

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a mean of communication. By using languages; people will be able to communicate with others very well through spoken or written form. Corder (1962:20) states that language is an object, like a tool, for communication that we can pick up and use for some purposes. In this case, language is extremely important for human beings because they need language for problem solving, expressing their ideas, and maintaining communication with other people, etc.

One of the languages that most people use in the world is English. Harmer (2001) says that although English is not the language with the largest number of native or first language speaker, it has become a lingua franca. In this case, lingua franca can be defined as a language that is widely known to be adopted for communication between the speakers whose native language is not English or different from each other.

English is a symbol of globalization in which many people start to use this language to communicate and keep in touch with people around the world. For those people whose native is not English, they will feel motivated to learn English as a global language and will try to make such a great progress in it. Moreover, a language achieves a genuinely global status when it develops a special role that every country can recognize (Crystal 2003:3).

In the trend of globalization, the most important language that is being used among the countries, institutions and individuals all over the world is English (Punthumasen, 2007). In Indonesia, English remains as a foreign language (Noytim, 2008). However, learning English sometimes is not as easy as what people imagine, especially for those who learn English as a second language. Here, English has already been formally taught to the students and it becomes a compulsory subject since the junior high school until the university level. One of the goals in learning English for the students is to prepare them to face the globalization era.

From the statement above, it is clear that learning English is important because English is an international language. However, mastering English is not as easy as what the people think because there are some factors that are needed to achieve good achievement in English, such as the level of cognitive development, socio economic background, educational background, age and motivation of the people themselves. Actually, the factors contributing to language learning are complex, and the role of motivation plays in achievement is a particularly interesting question that deserves to be studied.

In this case, motivation is the most important factor that the people should have in learning language, in other word; we can say that motivation takes a big role in the students' language learning achievement. During the teaching and learning process, there will be an activity of transforming knowledge, attitude and skill. As a teacher, they are expected to be able to motivate and develop their

students' motivation, so that they can reach a good achievement in their learning process.

However, besides the teachers' motivation, the most important thing is the motivation that appears from the students themselves or we can say the students' self-motivation. It is assumed if the students have a high level of motivation, they will have an interest and willingness to reach a good achievement as well in their study.

According to Harmer (2003:3), it seems reasonable to suggest that the students' motivation during the learning process in the classroom will be the most important factor to determine their achievement. From the statement above, it is clear that those students who have a high motivation will do more effort and work harder in their learning in order to improve their achievement rather than those who are unmotivated.

Barry and King (1998:498) state that the students become highly motivated when they believe that they can perform a task or an activity successfully. From that statement, the writer concludes that the students should have the self-motivation to succeed in their learning process. Harmer (2001: 51) says that motivation is essential thing to help the students to become successful. Without great motivation, sometimes it is difficult to make such a great progress and to get a good achievement. From this statement, the writer concludes if the students have a high motivation, they will never give up getting what they want, even if it is difficult.

Actually there are some characteristics of students who have a high motivation in their study, such as being diligent, never give up, show interest, independent, able to express the ideas and able to solve the problem well. Besides, to be motivated in the study, as a student they also should have self-concept. Reagers (1997) defines the meaning of the self-concept is a source of reference from the experiences that they have in their lifetime.

In this case, there are two classic categories of motivation. The first is intrinsic and second is extrinsic. Intrinsic motivation is when the student is intrinsically motivated to engage themselves in the learning process in order to achieve their goal. Dev (1997) views that student who is intrinsically motivated will not need any type of reward to complete the task. This type of student is more likely to complete the chosen task and eager by the challenging nature of an activity.

Extrinsic motivation refers to behavior that influences by external reward such as money, fame, grades, and praise. This type of motivation arises from outside the individual. Motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves participation in sport for some kind of reward that is external to the process of participation said (Karageorghis & Terry, *Inside Sport Psychology*, 1969).

According to psychologists who adopt the intrinsic/extrinsic concept of motivation, it is impossible to tell just by seeing if a behavior is intrinsically or extrinsically motivated. The essential difference between the two types of

motivation is the student's reason for acting, that is, whether the locus of causality for the action (the location of the cause) is internal or external – inside or outside the person (Reeve, 1996). Intrinsic and extrinsic tendencies are two independent possibilities, and, at any given time, the students can be motivated by some of each (Covington & Mmuellet, 2001; Woolfolk, 1987).

Generally, for those individual who have need to get a high achievement in their study, they believe that their success is a result from their hard work and the failure is the result of the process and lack of the hard work. It is the same as the students who learn English as a foreign language; in this case, they will feel motivated to get knowledge and work hard to get a good score in their learning achievement.

As what the writer has mentioned above, if the students are willing to learn something and have the interest in it, they will feel motivated to learn more. It happens with the students who learn English as well because they will feel that they need to learn it in order to be able to communicate with other people around the world.

