

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Nowadays, English is used as a means of international communication across national boundaries among speakers of other languages.<sup>1</sup> That's why, it is learnt in many countries across the world. In our country, Indonesia, the government places English as one of the subjects that should be taught to Indonesian students beginning from the junior high school.

According to the 1984 curriculum of SMA, English is taught in the senior high school with the stress on developing the students' reading ability. It can be seen from the English subject time allocation "... pembagian waktu 48 jam efektif per semester untuk kegiatan belajar ditentukan sebagai berikut : 16 jam untuk struktur, 28 jam untuk reading dan vocabulary dan 4 jam untuk dialogue."<sup>2</sup>, and from the order of language skills that the students are expected to achieve. It is stated that,

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1 H.H. Stern, Fundamental Concepts of Language Teaching, London, Oxford University Press, 1983, p. 17.

2 Departemen Pendidikan dan Kebudayaan R.I., Kurikulum 1984 SMA, Petunjuk Pelaksanaan Materi Pengajaran, Jakarta, Balai Pustaka, 1984, p. 28.

"Siswa trampil menggunakan :

- a. kecakapan membaca (reading ability) untuk menyelami isi buku pelajaran dan bahan-bahan rujukan (reference) dalam bahasa Inggris.
- b. kecakapan memahami bahasa lisan (listening ability) untuk menangkap kuliah/percakapan dalam bahasa Inggris.
- c. kecakapan menulis (writing ability) untuk mencatat kuliah dan berkomunikasi secara tertulis dalam bahasa Inggris.
- d. kecakapan berbicara (speaking ability) untuk berkomunikasi secara lisan dalam bahasa Inggris."

In her analysis of the problem of teaching English in Indonesia, Sulaiman claims that the pupils find English lessons extremely uninteresting.<sup>4</sup> Furthermore, she also states that the resulting inattentiveness on the part of the pupils makes them unable to achieve the stated objectives.<sup>5</sup> When the writer carried out her 'teaching-learning practice' with the first-year students of SMAK Santa Agnes, she found the same fact: i.e. the English subject was not interesting for them to learn. During the English class the students seemed to pay attention to the material being taught. But, actually most of them were day-dreaming. In the middle of discussion, when the English teacher, for example, asked one of the students to make a sentence or

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3 Departemen Pendidikan dan Kebudayaan R.I., Kurikulum Sekolah Menengah Atas 1975, Buku IID2, Bidang Studi : Bahasa Inggris, Jakarta, Balai Pustaka, 1981, p. 9.

4 N. Sulaiman, "The Teaching of English in Indonesia", English Teaching Forum, September-October 1970, vol. XIII no. 5, p. 22.

5 Ibid., p. 21.

to fill in blanks, this student didn't know what to answer. He only starred at the teacher in confusion.

The situation described above does not only happen in SMAK Santa Agnes but also in other schools. Before starting teaching in SMAK Stella Maris, on July 1987, the writer should observe the English teaching-learning activities in one of the classes there. It was found that only a few students took part actively in the lessons; while, the others were doing whatever they liked. Some were reading books which were not relevant to the English subject. While some others were looking outside through the window.

Why do the students react in such a way? Leontiev in his book entitled 'Psychology and the Language Learning Process' says that the integrality of an action as a psychological unit of behaviour is determined by its motive.<sup>6</sup> The reason a person wants to learn a second language and how much he wants to learn it, how well and in what manner may determine the amount of effort he is willing to put into it.

In second language learning, motivation initiates and maintains the learning process or leads to the avoidance or rejection of learning.<sup>7</sup> It implies that the stu-

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6 Alexei A. Leontiev, Psychology and the Language Learning Process, Great Britain, A. Wheaton Co. Ltd., 1981, p. 17.

7 Stern, op.cit., p. 385.

dents will react positively, i.e. they try to learn the subject matter well if they have a motivation to learn. As a matter of fact, motivation is the key to success in language learning.<sup>8</sup> The students who are motivated to learn will be more successful than those who are not.

