

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Study**

English in many countries plays as the International language that is used by people in every part of the world. English at present has become more important than ever before and it has become a compulsory subject since the students attended Elementary school. There are a lot of ways made by people in improving their proficiency in English language, such as: taking an English course. Many of English courses offer the best way to study English in Indonesia cities like, Jakarta and Surabaya. They have their own way and style in teaching the students in learning language.

English teaching process consists of several factors; they are approach, method, technique and cultural factor (Harmer, 1997, p.45). Approach is the whole underlying reason of the learner, method is the curriculum used in teaching program, technique is the teacher's way in giving the material to the learner, and cultural factor is the shapes of learners' thoughts and actions. As stated by Brown (as cited in Harmer 1997, p. 47) that a language is part of a culture and culture is part of language; the two are closely related in a complicated way so that they cannot be separated without losing the significance of either language or culture. There are various factors that affected language teaching such as the purpose in learning language which is different for every student, therefore, languages were mainly taught for the purpose of reading. In others, it was mainly taught to people

who needed to use it orally. These differences influenced how language was taught in various periods.

In addition, Steinberg, et al (2001, p. 169) states that there are three factors in language learning program: psychological, social situation, and other psychological variables. Adult learners are more focus and discipline in learning English than some teenagers, and crucially, they are often prepared to struggle on despite boredom. They come into classrooms with a rich range of experiences which allows teachers to use a wide range of activities with them. Based on Harmer (1983, p. 40), adult learners are unlike the young children and teenagers, they often have a clear understanding of why they are learning and what will they obtain of learning English. However, adults also have problems in learning foreign language. Their previous experiences may have influenced them to one particular methodology style which makes them uncomfortable with unfamiliar teaching method.

A good adult learners' teacher will take all of these factors into account. They are aware that their students will often be prepared to stick with an activity for a longer time than younger learners (Rogers, 1996, p. 54). The student may or may not be interested in the topic and, if interested, may wish to pick up some general understanding or some specific information.

In any educational institutions, it cannot be denied that teachers play the most crucial part. Thus, to make the teaching-learning successful we can not ignore the learners' factors. Moreover, the teachers have to think about the

learners' thoughts feel so that they can find out the best way to make sure that the learners really master all the materials in the courses.

As stated above, there are three factors affecting second language learning. One of them is other psychological variables such as: motivation, attitudes and other individual factors that may affect learning process (Steinberg, 2001, p. 171). Based on Baker (1992, p. 14) the distinction between attitudes and motivations; he proposes is that the concept of both variables are independent but not mutually exclusive. He argues that the attitudes relate to objects, while motives to goal. Gardner & Lambert (1985, p. 41) state that attitudes are related to motivation by serving as supports of the learner's overall orientation. Based on his theory, second language learner would succeed in acquiring second language if they are exposed to second language in early childhood. Another factor such as aptitude and intelligence factors are affecting second language learning on skills; while motivation, attitude and personality comes from the learners themselves. According to Gardner and Lambert (1985, p. 42) 'attitude' showed by the learner in striving for a goal, whereas the 'motivation' is seen in terms of the overall goal orientation. Thus, the study would be more focus on the learners' motivation to see the orientation in learning English as foreign language.

The factors above are the reason which creates the differences orientations in learning English as a foreign language. In psychological term, it is widely accepted that learners' individual differences have significant impact on the learners' overall Foreign Language performance. Gardner (1985, p. 93) proposes that foreign language performance is truly a socio-psychological phenomenon. In

second language learning classroom, there is relation between motivation and needs. Based on Maslow (1990, p. 48) the human needs belong to psychological ones which carrying the need of safety that the L2 will not give the negative effect of her or his own language. Social needs will give affect in the process of learning, so he or she can be knowledgeable people who can communicate and integrate with others by learning their language.

