts. All the subjects in the curriculum are expected to equip the students with knowledge and skill as English teachers.

Seeing the fact that not all students of English Department become teacher. Therefore, this thesis aims at knowing students motivation in studying English in the department and their perceptions toward the curriculum content of English Department.

1.2 Statements of The Problem

Related to the background above, this study is an attempt to analyze student's motivation of English Department in learning English and their perceptions toward the curriculum content of English Department. Therefore this study is conducted to answer the following questions:

1. What kinds of motivation do students have in learning English at English Department?
2. What is the student's perception toward the curriculum content of English Department?

1.3 The Objectives

This study as on background investigated 85 active students (batch 2013-2016) of English Department about their motivation in learning English and their perceptions toward the curriculum content.

1.4 The Significance of The Study

The data and information obtained from this study were expected to give clear insights for institution management or English Department for further development of material and practices so the students will be aware of the benefit of learning English.

1.5 The Scope of The Study

This is a qualitative data which is categorized as survey study. The writer took samples from 85 active students of the English Department of Widya Mandala Catholic University's as the subjects of the study. This study focused on the students' motivation in learning English at English Department of Widya Mandala Catholic University Surabaya and their perception towards the curriculum content of English Department. The writer used motivation survey which was adapted from The Attitude and Motivation Test Battery from Gardner (1985).

This study only presents about three types of motivation as the indicators — intrinsic, integrative, and instrumental motivation. It is interesting that from this motivation will affect the students' perception toward the curriculum content. It will reveal their reason why they are in English Department and or their reason to learn English. The writer would also take note regarding this study and additional useful information found for English Department since this study result must be related to the curriculum content or the growth of teaching-learning in the English Department.

1.6 The Assumption

This study is based on the following assumptions:

1. Motivation is needed as a desire in learning something, such as learning English.

2. A person is either intrinsically or extrinsically motivated in learning something. Extrinsic motivation can be integrative and instrumental motivation.
3. The researcher has no control to the respondents' responses. It is assumed that the respondents answer the question honestly.

1.7 Definition of Key Terms

Regarding about how wide this topic is, the writer decided to give definitions about the term used in this study.

- Motivation is the “internal drive” that pushes somebody to do something. (Harmer, 1991, p.3).
- Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p.14).
- Integrative motivation is defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their need to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community; but sometimes it involves emotion or affective factors a great deal (Saville-Troike, 2006, p. 86).
- Instrumental motivation involves the concept of purely practical value in learning language in order to increase learners' careers or business

opportunities, giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school (Saville-Troike, 2006, p. 86).

- Curriculum is the total of learning experiences provided to students so that they can attain general skills and knowledge at a variety of learning sites (Marsh, C. J & Willis, G, 2003).