Yienny Sindawaty (1986), after conducting a study entitled 'A Descriptive Study on Motivation of Private SMA Students in Sidoarjo in Studying English', found that the students' increase of motivational intensity scores is followed by the increase of their English grades.<sup>9</sup> But, since her research is descriptive in nature, without any use of inferential statistics, she is not able to make any generalization on her finding.

Based on Stern's and Brown's opinions as well as the finding of Sindawaty, the writer decided to study 'The Correlation between the Motivation of the First-Year Students of SMA in Surabaya in Learning English and Their English Achievement'. Inferential statistics was used to see this correlation quantitatively.

## 1.2. Statement of the Problem

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8 H. Douglas Brown, Principles of Language Learning and Teaching: From Theory to Practice, New Jersey, Prentice-Hall Inc., 1980, p. 101.

9 Yienny Sindawaty, A Descriptive Study on the Motivation of Private SMA Students in Sidoarjo in Studying English, Surabaya, Widya Mandala University, 1986, p. 32.

In recent years there has been an increasing awareness of the necessity in second language research and teaching to examine human personality in order to find solutions to perplexing problems.<sup>10</sup> The human personality is concerned with egocentric factors, transactional factors, and motivational factors.<sup>11</sup> Among these personality factors, motivation is probably the most often used catch of all terms for explaining the success or failure of virtually any complex task.<sup>12</sup> Thus, a number of psychologists in language learning abroad have made researches on motivation. Even, one student of the English Department of Widya Mandala University has made a descriptive study and written a thesis about the subject of Indonesian students' motivation in learning English. Nevertheless, this student, Sindawaty, did not apply the correlation analysis formula in details; she suggested that further studies on this subject be continued by other researches. This present study, then, is a realization of this suggestion of Sindawaty, of which the problems were formulated as follows :

1. Is there any positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achieve-

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 10 Brown, op.cit., p. 100.

11 Ibid., p. 102-103.

12 Ibid., p. 112.

ment?

2. Are the first-year students of SMA in Surabaya more instrumentally motivated than integratively in learning English?

### 1.3. The Objectives of the Study

This study was designed for two main purposes :

1. to see whether there is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement.
2. to find out what type of motivation - instrumental or integrative - the first-year students of SMA in Surabaya have in learning English is more dominant.

### 1.4. The Significance of the Study

The findings of this study, hopefully, will make the school authorities be willing to create favourable school environments which will encourage the English teachers to analyze the students' needs. The English teachers, especially those of the first-year students of SMA, in turn, are expected to have a desire to do so, and to help the students meet their needs as well. For example, Ani learns English because she wants to satisfy her need of stimulation. In this case, the English teacher should try to

find appropriate ways to help Ani meet her need, say, by using visual aids in presenting material. In this way, the students will be motivated to learn English. This is line with what Mouly says in his book entitled 'Psychology for Effective Teaching' that motivation stems directly from the concept of needs. A student is motivated to learn simply because by doing so he can satisfy his needs.<sup>13</sup>

As for the field of language teaching, the findings of this study will, hopefully, support Ellis' statement (1982), "motivation is a powerful factor in SLA. Its effects are to be seen on the rate and success of SLA."<sup>14</sup> The results of this study are also expected to give information about how far the English achievement of the first-year students of SMA in Surabaya is accounted for by their motivation in learning English.

### 1.5. Theoretical Framework

This study is based on the behavioristic theory of learning and second language acquisition theory. Motives are conceived as predispositions toward certain kinds of behavior which have developed within the individual as a result of the relative success of his various attempts at

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<sup>13</sup> George J. Mouly, Psychology for Effective Teaching, U.S.A., Rinehart, and Winston Inc., 1960, p. 289.

