

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English becomes the most important language in the world. People all over the world need to perform in this language at an increasingly higher level. However, when English is taught in Indonesia, it is a foreign language. It is not spoken outside schools, even at schools, it is not a medium of instructions. It is true that some schools, either international schools or national schools use English. However, English uses of the subjects only. Therefore, to many students English is not an easy subject to learn.

Learning English means knowing its four skills: Speaking, Listening, Writing, and Reading, and its two main components grammar and Vocabulary (Baker, 2001). Grammar is one of the most important language components. According to Chomsky(1965) grammar can be thought of as a theory of language. The students need to learn grammar because it is important when they want to communicate with everyone, either spoken or written. Learning the English grammar is also important especially for the English Department students of Teacher Training and Education Faculty. They are prepared to become teachers of English in the future. They must master the English grammar. Besides, learning the English grammar is very important because if a sentence is not made grammatically, it will make the sentence misunderstood, meaningless or

ambiguous. However, the English grammar is not easy to learn by the English Department Students. When the students are in senior high school, they are mostly learning about reading and speaking. The students learn the English grammar in high school level, but it is too difficult to understand. That is why they need motivation in learning the English grammar when they go to a university level especially in the English Department of Teacher Training and Education Faculty.

Motivation is one of the key factors impacting successful foreign language learning (Dornyei, 2001). According to Schunk(1991) it is clear that students' motivation is connected with students' desire to participate in the learning process. Gardner (1990) says motivation in second or foreign language learning has three elements. The first is a desire to learn the language; the second is effort done to learn the language; and the third is favourable attitudes towards learning the language. The students need motivation so that they can understand better about the English grammar. Without motivation, the students may participate in the learning process and for all the students who have started to learn, they may not be able to maintain their learning spirit after having difficulty in the learning process (Dornyei, 2001; Gardner, 2007; Palmer, 2009).

In order that language is obtainable effectively by learners, it is important that the factors that motivate language learning be identified. It should be identified correctly because motivation plays a major role in students' academic work, and in their achievement. Oxford and Shearin

(1994) claim “six factors have an impact on language learning: attitude, beliefs about self, goals for learning, involvements whereby learners actively and consciously participate in the process of language learning, enviromental support and personal attitude. There are some factors that can affect the students' motivation in learning grammar, such as self motivation, teacher personality, teacher performance, teacher feedback, peer and peer group influence.

It is important to know the factors that motivate the students in learning English especially grammar at Widay Mandala Catholic University. After knowing the factors, the writer can analyze how the factors can motivate the students in learning English grammar and help them to develop their English grammar. The writer will give proofs which factors that mostly motivate the students' .The importance of motivation is to help the students and make the students think positively to deal with the lesson.

1.2.Statement of the problem

Motivation is one of the key factors impacting successful foreign language learning (Dornyei, 2001) including learning the English grammar. English becomes the most important language in the world. Grammar is one of the components of English that the students of Teacher Training and Education Faculty have to master. Thus, some factors that motivate language learning should be identified.

Research Questions:

What factors perceived by the students can motivate them to learn the English grammar?

1.3.The Objective of The Study

The study is aimed at finding out the factors that motivate the students in learning the English grammar.

1.4.The Significance of The Study

This study is expected to know which factors (self motivation, teacher personality, teacher performance, teacher feedback, peers influence and peer group) affecting the students' in learning grammar especially the students of English Department of Widya Mandala Catholic University which take Structure B course as one of the subject. The suggestions are given to build and motivate the students to be more active and confident to learn and answer the task during the classroom activity so the students will get a good score in every task.

1.5.Assumption

This study conducted on the basis of the assumption that students who were taking structure B class passed structure A class. In addition, every student who was taking structure B class knew the factors that affected them in learning the materials in structure B class and the factors can be described.

1.6.Theoretical Framework

- Dornyei(2001) Motivation is the key to learning. Motivation refers to the students' inner source, desire, emotion, reason, need, impulse or purpose that moves an individual leads a particular action.
- Harmer, et al. (2001, p.51) there are two types of motivational factors that can related with the academic achievement of the students, those two are intrinsic motivation and extrinsic motivation.
- Coghill and Magendanz (2003) The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units

1.7.Limitation and Scope

1. This study was to survey the factors that motivate the students of the English Department of the Teacher Training and Education of Widya Mandala Catholic University in learning the English grammar. The subjects of this study were the students who took structure B subject and who were still in progress of finishing structure B subject.
2. The writer used questionnaire from Gardner's Attitude/Motivation Test Battery (AMTB) and adapted some of the questionnaire from a previous study of Bc. Lenka Svabodova (2015). In addition, the writer used Likert scale for selecting the factors that mostly affected the students' motivation.

