

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Second language acquisition research focuses on the developing knowledge and the use of a language by children and adults who already know at least one language except their mother language. The field of research has both theoretical and practical importance. Spada and Lightbown (as cited in Schmitt., 2002.) stated that the theoretical importance is related to our understanding of how language is represented in the mind and whether there is a difference between the way language is acquired and processed and the way other kinds of information are acquired and processed. The practical importance arises from the assumption that an understanding of how languages are learned will lead to more effective teaching practices. In a broader context, knowledge of second language acquisition may help educational policy makers set more realistic goals for programs of foreign language learning.

Both linguistic and psychological theories have influenced research and theory in second language acquisition. One of the fundamental differences between theories developed in these two disciplines is the role they hypothesize for internal and external factors in the learning process (Spada and Lightbown as cited in Schmitt, 2002). Some linguists have suggested that language acquisition is based on human mind set containing innate knowledge or principles common to all languages. In contrast, most psychologists have argued that language is

processes by general cognitive mechanism that are responsible for a wide range of human learning and information processing and requires no specialized module.

Brown (2000) mentions that there are some personality factors which influence second or foreign language learning such as motivation, self esteem, inhibition, risk taking, empathy, and anxiety.

In the field of second language acquisition (SLA), there have been various attempts to define second language acquisition motivation and to discover the relationship between motivation and English achievement. It has been argued that learning a second a language differs from learning other school subjects because of its social nature (Dorney, 2003). A second language is a “learnable” school subject in that different characteristic elements of the communication code such as grammatical rules and lexical items can be taught explicitly, it is also socially and culturally bound, which makes language learning a deeply social event that requires the incorporation of a wide range of elements of the second language culture (Gardner and Williams as cited in Dorney, 2001).

There are many second language researchers conducted their study in English language learning who stated that second language learning is related to the culture. Dorney (2001) viewed that the result of second language researchers are the inclusion of a prominent social dimension in most comprehensive constructs of second language motivation related to issues such as multiculturalism, language globalization, language contact, and power relations between different ethnolinguistic groups. The significance of this social dimension also explains that the study of second language motivation initiated by

social – psychologists. Dorney (2001) noted that however, social dimension does not constitute the complete picture and depending on the actual context in which second language learning takes place, and to achieve a fuller understanding of the motivational underlying second language acquisition, a range of other motivational aspects need to be considered.

Before describing the socio-educational model, it is needed to be considered the fundamental model of language learning. Gardner (2005) stated there are two primary individual difference variables involved in language learning, ability and motivation. Many educational psychologists such as (Carroll, 1963; Bruner, 1966; and Glazer, 1976 as cited in Gardner, 2005) have proposed that ability and motivations are the important factors in language learning. Moreover, motivation have influenced more since motivation will do better than other, have stronger effort, enjoy more, learn more, have more confident, and give the optimal performance. For further research, it is assumed that education and cultural context have influenced in language learning. Many cognitive theories of language learning motivation tend to be social-psychological because of social nature of second or foreign language learning. Many researchers conducted the investigation in language learning using Gardner’s socio- educational model. Undoubtedly, one of the most influential models of this type is Gardner’s socio-educational theory of motivation which has been an inspiration for many motivational studies, including the following of categories of variables that are likely to be associated to the second language learning: motivations, integrativeness, and attitudes toward the learning situation (Gardner and Smythe,

1981). Gardner (1985) proposed that the socio educational model is concerned primarily with motivation and factors that support it. The first component, motivations, defines effort to learn the language or motivational intensity, desire to learn the language, and attitudes toward learning the language, is the driving force in language learning. The second components referred to integrativeness, is measures by three sub tests: attitudes toward target language community, interest in foreign language, and integrative orientation. According to Gardner (1985), integrativeness together with motivation and attitudes toward the learning situation composes integrative motivation. It includes language teacher evaluation and language evaluation. Another important factor is instrumentality. It includes instrumental orientation.