<sup>14</sup> Rod Ellis, Understanding Second Language Acquisition, Great Britain, Oxford University Press, 1986, p.119.

satisfying his needs.<sup>15</sup> Behavioristic theory of learning helps us understand why a behavior that has led to the satisfaction of needs tends to be repeated when the needs are aroused again. Since this study does not deal only with motivation variable but also with language achievement variable, it is necessary to discuss another theory - second language acquisition theory - which will give us some insights into how the students develop their competence and performance in learning English, an additional language after they have acquired their mother tongue. In this sense, competence refers to one's underlying knowledge of the system of a language - its rules of grammar, its vocabulary, all the pieces of a language and how these pieces fit together; whereas, performance indicates actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events.<sup>16</sup>

#### 1.5.1. Behavioristic Theory of Learning

The most recent behavioristic school is termed stimulus-response (S-R) psychology.<sup>17</sup> To the proponents of this theory, human being is an organism ca-

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<sup>15</sup> Mouly, op.cit., p. 269.

<sup>16</sup> Brown, op.cit., p. 27-28.

<sup>17</sup> Kenneth Chastain, The Development of Modern Language Skills: Theory to Practice, U.S.A., The Center for Curriculum Development Inc., 1971, p. 106.



pable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent upon three crucial elements in learning : a stimulus which serves to elicit behavior; a response triggered by a stimulus; and reinforcement which serves to mark the responses as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future.<sup>18</sup>

One of the proponents of S-R psychology is B. F. Skinner. He uses the term operant conditioning to account for most of human learning and behaviors. The process by which one learns as a result of the consequences of his behavior is called operant conditioning.<sup>19</sup> Operants refer to classes of responses which are emitted by a student and governed by the consequences he produces<sup>20</sup>, such as giving answers, persevering in a task, etc. If the consequences are appropriate, accurate, and desirable in some way, the responses will be reinforced. It means that they are conditioned.

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18 Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, U.S.A., Cambridge University Press, 1986, p. 50.

19 Finley Carpenter and Eugene E. Hadden, Systematic Application of Psychology to Education, New York, The Macmillan Co., 1969, p. 73.

20 Brown, op.cit., p. 68.

In Skinner's operant conditioning learning theory, reinforcement takes an important role. According to Skinner, the events - the reinforcers - that follow a response and that tend to strengthen behavior or increase the probability of a recurrence of that response constitute a powerful force in the control of human behavior<sup>21</sup>. If certain types of behavior are positively reinforced, they will become appropriate responses in certain situations. And, if a particular response is conditioned in a particular situation, of course, the same response is likely to appear in future situations that are seen as analogous when a similar need or stimulus exists.<sup>22</sup>

✓ Motivation, seen as the fulfilment of needs, is closely connected with behavioristic reinforcement theory. Inasmuch as a certain need is being satisfactorily met in a person, reinforcement occurs.<sup>23</sup> For example, Tono whose need is seeking approval from his parents or teacher will be motivated to make any attempts in order to get high grades in English tests, for if his grades in English tests are high,

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21 Ibid., p. 68

22 Joseph F. Kress L. , Psycholinguistics Introductory Perspectives, New York, Academic Press Inc., 1976, p. 37.

23 Brown, op.cit., p. 114.

he will receive praise and approval from his parents or teacher. In this case, praise and approval are the reinforcers of the desired behavior - making any attempts in order to get high grades. So, in the classroom the students have a tendency to respond actively to the stimuli which can make them satisfy their needs.

It follows, in this theory, that when a student's specific behavior - response to a stimulus - has led to the satisfaction of his needs, that is his behavior is reinforced, he will be motivated to behave in the same way in case the same needs are aroused again. Strictly speaking, one way in which motives are acquired is through the reinforcement of a specific behavior.<sup>24</sup> So, reinforcers can gear the motivation of the students. And, the proper use of appropriate reinforcers has long been postulated as a significant factor for students' motivation.<sup>25</sup>

#### 1.5.2. Second Language Acquisition Theory

Adults have two distinct and independent ways

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<sup>24</sup> Frederick J. Mc Donald, Educational Psychology, U.S.A., Wadsworth Publishing Co. Inc., 1965, p. 127.

