

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

It is generally known that English is very essential nowadays. English is used as a means of international communication across international boundaries among speakers of other languages. The most important language is being used among countries, institutions and individuals all over the world in this trend of globalization is the English language (Punthumasen, 2007). As a result, English is learned in many countries across the world. In Indonesia, the government places English as one of the subjects that should be taught to the students. The Indonesian Ministry of Education (Ernie D. A. Imperiani: 2010) states that one of the essential goals in learning English is to enhance communicative language ability to enable the learners to express themselves and convey messages in English.

Knowing this fact, the teacher as a facilitator in learning English should give many chances for the learners to learn English as much as possible. In this case, giving the time for the learners to acquire English is really important.

For many years, the students the English Department of Widya Mandala learn English through four skills: speaking, listening, reading, and writing. As Johanes Leonardi (2010) states that since the first semester, the students of the English Department are given an intensive training in the four basic skills which are covered in a subject named Intensive Course. Widdowson as stated by Robert De Beaugrande (2001) states that the aims

of language teaching courses are very commonly defined in terms of four skills: speaking, understanding speech (or listening), reading and writing. He also says that speaking and writing are said to be active or productive skills whereas listening and reading are said to be passive or receptive skills. Moreover, it is known that people could speak English well but they could not write or read the English text. On the other hand, people who could write and read English could not speak English well. Thus, English is very essential to learn. Knowing the importance of the English, the students of the English Department are expected to master English.

Mastering English as a foreign language cannot be accomplished easily. Some fundamental factors are needed in order to achieve the highest level of mastering English. The level of cognitive development, socio-economic and cultural background, the ability to acquire a language, age and motivation of the person can be considered as the factors that affect a person in acquiring English.

Motivation takes an important role in this process since the success or failure of mastering English depends on how motivated a person is. One will be successful in mastering the language with proper motivation. Otherwise, one will fail to master the language if he does not have the proper motivation. Leontiev (1981), in his book entitled 'Psychology and the Language Learning Process' said that the integrality of an action as a psychological unit of behavior is determined by its motivation. In this case, the reason a person wants to learn English as a language and how deep he can learn it is based on his willingness that is called as motivation.

The word 'motivation' appears to be simple and easy but it is difficult to define. It seems to have been impossible for theorists to reach

consensus on a single definition. Ames (1989) claims that motivation is defined as impulsion to create and maintain intentions, goal seeking acts. Then, Oxford and Shearin (1994) define motivation as a desire to achieve a goal combined with energy to work toward that goal. Furthermore, Gardner (1985) says that motivation involves four aspects: a goal, an effort, a desire to attain the goal, a favorable attitude toward the activity.

Gilman J. Nyamubi (1998), in his paper entitled “The Influence of Motivation on Secondary School Students’ Performance in English Language”, found that there is a significant correlation between motivation and students’ performance. It is explained that motivation becomes the basic key to perform their English as a second language. Moreover, Gilman states the types of motivation that students use to learn English.

Many studies have demonstrated that measures of learning English are related to motivational characteristic of students. In this respect, Dornyei (1998) argues that motivation provides learners the primary stimuli for initiating second language learning, and later motivation becomes the driving force for learners to be persistent in the tedious learning process, so that learners may be able to complete long-term goals if there is sufficient motivation.

According to Brown (1994), motivation initiates and maintains the learning process or leads to the avoidance of learning. It implies that the students will learn the subject matter well if they have a motivation to learn. On the other way round, they will not learn the subject matter well if they do not have the motivation to do it. As a matter of fact, motivation is the key to success in language learning. Therefore, when people think how to

encourage learners to work harder, how to reward the hard-working students, they indeed need to deal with motivation.

Based on the theories above, the writer decided to conduct this study entitled ‘The Correlation between Motivation and English Language Skills Achievement of the English Department Students’.

## **1.2 Statement of the Problem**

In connection with the title and the background of the study, a statement of the problem is formulated as follow:

- 1.2.1 What level of motivation do the students have in learning English?
- 1.2.2 Is there any correlation between motivation and English language skills achievement of the English Department students?

## **1.3 Objective of the Study**

In line with the research question, the objectives of this study are:

- 1.3.1 To see the level of motivation which the students have in learning English.
- 1.3.2 to find out whether there is a correlation between motivation and English language skills achievement of the English Department students.

## **1.4 Hypothesis**

To answer the problem stated above, the writer formulates the following working hypothesis:

H<sub>0</sub> : There is no correlation between motivation and English language skills achievement of the English Department students.

H<sub>a</sub> : There is a correlation between motivation and English language skills achievement of the English Department students.

### **1.5 Significance of the Study**

The learners' motivation plays an essential role in English learning achievement. Therefore, based on the objective of this study, it is expected that the results of this study, hopefully, will give suggestion for the students of the English Department, to find their appropriate motivation that can help them to master English so that they will get their goals as well later on. This is according to what Maslow as stated by Green (2000) who stated that motivation becomes the crucial part for a human being to satisfy his needs.

Moreover, the findings of this study, hopefully, could encourage teachers to select the activities and tasks that tap students' motivation and improve their achievements. The results of this study may also provide useful guidelines for teachers concerned with developing English language instruction.