There are two important factors in Gardner's socio-educational theory. They are integrative orientation and instrumental orientation. An integrative orientation occurs when learners hold favorable attitudes to the language or culture, wish to identify with the culture of speakers of that language. An instrumental orientation refers to the utility value of learning a second or foreign language such as passing examination, financial rewards or future career. Burke (as cited in Gardner 2004) found that aspects of integrative motivation are related greater motivational effort as well as better language competence in learning a second language. An instrumental orientation was likely related to outcomes such as job seeking and social status.

Wigfield and Eccles (1992, as cited in Mori & Gobel, 2006, p. 195) include expectancy and or value constructs motivation in their models. Between

those two theories, it is only focused on the Expectancy value theory as it is most closely related to the theoretical framework of this study. Wigfield and Eccles (1995) claim that achievement behaviour is predicted by two constructs: expectancy for success in a given task and the value of individual for success in the task.

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 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 by pointing out that the 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.

There are several factors are considered to be measured that correspond to the socio educational model. Many researches about motivation using Attitude/Motivation Test Battery (AMTB), which always developed based on the needs. The last study (2000 until present) about motivation used AMTB by Gardner (1985). The Attitude motivation Test Battery (AMTB) was developed to measure the various components of the socio-educational model of second language acquisition. There are eleven subtests. It is the major conceptual

variables and subtests designed to assess the motivation in language learners. Regarding to the previous explanations, the factor of motivation could be different based on the context and culture. Therefore, there are some researches adding scale measurements, such as Parental Encouragement. This study also added the Parental Encouragement scale since it is considered to have correlation with this study.

Based on their motivation they have in learning foreign language, the goal will be more easily to reach. Because if there is motivation in studying the second language, whether or not they do it hard so it will be useless (Deci & Ryan, 2000, p. 25). Regarding to the importance of motivation in learning second or foreign language, the writer is interested in conducting the study in this field. The focus of this study is to examine motivational aspects of Japanese Department students when learning English in English III Class.

Different from previous studies of language motivation which mostly were held in the college in which the language is learned in the second language environment, this study investigates language motivation of Japanese Department students at Airlangga University in English III Class since it is a compulsory subject to take. The second purpose is to find out how the motivational aspects influence students in taking English III Class. Due to this reason, the writer is interested to find out what are motivational aspects dominantly favoured in English learning of Japanese Department students in taking English III Class. So, the writer conducted the research using socio-educational model by Gardner

(1985) using AMTB to measure aspects that correspond to motivation in English learning as foreign language.

1.2 Statements of the Problem

Regarding on the background above of the study about motivation in English language learners, this study is conducted to answer the following questions:

1. What are motivational aspects dominantly favoured in English learning of Japanese Department students at Airlangga University to take English III Class?

1.3 Objective of the Study

The objective of the study is to find out motivational aspects dominantly favoured in English learning of Japanese Department students at Airlangga University in English III Class. It is also intended to find out how these motivational aspects influenced the students in their English III Class.

1.4 Significance of the Study

The study of English language motivation students in English III Class of Japanese Department Airlangga University 2008 is intended to raise the issue of motivation by the student when attending learning in the classroom since English III Class is a compulsory subject for the students to take. This study is also expected to provide knowledge to the learners in recognizing the importance of motivational aspects in English learning in English III Class on the learning

process. Furthermore, the result of this study may give contribution to those who are interested in studying about motivation in foreign language teaching.

1.5 Definition of 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).

Integrativeness : individual orientation to language learning that focuses on communication with members of the other language group, general interest in foreign groups, and favorable attitudes toward the target language group (Gardner, 2005).

Instrumentality : conditions where the language is being studied for practical or utilitarian. (Gardner, 2005)

Language Anxiety : subjective feeling of tension, apprehension, nervousness, and worry of language class and context outside the classroom situation (Gardner, 2005).

Attitudes toward the Learning Situation: affective reactions to any aspect of the class and could be assess in quality of the materials, curriculum, and the teacher (Gardner, 2005).