<sup>25</sup> Kenneth Chastain, Developing Second Language Skills: From Theory to Practice, U.S.A., The Center for Curriculum Development Inc., 1976, p. 83.

of developing competence in a second language, (henceforth  $L_2$ ): acquisition and learning.<sup>26</sup> The former refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. The latter, on the other hand, indicates a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge.<sup>27</sup>

The acquired linguistic system is said to initiate utterances in a  $L_2$  and is responsible for one's  $L_2$  fluency. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. It can happen before we speak or write, or after (self correction).<sup>28</sup>

According to the natural order hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Certain grammatical structures are acquired before others both in the first and second

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 26 Stephen D. Krashen, Principles and Practice in Second Language Acquisition, London, A. Wheaton Co. Ltd., 1982, p. 10.

27 Richards, op.cit., p. 131.

28 Krashen, op.cit., p. 15.

language acquisition of English.<sup>29</sup>

The input hypothesis claims that people acquire language best by understanding input, language that contains structures slightly beyond their current level of competence.<sup>30</sup> If the input contains structures which are far beyond the students' current level of competence, they will fall back in a frustrating state for they have many difficulties in understanding the input. On the other hand, the students will take it lightly, in case the input contains structures which are below their current level of competence. And, as a result the students will not have a motivation to learn. In their book entitled 'The Natural Approach : Language Acquisition in the Classroom', Krashen and Terrel state :

"An acquirer can move from a stage  $i$  (where  $i$  is the acquirer's level of competence) to a stage  $i+1$  (where  $i+1$  is the stage immediately following  $i$  along some natural order) by <sup>31</sup> understanding language containing  $i+1$ ."

Clues based on the situation and the context, knowledge of the world, and/or extra-linguistic informations make comprehension possible.

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29 Richards, op.cit., p. 132.

30 Ibid., p. 132.

31 Krashen S. and T. Terrel, The Natural Approach Language Acquisition in the Classroom, Oxford, Pergamon Press Ltd., 1983, p. 32.

Krashen sees the students' affective variables as adjustable filters that freely pass, impede, or block input necessary to acquisition.<sup>32</sup> One of the affective variables which is most influential in language acquisition is motivation because low level of this attribute will act as affective filters on language intake, i.e. portion of the  $L_2$  which is assimilated and fed into the interlanguage system.<sup>33</sup> It means that even if they understand the message the input will not reach that part of the brain responsible for language acquisition, or the language acquisition device (LAD).<sup>34</sup> Ellis also argues that motivation, as one of the learner's factors, is a powerful factor in second language acquisition because it influences the rate and success of second language acquisition, by controlling the amount of input received by the learner.<sup>35</sup> So, in order to acquire the language, the students should not only understanding language input which contains structure a bit beyond their current level of competence but also have an optimal motivation for second language

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 32 Richards and Rodgers, op.cit., p. 133.

33 R.C. Gardner, Social Psychology and Second Language Learning: The Role of Attitudes and Motivation, London, Edward Arnold, Ltd., 1985, p. 127.

34 Krashen, op.cit., p. 31.

35 Ellis, op.cit., p. 119.

acquisition.

For students learning a L<sub>2</sub> who do not have a chance to get input outside the classroom, language teaching in a classroom is especially valuable, for it is the main source of comprehension input, and in the classroom the English teacher is actually expected to create environments which can enhance the students' motivation.<sup>36</sup> Rod Ellis also claims that classroom are much more likely to ensure that intake-type environments occur and so meet the conditions by which acquisition can take place.<sup>37</sup>

In formal classroom situation, in fact, students are both acquirers and learners.<sup>38</sup> In 1984 curriculum of SMA, it is recommended that the English teachers use situational dialogues to present new grammatical structures.<sup>39</sup> If the teacher does so and applies communicative approach as well to the teaching-learning activities, it means he has already helped the students acquire L<sub>2</sub>, English, for the students are led to understand the dialogues as language input and asked to respond to the teacher's

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36 Krashen, op.cit., p. 34.

