

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of The Study

With the growing popularity of learning English as a foreign language in Indonesia, people become aware of the importance of acquiring second languages besides their own mother tongue. People are motivated to learn languages which can be used internationally. There are many reasons why the people are motivated to learn a language. One of the reason is mastering a language can help them achieve their goals which may bring benefits to them in the future. For this instance, motivation becomes one of important factor that the learners need to be success in learning process. Second Language Acquisition (SLA) research has examined motivation as one of the general factors that contribute to individual learner differences in some depth. Motivation is one of great importance for successful Second Language (L2) acquisition (Ellis, 1999).

As an international language, English is widely used around the world. Thus, the Indonesian government also introduced English to the people who are motivated to learn it. In fact, it is not surprising there are so many private English schools available in Indonesia. They give contribution to educate the children and adults who cannot speak English and also to fill the need for learning English more intensively. English is introduced as early as possible to young children

when they are still in kindergarten in order that they can use English naturally (in their education life). To anticipate the differences of age and educational backgrounds and to follow the stages of the government curriculum for formal school, these private English schools also provide specific courses with specific materials in various levels. They share an important role in spreading English language in Indonesia.

Kampung Bahasa Pare is one of the most famous local private English schools located in Pare-Kediri (Kompas, 2011). There are a lot of private English schools that are available in this location. They give many kinds of English programs ranging from beginner to advanced level. Yusuf (2012) stated that one of the biggest and the famous private English school is BEC (Basic English Course). BEC is the pioneer which was established by Mr. Kalled in 1977. A lot of people from all over Indonesia are interested and come to this place. Therefore, this location is well known as one of the best communities of private English schools in East Java, Indonesia because their system of teaching and learning has proven good (Kompas, 2011).

There are a lot of factors affecting second language learning such as age, aptitude, intelligence, personality, motivation and attitude. Many of us believe that learners have certain factors that lead to more or less successful language learning (Lightbown and Spada, 1993). Such beliefs are usually based on our observation around us. Age factors affect second language learning on whether second language learners learn second language on the age of acquisition or not. Second language learners are better if they are exposed to second language in early

childhood (Brown, 2000). Another factor such as aptitude and intelligence factors are affecting second language learning on skill while motivation, attitude, and personality come from the learners themselves.

Motivation is commonly thought as an inner state of need or desire that activates an individual to do something to satisfy them. As Dornyei (1998) defines motivation as the “process whereby a certain amount of instigation force arises, initiates action, and persists” as long as there is no other force weakening it until the planned goals are reached. In other words, motivation can be seen as a force that makes a person to initiate action, and to keep on until the goals are achieved. In learning process, motivation is often related with the success of the learners. The learners’ success is depending on the way the learners achieve their goal. Achievement in learning process is an important thing to measure the learners’ successes. When the learners can achieve their goal a lot, they can be said as successful learners. In the other hand, if the learners cannot achieve a lot, they are considered as unsuccessful learners. Related to this second case, learners have less power to sustain effort to learn and cannot achieve a lot; as a result, they become unsuccessful learners” (Wen, 2001).

As mentioned above, motivation plays an important role in the learning of a foreign language, and the most previous studies on the role of motivation have been greatly influenced by Decy and Ryan (1985) Self determination Theory of motivation. Decy and Ryan’s motivation focus on two types of motivation: intrinsic motivation and extrinsic motivation. Motivation has been widely accepted by teachers and researchers as one of the key factors influencing the

success of foreign language learning (Dornyei, 1994). Supporting the writer's statement above, she provides four related studies as the supporting references.

A study by Kristanto (2005) analyzed the language learning motivation represented by Language Education Program (PBB) intermediate and advance students. He found that most of PBB's Intermediate and Advance students have high motivation. Most of the PBB's students tended to have higher extrinsic motivation than intrinsic motivation.

Pribadi (2008) conducted a study entitled "The Study of the Motivation of the Students in Learning English in SMA Negeri 3 Sidoarjo". He identified the favoured motivations of the students when they were learning English during their last year. He also classified the integrative and instrumental motivation along with the achievement in the final term test of the students.

A study by Pan, Zang, and Wu in Qingdao Agricultural University, China (2010) provided a deep understanding on the motivation types of the students of both Advanced and Ordinary English classes. The result of the study revealed that most of the students are motivated by both intrinsic and extrinsic motivations. Compared to students in ordinary english class, there are more students motivated by intrinsic motivation in advanced class. The achievement of students in advanced English class is higher than that of the students in ordinary English class. It reveals that intrinsic motivation is more important than extrinsic motivation in contributing to English learning.

Furthermore, another study was conducted by Xu (2011) entitled "The relationship between language learning motivation and the choice of language

learning strategies among Chinese graduates”. This research was aimed to investigate the relationship between language learning motivation and the choice of language learning strategies among Chinese graduates of non-English majors. They further conveyed that language learning motivation was significantly correlated with the use of language learning strategies, and both are significant for achieving better foreign language. This research was conducted in School of Foreign Language, China Geo-Sciences University. The writer became interested in conducting similar research

Several studies on motivation above have been conducted in formal institutions. Whereas, it is also important to note that very few samples are about students of non-formal English school in Indonesia. Thus in this study, the writer was inspired to study the types of motivations and find out whether or not there is relationship between motivation and the student’s achievement in Basic English Course (BEC) in Pare English Village. Hopefully this study can contribute to the development of second language acquisition study and also the study of the learner’s motivation and achievement since it is also discussed in this study.

## **1.2. Research Questions**

The writer makes several research questions that help her in doing this research:

1. What types of motivation do learners in BEC (Basic English Course) in Pare English Village have?

2. Is there any relationship between types of motivation and the learners' English grammar achievement?

### **1.3 Hypothesis**

H<sub>0</sub>: there is no correlation between language learning motivation and the English grammar achievement of BEC' learners.

H<sub>1</sub>: there is correlation between language learning motivation and the English grammar achievement of BEC' learners.

### **1.4 Objectives of The Study**

The objectives of this study are:

1. To describe the types of motivation that Kampung Bahasa Pare's learners have.
2. To find out the relationship between the types of motivation and the English learner's achievement.

### **1.5 Significance of The Study**

Through this study the writer hopes that second language learners and the second language teacher can learn from each other, so that they can create the best method in learning second language. Secondly, second language learners use the result of the research as a feed back so it is expected that they can improve their motivation and achievement better in English learning process. Thirdly, the writer

also expects that this study to be useful for the next research and be a comparison to other studies.

## **1.6 Definition of key Terms**

Extrinsic Motivation : refers to doing something because it leads to a separable outcome (Deci and Ryan, 2000).

Intrinsic Motivation : refers to doing something because it is inherently interesting or enjoyable (Deci and Ryan, 2000).