

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses on the background of the study, statement of the problem, purpose of the study, significance of the study and definition of key terms.

### **1.1 Background of The Study**

What people doing is a result of enthusiasm feeling or interest; it determines them to do something. This condition can be claimed as being motivated since Gardner(1985) asserts motivation as combination of effort and desire to achieve the goal of learning the language. According to Paul & Don(1994), motivation is a force that energizes and directs behavior toward a goal. Motivation is an inner foster for individual to arouse desire and behavior to achieve a goal.

Motivation and its role in English acquisition have been widely discussed. It plays an importance role in shaping language learner success and failure. Dornyei (2001) states learner's enthusiasm, commitment and persistence are key determinants of success or failure. Merck (1998) notices socio-cultural background as another factor that considerably affects students' motivation, as well as knowledge of languages and exposure to English. Researcher also finds correlations between percentage change scores and motivation present positive and significant correlations. Students with very low motivation grade present low English language change scores whether students with high percentage change

scores in English achievement present high motivation grade. Motivation plays a major role in English acquisition.

Ditual (2012) states that learners with positive attitude towards English Language learning are highly motivated instrumentally and integratively. Al-Otaibi (2004) explores that motivated learners can learn foreign language more effectively & can bear high expenses and make sacrifices in order to achieve their goals in leaning L2. Brown (2001) discovers that motivation refers to the intensity of one's inner drive to learn. Oxford and Shearin (1974) states that motivation has direct influences on how students use L2 learning strategies, how much leaners interact to native speaker, input that is received in the target language, how well they do on curriculum test, how high their general proficiency becomes, and how long they preserve and maintain L2 skills after language studied is over. Meanwhile motivation is an important factor that affects English acquisition of learners that can be measured from two types of motivation (intrinsic, extrinsic).

Students' motivation in seventh grade of Darul Muslim Foundation School is important to measure since some problems appear in this class. As teacher in this class, it is a common situation in English learning process to see student only keep silent along period of English subject. If teacher tries to give question for students they chose to keep silent or even take a bow to avoid that question. Whether in doing activities together they are not afraid, they give their powerful voice in drilling activities but turn into less voice in individual drilling. This condition appears repeatedly in English subject.

More extreme condition is shown when teacher points them to give response toward some materials given. Most of students have the same action; it is

easy for them to say “*Tak pandai teacher* (I am not expert on that material)” or “*malas* (I am lazy to do it)”. Rest of them stay in silent and take a bow as well as fear to be next student who is asked by teacher. Pointing student is the next action since opportunity that is given by teacher for them to answer voluntarily does not make sense. No one is pleasure to answer or even try in given chance.

Performing in front of class is also big problem for them. Even in the end of the day they agree to perform in front of class but they spend much time to smiling and close their eyes. The word “Teacher, *saya malu, saya tak pandai kecek English* (Teacher, I am shy am not good in English)” is mentioned many times. This problem does not only exist in low ability students but also in student with average and good ability. Somehow other students choose to sleep while the teacher forces a student to perform. An odd condition happens when they got a bad score they are sad and regret it. They ask their teacher “*Teacher, kenapa markah saya buruk?* (Why do I get bad score?)”.

Students’ motivation needs to analyze since motivation is a key factor to determine success in FL learning (Elsheik & Babiker. 2014). These situations also make teacher mad so this study is important to analyze root problem of EFL learners in seventh grade of Darul Muslim Foundation School. Oxford & Shearine (1944) states that without knowing where the roots of motivation lie, how can teachers water those roots? Teacher is required to determine their student level of motivation to water it and help them to achieve their goal. This study is aimed to discover students’ of motivation in seventh grade of Darul Muslim Foundation School through two types of motivation (intrinsic, extrinsic).

## **1.2 Statement of The Problem**

To examine students' motivation, the following research questions will be addressed in this study:

1. What is seventh grade of Darul Muslim Foundation School motivation level?
2. How is seventh grade of Darul Foundation Muslim School motivation?

## **1.3 Objective of The Study**

Based on problem statement above, the purpose of the study is: to describe students' motivation of seventh grade of Darul Muslim Foundation School.

## **1.5 Significance of The Study**

There are two significances of in this study, theoretical and practical significances:

1. Theoretical Significance  
Provide relevant information about students' motivation.
2. Practical Significance
  - This study is expected to be useful to know the students' motivation so it can help both teacher and student to acquit English language.
  - This study is expected to be useful for the teacher for treating their students based on their motivation.

## 1.6 Scope and the Limitation

Scope of the study focused on the students' motivation through two types of (intrinsic and extrinsic). The limitation of the study only on the seventh grade of Darul Muslim Foundation School, Southern Thailand.

## 1.7 Definition of Keyterms

To avoid misunderstanding about the problems, the writer defines some words as follow:

1. *Motivation* is defined as the dynamically changing in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and the motor processes which initial wishes and desires are selected, prioritized, operationalised, and (successfully or unsuccessfully) acted out (Madrid & Cañado, 2001). In this study the dynamical changing which is acted out by seventh grade students in Darul Muslim Foundation School in order to initial wishes and desires (goals) in learning English language is called as motivation.
2. *Intrinsic motivation* is coming from inside of an individual. Meanwhile, the learner already has a certain degree of motivation upon arriving in class, developed due to the influence of other motivating agents (e. g. importance of languages in present-day society, parental influence, etc.) (Skehan, 1989). Motivation which arouses from inside of seventh grade students in Darul Muslim Foundation School to study English language whether it is built up by other motivating agents influence or not is known as intrinsic motivation.

3. *Extrinsic motivation* can be highlighted as the influence of external incentives, such as attractive tasks, rewards or punishment on the learners' behavior (Skehan. 1989). In this research, extrinsic force which influences seventh grade students in Darul Muslim Foundation School wishes and desire in learning English is described as extrinsic motivation (e.g. reward, score, punishment).
4. *Integrative motivation* is described as reasons in learning language as wishes to recognize learner with or become integrated into the society (Gardner. 1983). In this study integrative motivation is explained as desire to join together with society of a target language.
5. *Instrumental motivation* is explained as the learner's desire for learning language in utilitarian purposes for example school/university requirement, employment or travel (Abisamra. 2001). Meanwhile, instrumental motivation for seventh grade students in Darul Muslim Foundation School is utility reason in learning English language for instance school requirement.