37 Ellis, op.cit., p. 231.

38 Gardner, op.cit., p. 128.

39 Departemen Pendidikan dan Kebudayaan, Petunjuk Pelaksanaan Materi Pengajaran, p. 26.

questions of which the answers contain new grammatical structures before they are encouraged to find out the patterns as well as the use of the new grammatical structures.<sup>40</sup> Following this approach, the English teachers are, then, expected to make the students engage in various practices such as grammar exercises which focus mainly on form, or communicative drills which focus more on meaning rather than on form, etc.<sup>41</sup>

#### 1.6. Assumptions

This study was based on the following assumptions :

1. Motivation arouses, directs, sustains, and determines the intensity of learning effort.
2. Learning effort is an important determiner of one's level of achievement.
3. The students' responses to the given questionnaire represent the degree of their motivation and the type of their orientation in learning English.
4. The students' scores of the given English tests represent their English achievement in that level.
5. The characteristics of the students under study are the same as those of all other SMA students in Surabaya.

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40 Ellis, op.cit., p. 232.

41 Richards, op.cit., p. 81.



### 1.7. Hypotheses

To answer the problems stated above, the writer formulated the following working hypotheses :

1. There is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement.
2. The first-year students of SMA in Surabaya are more instrumentally motivated than integratively in learning English.

### 1.8. Scope Limitation 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.<sup>42</sup> In relation to language learning, it implies some incentives that cause an individual to participate and persevere in language activities leading to the satisfaction of his needs until his needs are satisfied. Eko, for instance, whose need is enhancing her ego always engages actively in the speaking class for she is of the opinion that being able to speak in English can enhance her ego. In this case, the need for seeking ego enhancement is the incentives that make Eko participate actively in the speaking class.

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42 Brown, op.cit., p. 112.

The scope of this study is then limited to the discussion of the correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement as well as the type of motivation that these students have in learning English along with the interpretation of findings.

How far the first-year students of SMA in Surabaya under study are motivated in learning English can be inferred from the motivational index scores. This test is intended to see the amount of effort and enthusiasm as well as desire the students display in learning English.

Whereas, the students' English achievement under study refers to their English grades of the second semester. It is represented by the average score of formative tests, assignments, and a summative test in one semester. In this study, the English tests and assignments given to the students cover reading, grammar, and vocabulary.

The orientation index consists of items to know the reasons for studying English. From the result of this test, we can identify what type of motivation - instrumental or integrative - the first-year students of SMA in Surabaya have in learning English is more dominant.

It is also necessary to state here that the nature of this study is quantitative. The writer used inferential statistics, i.e. Spearman formula for rank correlation, and one-tailed test analysis to analyze the data obtained.

## 1.9. Definition of Keyterms

There are three keyterms to be defined before going further to the core of this paper, namely motivation, learning, and achievement.

### 1.9.1. Motivation

Motivation is "an inner drive, impulse, emotion, desire, or need that moves one to a particular action."<sup>43</sup>

### 1.9.2. Learning

Learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction."<sup>44</sup>

### 1.9.3. Achievement

Achievement in a L<sub>2</sub> is viewed in terms of knowledge about the components of the language such as vocabulary, grammar, pronunciation, or in terms of proficiency in the four basic skills, i.e. reading, listening, writing, and speaking."<sup>45</sup> In this study,

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<sup>43</sup> Ibid., p. 112.

<sup>44</sup> Ibid., p. 7.

<sup>45</sup> Gardner, op.cit., p. 12.

English tests and assignments were used to measure to the students' English achievement. And, the students' achievement was represented by the average score of formative tests, assignments, and a summative test that the first-year students of SMA under study got for one semester.