From those explanations above, it is clear that motivation takes a big role in the students' learning English achievement; the English learning will go diligently if the learners have their own interest to study and learn the language itself. Moreover, there are some factors that encourage the students to get a good learning achievement, such as cognitive development, students' interest, cultural background, socio economic, age, learning strategy and their own self-motivation.

Realizing that the motivation is the most important things that the students should have in learning English as a foreign language. The writer is interested to conduct a research study entitled, “The Correlation between the Students’ Learning Motivation and Their Achievement in Structure Course.”

1.2 Statements of the Problems

In line with the title and the background of the study, two relevant research questions are formulated as follows:

1. Is there any correlation between the students’ learning motivation and their achievement in structure course?
2. Is the correlation between the students’ learning motivation and their achievement score in structure course positive?

1.3 Objectives of the Study

In line with the research questions above, the objective of this study is to find out:

1. If there is any correlation between the students’ learning motivation and their academic achievement in structure course
2. If the correlation between the students’ learning motivation and their academic achievement score in structure course is positive.

1.4 Assumptions

This study is conducted under the following assumptions:

1. Two or more related variables of learning can be correlated and their correlation coefficient can be scientifically measured.
2. The correlation of the learning variable is a matter of degree.

1.5 Hypotheses

In line with the two research questions above, two hypotheses are formulated as follows:

Ha (a):

- There is a correlation between the students' learning motivation and their achievement in structure course.

Ho (0):

- There is no correlation between the students' learning motivation and their achievement in structure course.

1.6 The Significance of the Study

This study generates the theoretical of motivation that can influence the students' successfulness in the learning process. Motivation is something that can be like self-esteem that can give the encouragement to someone to achieve his or her goals in life. This study produces a result for both students and teachers. For students, it provides the information about the important thing and the benefit to have motivation in their study. For teachers, the writer wishes that it can help

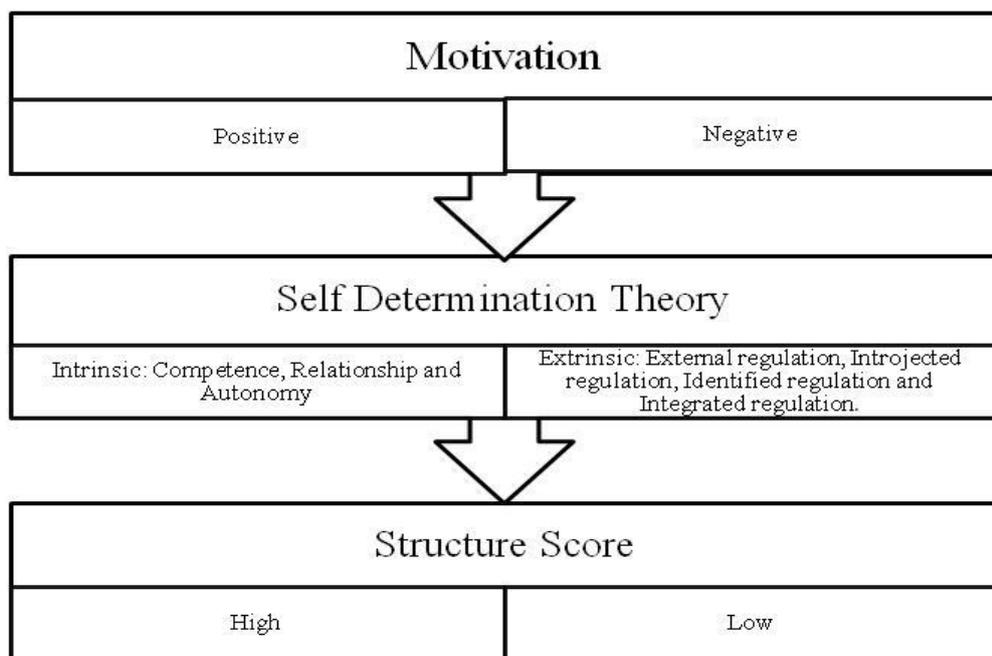
them to pay more attention about the students' learning motivation and be able to motivate them during the learning process.

1.7 Theoretical of Framework

In Self-Determination Theory (SDT; Deci & Ryan, 1985) there are two different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between *intrinsic motivation*, which refers to do something because it is inherently interesting or enjoyable and *extrinsic motivation*, which refers to do something because it leads to a separable outcome. The following figure is the structure of theoretical framework:

Figure 1.1

Structure of Theoretical Framework



From the structure of theoretical framework above, to know the correlation between the students' learning motivation and their achievement in structure course; the writer uses the Self-Determination Theory (SDT) by Ryan and Deci (2000:68). This theory highlights the importance of "humans' evolved inner resources for personality development and behavioral self-regulation" (Ryan and Deci 2000: 68). Within this construct two motivational types are at play: extrinsic and intrinsic motivation (Dornyei 2003, Noels et al. 2003).

Instead of viewing these motivations as being categorically different, SDT views these factors as lying along a continuum of self-determination through the process of self-regulation; extrinsic contingencies are progressively transformed into intrinsic (self-determined) values and motivations (Noels et al. 2003).

