

# CHAPTER ONE

## INTRODUCTION

This chapter provides the background information of this study, which is followed by the research questions. Specifically, this chapter discusses the role of motivation in the field of education, especially in learning a foreign language. This discussion leads to the presentation of the reasons why the study of motivation needs to be conducted.

### 1.1 Background of the Study

The world of education has undergone many aspects of development, which can be seen in the studies to find out how the students' make progress in learning more effectively (Safer & Fleischman, 2005), and the changes in the facilities of education by establishing new schools and universities (The editor of Encyclopedia Britannica). Another educational aspect which has seen much development deals with the teaching and learning of foreign languages, which are learnt extensively by people in most countries of the world, including Indonesia.

Foreign languages these days are learnt not only because of people's interests but also of their needs, such as the need for English for academic purposes. "One study found that students scored significantly higher in math and language arts after one semester of foreign language study 90 minutes per week" (Armstrong, 1997; as cited in *The benefits of second language study*, 2007, p. 2). Based on Armstrong's statement, it would seem that students who learn English as a foreign language (EFL) successfully will obtain higher scores in other subjects. In Indonesia, English also has been applied in many situations, as is shown by Lauder (2008, p. 12) from the University of Indonesia: "The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, and popular culture."

Sometimes, people decide to learn a foreign language because they experience either internal or external encouragement. Thus, there is an element that can boost someone to start learning a language, which is known as motivation. According to Gardner (1985, p. 10; as cited in Anjomshoa, & Sadighi, 2015, p. 126), motivation is "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language." From Gardner's statement, it can be concluded that to reach the goal of learning a second or foreign language, the learners' motivation should consist of great effort, strong desire and positive attitude.

There are two types of motivation that play a role in learning a foreign language, namely "integrative and instrumental" (Matsumoto, 2009, p. 2). Students who possess integrative motivation will show a positive attitude in

learning the target language, as is stated by Gardner (1985, p. 54): “Integrative motivation refers to a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language.” On the other hand, instrumental motivation occurs when a learner has a desire to pass a test program or getting hired in a company, as is mentioned by Ehrman (1996, p. 139), “instrumental motivation refers to learning to accomplish a task, such as passing a course, getting better pay, and so on.” Besides these two types of motivation, there are two factors, which are the “internal and external factors” (Matsumoto, 2009, p. 4), with various elements in both factors that affect how learners acquire their second language.

Most Indonesian people start to learn EFL in their formal education, namely, at school. Nowadays they are even introduced to the language at the kindergarten level. Lie (2007, p. 2), discussing the situation of EFL in Indonesia, notices a “growing tendency in many big cities to teach English beginning from the lower grades of primary schools and even from kindergarten.” However, it is not yet clear at what level in their formal education the students’ motivation emerges in their journey of learning English as a foreign language in Indonesia.

Learning a second language is different from learning the first language, which, in most cases, is learnt by a child from his/her mother and is called the mother tongue. Second language is a language that is learnt by a child after he/she acquires his/her first language. Apart from Bahasa Indonesia and the regional language, English is also learnt by many Indonesian people.

In this study, however, the researcher wishes to focus on the motivation of junior high school students grade eight in one high school in Bandung in learning

English during their formal education. This is specifically to find out their dominant type of motivation when they are learning EFL. The researcher attempts to investigate not only the types of motivation that they have, but also the factors affecting them in their learning the English language since no studies could be found on motivation conducted to junior high school students in Indonesia.

This present study fills in a research gap in the existing studies on students' motivation in learning a foreign language in Indonesia.

As can be seen in Chapter Two, the first previous study used questionnaire and interview research methods, whereas this present study uses video observation and questionnaire. The second previous study chose senior high school students as their participants and used open and closed-ended questionnaire as the method of collecting the data. This is different from the present study, which used junior high school student participants and only closed-ended questionnaire to collect the data.

The research gaps are found at least in the age of the student participants of the study, the kind of school to be the research site, and the use of video recording as the research instrument.

## **1.2 Statement of the Problem**

The background of this study leads the researcher to state the following problems:

1. What types of motivation do the 8<sup>th</sup> grade junior high school students of this study have in learning EFL?

2. What factors of motivation have affected the 8<sup>th</sup> grade junior high school students in learning EFL?

### **1.3 Purpose of the Study**

Based on the statement of the problem above, this study aims to find out

1. the types of motivation the 8<sup>th</sup> grade junior high school students of this study have in learning EFL.
2. the factors of motivation that have affected the 8<sup>th</sup> grade junior high school students in learning EFL.

### **1.4 Significance of the Problem**

The problem is necessary to study because motivation is one of the most important reasons for the students' success in learning a foreign language. Moreover, by knowing the dominant type and factors of motivation the students have, the teaching learning process can effectively be improved.

### **1.5 Limitations of the Study**

This study is limited to the motivation of one class of X junior high school students in Bandung. They learn EFL in a class where English is taught as a foreign language. The participants are 23 junior high school students in 8th grade. The instruments used to gather the data are questionnaire and video observation.

## **1.6 Organization of the Thesis**

This study is divided into five chapters, preceded by the abstract. Chapter One is Introduction, which consists of six parts, namely Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Problem, Limitations of the Study, and Organization of the Thesis. Chapter Two is Theoretical Foundation, which presents some theories of research experts. Chapter Three deals with the Research Methodology. Chapter Four contains Findings and Discussion. Chapter Five is Conclusion and Recommendation, which presents the conclusion of this research and also recommendations for both teachers of English and future researchers of similar topics. In addition to these chapters, there are Bibliography and Appendix.

