

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, theoretical framework, hypotheses, assumptions, definition of key terms, and organization of the thesis.

1.1 Background of the Study

Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. In the classroom context, the concept of student motivation is used to explain the degree of which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teacher (Brophy, 1998).

To illustrate the concept of motivation in classroom context, the writer gives an example; Student A and Student B are members of the English Department Widya Mandala Surabaya Catholic University and both enroll in the same Structure II Class. Both are clever students and are among the students obtaining the best grades on each of the tests given by a grammar lecturer. One day, the lecturer announced a test for next week on the topic "Noun Phrase". Both students studied intensively for this test, and both received high grades.

Student A was quite concerned about his grade, a 79, and sees the lecturer. He wanted to discuss his test with the lecturer because he felt that he should have been given a few more points. He would like to get an 82 or an 83 because this grade would affect his over-all average, which was important to him because he wanted to be an instructor's assistant in the department. The lecturer found out that his answers did not justify changing his mark. The discussion became heated, and he was obviously upset when he realized that his grades would not be changed.

Student B also went to the lecturer. She also got 79. She was concerned because she had missed questions, but the basis of her concern was her desire to improve her own knowledge. She spent some time discussing with the lecturer some questions that she had missed. When she finished her discussion with the lecturer, she felt satisfied that she understood the subject matter of the test better than she had done before.

In the above example, the behavior of the students is basically the same. Each has studied intensively for the test; each has performed at about the same level on the test; each has gone to the teacher to discuss her test with him. But the reasons for their behavior are different. Student A is interested in obtaining good grades because they mean for his securing in being an instructor's assistant in the English Department. Student B, on the other hand, thinks that knowledge of English Grammar is important to her.

Some explanations of motivation rely on internal, personal factors such as needs, interests, and curiosity. Other explanations point to external, environmental factors – rewards, social pressure, punishment, and so on. A classic distinction in motivation is between intrinsic and extrinsic. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interest and exercise capabilities (Decy & Ryan, 1985; Reeve, 1996; Ryan & Deci, 2000). When we are intrinsically motivated, we do not need incentives or punishment because the activity itself is rewarding (Woolfolk, 1987). Student B who is satisfied that she now knows the subject matter of the test better than she did before spends her time to discuss the English Grammar with her teacher simply because she loves the activity; no one makes her do it.

In contrast, when we do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation. We are not really interested in the activity for its own sake, we care only about what it will gain us (Woolfolk, 1987). Student A studies for the grades because they are means for his achieving his goal.

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, we can be motivated by some of each (Covington & Mmuller, 2001; Woolfolk, 1987).

Many studies have been conducted to know the relationship between motivation and academic achievement. Based on those studies, there are two distinctive results. First, Uguroglu and Walberg (1979) analyzed 232 correlation coefficients between motivational measures and

academic achievement. The studies they reviewed involved a total of 637,000 students and covered all grades from first through twelfth. Of the correlations they found, 98 percent were positive, with an estimated mean about +0.34. It means that high levels of motivation lead to high achievement. (Gage and Berliner, 1984)

The second result is that some studies have found little or no significant relationship between motivation and academic achievement. A study by Niebuhr (1995) examined relationships between several variables and student academic achievement. The study included an investigation of the relationship of individual motivation and its effect on academic achievement. Findings indicate that students' motivation showed no significant effect on the relationship with academic achievement (http://findarticles.com/p/articles/mi_m0FCG/is_2_33/ai_n16608929 retrieved on January 20th, 2009).

Realizing that there are different findings in studies conducted to see the relationship between motivation and achievement, the writer is interested in seeing the correlation between students' intrinsic and extrinsic motivation and their academic achievement in learning English in the successful learning process. The writer decides to conduct a study entitled "The Correlation between Students' Motivation and Their Academic Achievement in Learning English" to see whether the motivation and the achievement really correspond to each other in the successful learning process.

1.2 Statement of the Problem

According to the background of this study, the problem under this study is formulated as follow "Is there any significant correlation between students' motivation and their academic achievement in learning English?" This major problem is divided into two minor problems:

- a. "Is there any significant correlation between students' intrinsic motivation and their academic achievement in learning English?"
- b. "Is there any significant correlation between students' extrinsic motivation and their academic achievement in learning English?"

1.3 Objectives of the Study

Derived directly from the above formulated research problems, this study tries to determine the correlation between students' motivation and their academic achievement in learning English. This major aim is divided into two minor aims:

- a. the correlation between students' intrinsic motivation and their academic achievement in learning English.
- b. the correlation between students' extrinsic motivation and their academic achievement in learning English.

1.4 Significance of the Study

The results of this study are expected to provide us little view in order to know the correlation between students' motivation and their academic achievement in English Department of Teacher Training and Pedagogy Faculty Widya Mandala Surabaya Catholic University. The results of this study, hopefully, will give contributions to lectures in order to help students increase their motivation in learning since they are one of the factors in promoting students' motivation in learning and to students in order to be more motivated in learning. Besides, the writer hopes that this study can improve the English Department of Teacher Training and Pedagogy Faculty Widya Mandala Surabaya Catholic University students and lectures' knowledge in the Educational Psychology field.

1.5 Delimitation of the Study

The term "motivation" used in this study refers to an inner drive, impulse, emotion, desire, or need that moves one to a particular action. In relation to learn, it implies some incentives that cause an individual to participate in learning activities. This study is delimited to the discussion of the correlation between students' motivation and their academic achievement in learning English. How far the English Department students of Widya Mandala Catholic University Surabaya under study are motivated in learning English can be inferred from the motivational

index scores. This score is intended to see the amount of effort and enthusiasm as well as desire the students display in learning.