According to Gardner (1985, p. 101) the L2 learner who is psychologically insecure can be very anxious, and if it happens the L2 learners will regress in their needs, motivation and performance in the classroom. Hence, in foreign language teaching and learning, motivation plays as a critical variable. It was claimed by Gardner and Lambert (1985, p. 54) that there are two basics of motivation especially in language learning: Instrumental and Integrative motivation. The instrumental motivation drives the learners to acquire another language for money, career or power desires to identify with and integrate into the target-language culture, and it also means that the learning goal is for its beneficial value or purpose. On the other hand, Integrative motivation arises to identify with the culture or community that speaks the language and when the learner takes interest in the target language community with a 'genuine' interest to become a member of that group.

Lambert (as cited in Gardner & Lambert, 1985, p. 55) viewed integrative motivation as being more important in formal learning environment than the instrumental one and it was a more powerful predictor of linguistic achievement. The evidence can be seen in the findings of Lambert and Anisfield research (as

cited in Gardner & Lambert, 1985, p. 29) which showed that the students, who had an integrative orientation, were more successful in second or foreign language learning than those who were instrumentally motivated. Falk (as cited in Gardner & Lambert, 1985, p. 32) agrees with Lambert's by pointing out that students who are more successful when learning a target language are those who like the people that speak the language, admire their culture and have the desire to become familiar with the society in which the language is used. An integrative motivation simply means the learner is pursuing a foreign language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. Likewise, in an instrumental motivation, learners are studying the language in order to achieve further a career or academic goal (Gardner 1985, p. 75).

Based on their motivation they have in learning foreign language, the goal will be more easily to reach. Because if there is no motivation in studying the second language, whether or not they do it hard so it will be useless (Deci & Ryan, 1985, p. 25). The most common phenomena occurs in the learning process is the different motivation they have towards EFL. This is the reason why the writer is interested in studying the case.

The writer analyzes the students of PINLABS English course at Airlangga University, to see the motivation that occurs in every student who takes the course. PINLABS was established in 1999 and it has the contribution in improving proficiency in foreign language students. PINLABS not only gives the English course but also other languages such as Japanese, French, Arabic,

Mandarin and Dutch. Mostly the students are from undergraduate and postgraduate level, and also from middle-level executive who take course for the requirements of their career. Recently, language especially English has been the compulsory need, therefore PINLABS has mission to improve language proficiency with an item analysis-based learning system which is known as the fastest and most measurable way to improve the languages skills especially for ELPT Class students.

In the study the writer focuses only in English courses because she comes from English Department of Airlangga University. PINLABS provide different kind of English course, such as General English class, Conversation English Class, and ELPT class. Each kind of course has different purposes, in General English class mostly the students are given material and taught English academically, in Conversation Class mostly students are given few topics each meeting to train their ability in speaking and in ELPT class the students are given some exercises for getting better score in ELPT test. In her study, the writer takes the conversation class as the population because at that time PINLABS only has one class for English course that is Conversation class for Beginner level.

## **1.2. Statements of the problem**

The research will explore the motivation of the students in learning English as their foreign language. It will also find out the kind of motivation that occurs in every student. The following questions are the key points to investigate in the research:

- a) Are the Conversation Class students in Beginner Level at PINLABS motivated integratively or instrumentally?
- b) In what way does the dominant motivation influences the students in learning English?

### **1.3. Objectives of the Study**

The objectives of this study are:

- a. To find out whether the Conversation Class students in Beginner level at PINLABS are motivated integratively or instrumentally.
- b. To find out the influences of dominant motivation for students towards learning English as a foreign language.

### **1.4. Significances of the study**

The significances of the study in this research are to show the teacher, that there are different motivations of learners in learning English as foreign language and also it is expected to give valuable evidence for the next study of second language learning and teaching particularly in learners' motivation.

### **1.5. Definition of key terms**

In this research there are some key terms:

Motivation : The overall orientations which involves: (a) goals to pursue and (b) the effort you will devote (c) desire to

attain the goal (d) favorable attitude toward the activity. Gardner (1985, p. 54)

Integrative motivation : A kind of motivation which learner pursuing a foreign language for social and/or cultural purposes, and within that purpose, a learner could be driven by a high level of motivation or a low level. (Gardner and Lambert, 1985, p. 55)

Instrumental motivation : A kind of motivation which learners acquiring another language for money, career or power desires to identify with and integrate into the target-language culture. (Gardner and Lambert, 1985, p. 55)