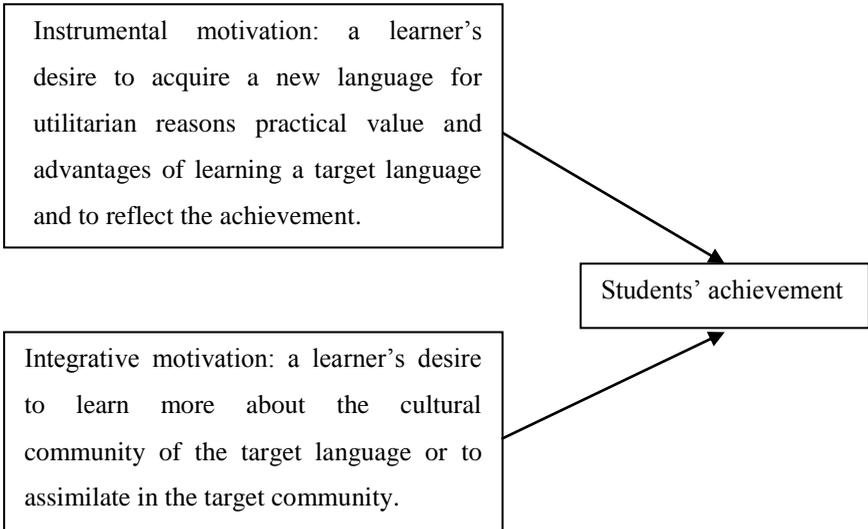
Through the results, it is also hoped for further research to find out the type of motivation of the English Department students. Moreover, by seeing the results of this research, the variables can be expanded in the next research, for example to find out the correlation between motivation and

one of language proficiencies achievement; listening, reading, writing, or speaking.

### 1.6 Theoretical Framework

This study is based on Gardner and Lambert's set theory about motivation. It is done because Gardner and Lambert's theory is suitable with the topic of this study which would like to reveal the students' goals of learning English. Gardner and Lambert define motivation as the combination of effort plus desire to achieve the goal of learning the language. According to Gardner and Lambert, they classify motivation into two types, instrumental and integrative motivation. These two types of motivation show clear goals of learners in language learning. The variables giving impact on students' achievement is shown as follows:

#### Motivation



Widdowson as quoted by Robert De Beaugrande (2001) says that in the process of learning and acquiring a language, mastering language skills is really essential. The ability in acquiring four language skills (Listening, Speaking, Reading and Writing) is a measurement of how well an individual masters a language. Listening is the process of understanding, interpreting, and evaluating spoken language in a variety of situations. Speaking is a wide variety of vocabulary and proper grammar in order to pursue a communicative interaction. Reading is the process of interpreting and evaluating written language, symbols, and text with understanding and fluency. And writing is when people engage in written communication. Each skill has a major role in the development of a second language. The four skills should be mastered by the learners if they want to deal with the language. Language learners obtain input from what they listen and they read. And their output of the learning is what they speak and what they write.

### **1.7 Scope and Limitation**

In this research, the writer describes motivation into two types of motivation, instrumental and integrative motivation. Lambert (1985) states the reasons for learning English are classified into two kinds of orientations. They are instrumental and integrative orientation. In this case, orientation refers to a class of reasons for learning a second language. Moreover, Gardner (1985) states that the students' motivation is divided into instrumental and integrative ones.

The writer also limits English as the language which is learned as a foreign language of this research.

In this research, the writer collects the data from 2012 academic year students of English Department. The writer uses their language skills achievement as the measurement of their level of success in acquiring English as a foreign language. Therefore, the writer collects their achievement from their mid-term scores of four subjects: Listening I, Speaking I, Reading I and Writing I in the second semester.

### **1.8 Definition of Key Terms**

In order to avoid misunderstanding, the writer thinks that it is necessary to define the key terms used in this research. The following definitions are:

#### **1. Motivation**

Motivation means the combination of effort plus desire to achieve the goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals. (Gardner and Lambert: 1985)

#### **2. Instrumental Motivation**

Instrumental motivation refers to motivation to acquire a new language as a means to attain instrumental goals, such as using English to reach more success in learning. (Gardner and Lambert: 1985)

#### **3. Integrative Motivation**

Integrative motivation refers to motivation to learn more about the cultural community of the target language or to assimilate themselves within the culture of the second

language group, to adapt themselves to the foreigner and become a part of that society. (Gardner: 1985)

#### **4. English language skills achievement**

English language skills achievement means average grades obtained from the students' mid-term scores of English language skills; Listening I, Speaking I, Reading I, and Writing I, in the second semester.

### **1.9 Organization of the Thesis**

The writer divides this thesis into five chapters. The first chapter presents the Introduction which explains the background of the study, the statement of the problem, the objectives of the study, hypotheses, the significance of the study, the theoretical framework, the scope and limitation of the study, the definition of key terms, and the organization of the study.

The second chapter includes the review of related literature and previous studies which are related to this research. The third chapter, research methodology, deals with the research design, the respondents, the source of data, the research instrument, the procedure of the data collection, and the technique of data analysis.

In chapter four, the writer presents the findings, hypotheses testing, and the discussion of the findings. Finally, the fifth chapter presents the conclusion of the study, and the suggestions.