The writer chose students belonging to Structure IV and Introduction to Linguistics Classes in odd semester of academic year 2008 / 2009 as the samples of this study with the consideration that most of all students of those classes belonged to academic year 2006 and 2007 which were the population of this study.

The students' academic achievements under study refer to their final scores of Structure IV and Introduction to Linguistics. The scores are represented by the average score of mid and final term test. In this study, the writer measured the students' motivation in learning Structure IV and Introduction to Linguistics so that she took the data of students' academic achievement from students' final scores of Structure IV and Introduction to Linguistics Classes not from GPA which showed a global achievement of learning.

It is also necessary to state here that the nature of this study is quantitative. That is correlation analysis. It is to know whether there is a correlation between an independent variable and a dependent variable.

1.6 Theoretical Framework

This study is based on theories of motivation such as the theory of behavior reinforcement, theory of need, theory of goal, and cognitive theory.

Behaviorists stress reinforcement as the primary mechanism for establishing and maintaining behavior. They define reinforce as anything that increases or maintains the frequency of a behavior when it is made contingent on performance of that behavior. For example, careful work on assignments leading to successful task completion might be reinforced by giving verbal or written praise, awarding high grades, affixing stars or other symbols of excellence, allowing access to some privilege, awarding points that can be exchanged for prizes or applied to a competition, or in some other way compensating students for their efforts or recognizing them for their accomplishments by providing rewards that they value (Brophy, 1998).

One motivation model based in need theory has remained popular and influential: Abraham Maslow's hierarchy of human needs. Maslow suggested that needs function within a

hierarchy arranged in the following order of priority: physiological need (sleep, thirst), safety needs (Freedom from danger, anxiety, or psychological threat), love needs (acceptance from parents, teachers, peers), esteem needs (mastery experiences, confidence in one's ability), needs for self – actualization (creative self – expression, satisfaction of curiosity).

In the classroom, Maslow's hierarchy implies that students who come to school tired or hungry are unlikely to become engrossed in lesson. Similarly, students who feel anxious or rejected are unlikely to take the intellectual risks involved in seeking to overcome confusion and construct clear understandings, and even less likely to try to be creative when working on assignments (Brophy, 1998).

Classroom applications of goal theories emphasize establishing supportive relationships and collaborative learning arrangements that encourage students to adopt learning goals and also avoiding creating the sorts of pressures that dispose students toward performance goals or work – avoidant goals. In other words, when conditions emphasized by goal theories are established in classrooms, students are able to focus their energies on learning without becoming distracted by fear of embarrassment or failure, or by resentment of tasks that they view as pointless or inappropriate (Brophy, 1998).

Cognitive theories believe that behavior is determined by our thinking, not simply by whether we have been rewarded or punished for the behavior is determine by our thinking, not simply by whether we have been rewarded or punished for the behavior in the past. In cognitive theories, people are seen as active and curious, searching for information to solve personally relevant problems. Thus, cognitive theories emphasize intrinsic motivation (Woolfolk, 1987).

1.7 Hypotheses

In view of the fact that this study intends to investigate the correlation between students' motivation and their academic achievement in the English Department of Teacher Training and Pedagogy Faculty Widya Mandala Surabaya Catholic University, the temporary answers to problem statements are formulated as follows,

Ha(a): There is a positive significant correlation between students' intrinsic motivation and their academic achievement in learning English.

Ha(b): There is a positive significant correlation between students' extrinsic motivation and their academic achievement in learning English.

To test the alternative hypothesis, the null hypotheses are formulated as follow,

Ho(a): There is no positive significant correlation between students' intrinsic motivation and their academic achievement in learning English.

Ho(b): There is no positive significant correlation between students' extrinsic motivation and their academic achievement in learning English.

1.8 Assumptions

This study is based on the following assumptions:

1. The students' responses to the given questionnaire represent the degree of their motivation.
2. The students' final scores of Structure IV and Introduction to Linguistics represent their academic achievement.

1.9 Definition of Key Terms

Being aware of how broad the topic of this study is, the writer finds it is necessary to limit the study. For this purpose, it would be useful to define the terms found in the title of this thesis. They are correlation, motivation; intrinsic and extrinsic, learning and achievement.

Correlation, according to Downie and Heat in their book Basic Statistical Methods, is a measure of relationship between two variables. The degree of the relationship between two variables is expressed by the correlation coefficient (r), the size of which varies from +1 which means a perfect positive relationship.

Motivation, according to Brophy, is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behavior, especially goal-directed behavior. I According to Santrock, intrinsic motivation involves the internal motivation to do something for its own sake while the extrinsic motivation involves doing something to obtain something else.

Learning is the process whereby an organism changes its behavior as a result of experience. The idea of learning involves change in an organism also means that learning takes time and as a result of experience. (Gage and Berliner, 1984).

Achievement is the extent to which an individual has mastered the specific skills or body of information acquired in formal learning situation. In this study, the students' final score of Structure IV and Introduction to Linguistics will represent it.

1.10 Organization of the Thesis

This thesis consists of five chapters. Chapter I, the Introduction, is about the background of thesis problem, the statement of the problem, the aims of the study, the significance of the study, the delimitation of the study, the theoretical framework, the hypothesis, the assumption of the study, the definition of key terms and the organization of this study. Chapter II deals with the review of related literature which includes the theories of motivation. Chapter III presents the methodology of the research which covers research design, population and sample, instruments of the study, validity and reliability, procedure of data collection, and procedure of data analysis. Chapter IV contains data, data analysis and interpretation of findings. The last chapter, chapter V, deals with the conclusion and suggestions for further study.