

CHAPTER I

INTRODUCTION

The first chapter describes the introduction of the area study which includes background of the study, reasons for choosing topic, research questions, research objectives, as well as the significance of the study.

A. Background

The success of language learning especially English as foreign language learning, can be separated from some influencing factors. From a number of factors influencing the successful language learning, motivation among students are considered by researchers over past decades as the most influencing factor among others. The term of motivation it self is dealing with a willingness or desire of students to achieve the goal of learning. Meanwhile, the truth is that it becomes slighted. It is in line with Rost (2006) who stated that motivation is viewed as “*the neglected of heart*” of teaching and learning. Whereas, it plays a crucial role in language learning process since it will be the predictor of students’ success. As Orio (2013) suggested that language learners who are motivated are more likely to succeed in achieving their goals than those who are not motivated. With high motivation, learners will be enthusiastic in learning, so that they will pass the process of learning as well as attain the learning goal successfully. In contrary, students who have low motivation will not be eager to learn and it makes them hard to achieve the goal.

In addition, EFL students certainly possess various motivations. They may learn English due to the importance of language itself, understand English culture, get better future career or even further their study. Furthermore, Gardner (1972) distinguishes motivation of Second/foreign language learning into two types namely instrumental and integrative. Instrumental motivation refers to practical goal achievement such as getting well paid job or furthering study abroad. Meanwhile, Integrative motivation refers to desire of students to integrate or make them as part of the target language being learned for instance understanding its culture or being involved in community where English is spoken. The recent decades, it is debated by researcher which types of motivation are better influencing of the success of language learning. According to Cook, Gass and Selinker (2001) stated integrative is regarded superior than instrumental for predicting learner's success as integrative motivated students may read literature or practice the language and thereby be able to improve their language skills. Otherwise, Moskovsy and Fakieh Alrabai (2009) considered that EFL students are more instrumentally motivated and ESL students are influenced by integrative motivation. Nevertheless, according to Moiiinvaziri. M (2009) both types are crucial in English language learning.

Carrying the fundamental of motivation and its great contribution in language learning elaborated above, the present study takes aims at investigating the motivation level of students in learning English, determining

if they dominantly possess integrative or instrumental type of motivation and elaborate the reasons of students' type motivation in learning English.

B. Reason for Choosing Topic

The researcher chooses the topic of this study based on the following reasons:

1. Motivation sometimes is ignored in learning. Whereas, it plays an important role in language learning especially among EFL students and will assist them in achieving their goal of learning.
2. Providing the information of motivation level, type as well as the reasons of motivation in learning English among EFL students will enable lecturers to set strategies in learning.

C. Research Question

Regarding to the issue mentioned earlier, this study seek to address the following questions:

1. What is the level of motivation among English Education Department students in learning English?
2. Which types of motivation do students dominantly belong to, instrumental or integrative?
3. What reasons of motivation do they have?

D. Research Objective

Related to the issue will be investigated, the aims of this study are:

1. To investigate the level of students' motivation in learning English.
2. To determine if they dominantly possess instrumental or integrative motivation.
3. To find the reasons of motivation among students of learning English.

E. Significance of Research

The researcher expects the present study will give contributions as follows:

1. For other researchers

Hopefully, there will be further study conducted by other researchers which create innovation to improve or maintain students' motivation in learning English.

2. The lecturers

For the lecturers, the study contributes great insight for the lecturers that can be used to set and develop appropriate learning strategy in order to help students in achieving their goal.