1.8. Definition of Key Terms

- Grammar

Coghill and Magendanz (2003) state the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Grammar as a set of rules for choosing words and putting words together to make sense, plays a significant role in the language teaching.

- Structure B

In the English Department of Widya Mandala Catholic University Surabaya, the students, especially in Structure B course, learn about the Passive Voice in all of the English tenses, produce sentences with the correct modals, reported speech, conditional clause and adjective clause. The course content of Structure B course is Simple, Compound, Complex, and Compound Complex, Interrelatedness of complex syntactic structures, Adverbial Clause, Noun Clause, Adjective Clause, Gerund Phrase, Abstract Noun Phrase, Participial Phrase, Infinitive Phrase, Absolute Construction, Appositive Phrase, Interrelatedness of Adverbial Clause of Cause, Adverbial Clause of Condition, Participial Phrase, and possibly Adjective Clause in combining two sentences that have causal and/or time and relationship with the same subject(s), Interrelatedness of Adverbial Clause of Cause, Adverbial Clause of Condition, and Absolute Construction in combining two sentences that have causal and/or time and relationship with different subjects, Interrelatedness of Restrictive

Adjective Clause and Appositive Phrase, and Interrelatedness of Noun Clause, Gerund Phrase, and Abstract Noun Phrase in combining two sentences where one whole sentence refers to a pronoun(s) in the other sentence. Interrelatedness of Gerund Phrase and Infinitive Phrase in expressing “what for”. The source is from the English Department of Widya Mandala Catholic University Curriculum.

- Motivation

(Dornyei, 2001) Motivation is the key to learning. Motivation refers to the students' inner source, desire, emotion, reason, need, impulse or purpose that moves an individual leads a particular action.(Dornyei, 2001; Gardner, 2007; Palmer, 2009) Without motivation, learners may not start the act of learning and for all those who have started to learn, they may not be able to maintain their learning once experiencing hardship in the learning process.

- Instrumental Motivation

Instrumental motivation refers to motivation arising from external goals such as getting a job, increasing learners' career or business opportunity, reading a letter from a pen friend, or being promoted.

- Teacher Performance and Personality

Pianta and Hamre(2009) describe a set of emotional supports and organizational techniques that are equally important to learners as teachers' instructional methods. They posit that, by providing “emotional support and a predictable, consistent, and safe environment”, teachers

can help students become more self-reliant, motivated to learn, and willing to take risks.

- Teacher feedback

Griffing (2006, p. 54) states that positive feedback if accompanied by student's autonomy, can support feelings of competence and thus stimulate intrinsic motivation.

- Peer and Peer Group influence

1. Kirk (2000) states peer pressure refers to the influence given by a peer group in encouraging a person to change his/her attitudes. While most educators believe that peer pressure has an influence on student's academic performance.

2. According to Castrogiovanni (2002), a peer group is defined as a small group of similar age, fairly close friends, sharing the same activities.

1.9. Organization of The Study

This study consists of five chapters. Chapter I is introduction. It is constructed from the background of the study, statement of the problem, the objective of the study, the significance of the study, assumption, theoretical framework, limitation and scope, definition of key terms, and organization of the proposal.

Chapter II is review of literature. In the section one, there is a review of related literature and tells about the importance and the definition of grammar, the definition of motivation, the motivational factors which are

usually affect the students in learning English grammar in the classroom activities. The next section presents the related studies of the topic.

Chapter III is the research method. The chapter contains research design, the respondent, the instrument, and the procedure of data collection. The research design tells reader the form of research which the writer conducts in this paper. The respondents section declares the subject of the research. The instrument is the tool for collecting the data. The last is the procedure of data collection. It is the pattern of the writer to collect the data. There are steps to do the research.

Chapter IV is findings and discussion. In the section one, there is a finding and shows the percentage of each factor. The next section, discussion, presents the result of the factors that mostly affect the students' motivation in learning the English grammar.

Chapter V is conclusion and suggestion. In this section, the writer gives a conclusion for this study and some suggestions for future reader, the next writer and the English grammar teacher.