Extrinsic motivation according to self-determination theory can be broken down into the following four constructions:

- External regulation: this regulation represents reasons for performing an activity that are externalized and are performed to satisfy an external demand or reward (Ryan & Deci: 2000). For example: a student who works hard to learn a certain foreign language in order to get the reward from the teacher will be described as externally regulated.
- Interjected regulation: this regulation represents reason for performing an activity that are somewhat externalized and is performed to demonstrate the ability or to maintain a feeling of worthy (Ryan & Deci 2000:72). For example: a student does his or her assignments just to avoid the punishment.

- Identified Regulation: this regulation represents a reason in performing a certain activity (Ryan & Deci: 2000). For example: a student who feels that mastering a certain L2 is the most important thing to the educational development will do repetitively and keep trying to obtain the level of competence.
- Integrated regulation: this regulation represents reasons for performing a certain activity and are fully assimilated to the self (Ryan & Deci, 2000:73). For example: a student chooses to learn a certain foreign language because of someone's recommendation that as the time goes, he or she personally views that the activity is worthwhile.

Deci & Ryan (1985) say that self-determination theory will reintroduce a component of motivation that has long been neglected by the most modern cognitive motivational theories: psychological needs. Self-determination theory focuses on the three following needs, which appear to enhance intrinsic motivation (Ryan & Deci: 2000):

- Competence: feeling capable of learning English well.
- Relationship/relatedness: feeling welcome from the teachers and community.
- Autonomy: feeling that English is chosen by the students themselves rather than imposed.

According to this theoretical framework, the social environments (classroom situation, classmates, facilities, etc) can facilitate both intrinsic and extrinsic motivation by supporting the above psychological need in students (Ryan & Deci:

2000). From this theory, it is clear that the SDT attempts to focus on regulation and psychological need, it can be concluded that....

“We will be more motivated to do something out of our own willingness rather than something we are forced to do (self-determination theory)” (Ryan & Deci 2001: 12)

1.8 The Scope and Limitation of the Study

In this research the writer attempts to find out the correlation between the students' learning motivation and their achievement in structure course. The writer chooses all the students who are taking structure course in the even semester 2015/2016 of the English Department as a sample of this research. In this study, the writer uses a set of questionnaire to assess the degree of motivation. As for the students' learning achievement, the score was taken from the students' mid-term test score constructed by the lecturers.

In this research, the writer chose Structure II and Structure IV as the data to collect the students' learning achievement since structure course is known as a complicated subject that is related to grammar. In this case, many students think that learning grammar is difficult and many of them fail in the exam and have to repeat the course over and over again. Thus, to master the grammar itself, motivation is the most important thing that can bring a great impact for the students' learning achievement. Motivation drives the students to achieve more, by having good motivation the students will work harder even if they will find difficulties during the learning process.

This study is delimited to the discussion of the correlation between the students' learning motivation and their achievement in structure course. From the statements above, it is clear that the study is a quantitative study using a correlative design.

1.9 Definition of Key Terms

To avoid misunderstanding, some definitions of key terms used in this study are defined as follows:

Correlation : Correlation is a measure of relationship between two variables in a form of degree of the relationship that can be positive or negative correlation (Downie and Heath 1959: 289).

Motivation : Motivation, which is usually defined as an internal state that arouses, directs, and maintains behavior and it involves the processes that energize, direct, and sustain behavior (Santrock 2011), is the crucial thing that can help the individual or someone to achieve his or her goals and that can make him or her enthusiastic in doing something.

Learning : Learning is the process which takes time to produce the changes of people's behavior and generate a result in a form of experience (Gage and Berliner, 1984).

Learning Motivation : Learning motivation is an internal state that comes from within individual which drives them to do

something that has benefit for themselves. In this case, learning motivation is important because it can direct the individual to achieve the particular goal through the changing behavior and experience.

Achievement : Achievement is a kind of reward in a form of score that can be used to measure the students' enthusiasm and effort in the learning process and also this is the result of the activity that the students have done during the learning process. In English learning achievement means the grades average obtained from the English course that includes several components such as their grammar mastery, vocabulary, listening, speaking and reading skills.

1.10 Organization of the Thesis

In this research the writer divides the thesis into five chapters. They are:

- Chapter I: Introduction, that consists of the background of the study, statement of the problems, objectives of the study, significance of the study, theoretical of framework, assumptions, hypothesis the scope and limitation of the study, definition of key terms and the organization of the thesis.
- Chapter II: Review of Related Literature, which consists of the explanation about the relevant theories of motivation, language teaching,

and achievement in learning English and the previous studies of the similar topic with this research study.

- Chapter III: Research Method, that consists of the research design, population and sample, instrument of the study, validity and reliability of the instrument, procedure of data collection, and data analysis technique.
- Chapter IV: Findings and Discussion, that consists of the research findings and the discussion of the findings.
- Chapter V: Conclusion and Suggestions, which is dedicated to present the conclusive points of the study and the proposed suggestions.