CHAPTER I
INTRODUCTION

A. Research Background

Motivation is among the most important aspects in the acquisition of foreign language. It is the drive which enables students to achieve their goals in learning the target language. Motivation consists of reasons, desire, and effort to be done by students in language learning activities. Motivation in second/foreign language learning (L2 motivation) is needed to help students to be persistent in the learning process which may take place for a long time (Al-Shehri, 2013). With that said, motivation in foreign language acquisition should play as one of key important factors in determining students’ success in their language learning.

Motivation can further be classified into intrinsic and extrinsic motivation. Motivation which stems from inside of the learner is called intrinsic motivation, while extrinsic originates from the external influences such as goals and benefits in learning language. Gardner and Lambert in Quan (2014: 2) first introduced the idea of instrumental and integrative orientation in language learning. Both of them belong to extrinsic motivation since they affect learner from outside. Instrumentally oriented
learners have certain practical goals in learning a new language such as to pass examination, having better job with good salary, or to obtain practical information written in the target language. Students with integrative reasons, on the other hand, refers to the desire of the learner to find out about or to communicate with the target language community, but not necessarily want to be the part of the community. Although the emerging notion of English as international language may redefine the integrative orientation as the interest of learners to associate or interact with people not only to one target language’s community and culture, but to English speakers globally.

In Indonesia, English is taught formally for twelve years as a foreign language (FL) and also as an obligatory subject. Students with different backgrounds are to cope with it in order to progress their academics. Then, it is the educator’s work to make students learn efficiently and then produce better outcome. It can be done partly by understanding their motivation and goals in learning English. With that being done, teacher can then adjust the classroom instruction and create a learning atmosphere more related to students motivation. Corria in Qashoa (2006), claims that it is necessary to fully understand students’ motivation in learning English in order to maximize the “English language result and positive outcome”. Hence, knowing the students’ motivation towards learning English should at least help teacher to improve their rate of success in English learning.
One previous survey study by Schmidt and Watanabe in 2001 was also investigated university students' motivation in English learning as well as their preferences in classroom activities. Then it was found that students with high level in their motivational scale called as Value (the belief that learning the language will be valuable for a variety of reasons) approved to various pedagogical preferences in classroom. Additionally they point out that:

“Challenge is viewed positively by students who see value in learning the language, by those who expect to succeed, by those with high motivational strength, and by those who score high on both the Cooperativeness and Competitiveness scales. However, challenging activities are not liked by students who say that they are mainly studying to fulfill the language requirement.” (Schmidt and Watanabe, 2001: 345)

The study will try to investigate and analyze university students' motivation in English learning as well as their preferences in classroom activities. The investigation of motivation will be focused on the intrinsic motivation and extrinsic motivation which includes the integrative and instrumental orientation as its subtypes. Subsequently, the study will correlate between the type of motivation the students’ possess and their classroom activities preference. ‘It seems intuitively likely that depending
on one’s motivation on learning a language one might prefer different types of pedagogical activities’ (Schmidt and Watanabe, 2001: 314).

With the knowledge of students’ classroom activities preference and existence of language learning motivation between them, endeavor in developing better learning experience and might as well better outcomes can be realized. Therefore, the researcher is interested to conduct the investigations and then try to determine whether any relationship exists between proposed research variables, particularly in the current research context.

B. Reasons for Choosing the Study Topic

The reasons why this topic is chosen are; first, identifying students’ motivation in learning English is important. Their motivation will reflect their orientation, desire, and effort in learning English. Researchers agree that students’ motivation can predict the success of language learning, though it differs and greatly influenced with students learning contexts. Secondary language learners are most likely to have integrative reason in their learning, while foreign language learners tend to be more instrumentally motivated. This is often caused by learners’ different amount of exposure to the target language, while secondary language learners are in fact possess more. Although it suggests that the foreign language learners will likely have higher instrumental orientation, it is still
necessary to investigate the existence of integrative orientation as well to address students’ motivational diversity.

Furthermore, investigation of students’ learning activity preferences will be administered. Students’ motivation can correlate with certain learning activities they would prefer the most. As have mentioned earlier, students with certain motivation tend to have certain learning activity preferences. This would support students over a long period of time and also tiresome effort in learning English. Teacher as the teaching practitioner could find that useful for the betterment of their practices. Thus investigating the connection between their learning motivation and preference of classroom activity/task may contribute certain value to pedagogical world.

Another reason is regarding to the need of expanding the scope of research. Many studies in Indonesia had tried to unravel which teaching model is best or most effective for students. However, the number of studies investigating students’ motivation in learning is not as many. This might be that the concept of motivation is closely related to the field of psychology. However, it is not a sound reason to neglect the importance of motivation in language learning. Therefore, to shed light on what type of motivation they might possess, it is surely reasonable expand the reach of research of foreign language learning motivation.
C. Research Questions

The present study will address below research questions,

1. What are the types of motivation the students currently possess?
2. Which kind of motivation (between intrinsic and extrinsic) most affects the secondary school students?
3. Is there any correlation between students’ motivation and classroom pedagogies preference?

D. Research Objectives

The current research aims to:

1. Explore the secondary students’ motivation in learning English as a foreign language in one private university in Purwokerto regency.
2. Identify which type of motivation between intrinsic and extrinsic which affect students the most.
3. Identify students’ classroom pedagogies preference and its correlation with the type of motivation possessed.

E. The Study Significances

It is expected that current study will yield results that will then be useful to certain extent to various possible readers. Teachers can benefit by being able to decide better learning environment and teaching style to be more compatible with students’ orientations, then can enhance students’
motivation in learning English. It may make students learn more effectively if their way of thinking is line with the learning process. For instance, the students with high integrative orientation can learn better if teacher decides to implement learning activity in relation with communicative language learning. What is more, the study will explore the desired type of classroom learning activities. Thus the results hopefully will bring certain value for pedagogical purposes.

For the students, the research finding can possibly act as the guiding line to which they may end up in future studies or even in career choosing since the results might as well imply their interest in learning English. The example, students with high intrinsic motivation learn for the purpose of self – enjoyment can also suggest that they will be interested in developing their competence further.

For policymakers in any institution, especially who construct the way of teaching and curriculum, further consideration of recommending certain teaching practices that looked up based on empirical studies might be of a wise choice. It should be true that credible empirical studies are by no question will produce heavier degree of truth than basic assumptions. Therefore, the current study aimed to result in something as beneficial as possible, even for policymaking needs.
F. **Scope of Study**

The current study firstly, limited only at investigating the university students’ motivation in learning English, therefore the result will represent based on their age and education level. Other age or education level might yield different result as their aspiration in language learning might change overtime. Also, in term of data collection, the study will conduct a cross-sectional survey in spite of the dynamic characteristics of motivation. That is the major focus of study is only to explore or identify the current type of motivation, not monitoring the change from time to time such as in longitudinal studies.

Secondly, the current study will investigate the following: intrinsic motivation, extrinsic motivation, and classroom activities preferences in English language learning. Here, integrative and instrumental orientation belonged to the extrinsic motivation since they are both originated from outside of the students. It can be noted that the original theory of extrinsic motivation; the SDT by Deci and Ryan suggests more components within the construct. Furthermore, sometimes instrumental and integrative orientation can contain both elements of intrinsic and extrinsic motivation. However, the current study will mainly investigate instrumental and integrative orientation which has extrinsic components only. More of this matter will be addressed in the literature review.

Classification of classroom activities that are linked to types of motivation will be discussed in the next chapter to present clearer
understanding in the case of their relationship. Lastly, there will be correlational analysis between motivation type and classroom activities preference which is backed by studies involving foreign language learning context.