

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In Indonesia, English is studied from elementary level to university level. This is because English is an international language as well as a global language that plays an important role in world communication. This can be seen from many media or people who use English to exchange information, including in the educational sector. Students learn English to be able to face global competition and control increasingly developing technology. Learning English is also useful for students to get better opportunities in the international community and the world of work in the future.

Learning English is very important because Crystal (2000) states that learning and understanding English is a necessity that cannot be avoided. English is acquired through a learning process that influences students' skills so that they are able to master English. There are four English skills that students must master, namely reading, listening, writing and speaking. In reading and listening skills students must be able to understand the meaning and in writing and speaking skills students must be able to convey the meaning. It is not uncommon for students to get stressed when learning English because they do not have the motivation to

learn. This is caused by many factors, therefore it is necessary to know how students' motivation in learning English.

Schunk in Pintrich (2008, p.5) states that motivation can influence what, when, and how students learn a language. This means that motivation has an impact on students' goals in learning English. Students who do not have motivation will not have better courage than students who have motivation. This causes them not to want to learn English because it is considered unimportant. With motivation, students can enjoy learning English in any condition without realizing the time they have spent and what they have done.

Barnett (2009) states that motivation is the most important factor in mastering the English language. Apart from motivation, there are other factors that influence mastering English, namely intellectual, learning facilities and the role of the family. None of these factors can be ignored because they are interconnected with each other. If you have motivation but it is not accompanied by intellectual, learning facilities and the role of the family, you will not be able to master English. So we have to balance all these factors if we want to be successful in mastering English.

Motivation is characterized by the desire to learn the language, the effort to learn the language, and the positive attitudes towards the learning process (Gardner, 2001). Learning motivation is one of the factors that influences students

in learning English as a foreign language. Learning motivation is divided into two, namely intrinsic motivation and extrinsic motivation. Each student has different learning motivation from each other. This difference in motivation occurs because motivation is divided into several types which can come from inside or outside the students. This is a case that needs to be researched to find out the students' types of intrinsic and extrinsic motivation in learning English.

Learning motivation has a relationship with learning outcomes, meaning that high learning motivation will produce high learning outcomes and vice versa. Rehman & Haider (2013) said that motivation is the key to student learning and achievement at all levels of education. Students who have high learning motivation tend to understand learning material more quickly than students who have low learning motivation. Students who have high motivation are indicated by several characters, namely initiative, diligent and active in learning, not easy to satisfy, punctual and disciplined, and always learning to get the best results (Baron & Donn, 2000).

Richards & Schmidt (2010) consider that motivation is one of the main factors that causes success or failure in second language learning. Based on the self-determination theory developed by Ryan and Deci, motivation is divided into 2, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is divided into 3 types, namely interest, enjoyment, and inherent satisfaction. While

extrinsic motivation is divided into 4 types, namely external regulation, introjection regulation, identification, and integration regulation.

Intrinsic motivation is encouragement that arises from the individual itself without any hope to get a reward. Interest refers to a person's natural interest to doing an activity. For example, students who always learn and practice English because they really like it. Enjoyment refers to the happiness a person feels when doing an activity. For example, students who like English may feel happy and enthusiastic when learning. Inherent satisfaction refers to the satisfaction a person feels when successful in doing an activity. For example, students who successfully master English may feel proud and satisfied with the achievement.

Extrinsic motivation is encouragement that arises from factors outside the individual itself with any hope to get a reward. External regulation refers to a person doing an activity to avoid punishment or to get a reward. For example, students do homework just to avoid punishment. Introjection regulation refers to a person doing an activity because of internal pressure such as guilt or the desire to maintain self-esteem. For example, students learn because they feel guilty if they do not do it, even though they do not really enjoy the activity. Identification regulation refers to a person doing an activity because they feel that the activity is useful. For example, students learn because they want to enter a state university. Integration regulation refers to a person doing an activity because they have

internalized the activity to become part of their identity or beliefs. For example, students chose to learn and take responsibility for it because they fully believe in the importance of learning.

The researcher conducted preliminary research at SMAS Amir Hamzah Medan which is located on Jl. Meranti No.1, Medan City, North Sumatra using observation and interview techniques. Based on the observation at the school, it can be said that the learning motivation of students grade X is still low. Researcher found that 80% of students did not master English basic material such as ordinal numbers, they did not know the English of number 15 and cannot pronounce it correctly. Many students are not enthusiastic in the learning process. This can be seen from their behavior which tends to be passive, do not want to find out the answer, quickly becomes satisfied with the learning, and there are still students who make noise when learning process.

Based on the interview with several students, the researcher obtained information that each student has different reasons for learning English. When researcher asked the students why they learn English, the students said that they learn English because it is the compulsory subject at school so it must be taken. Based on the answer, it can be concluded that the motivation of the students is actually extrinsic motivation of the external regulation type. It is because they learn because of external demands or rules without understanding the purpose of the

activity. There are also students who said that they learn English because the encouragement from parents, such as promise of a reward. The reason shows that they have extrinsic motivation of the external regulation type. It is because they learn to fulfill external expectation or demand, namely encouragement from parents and reward.

Other students said that they learn English because they are interested and enjoy learning it. Based on the reason, it can be concluded that the motivation of the students is actually intrinsic motivation of the interest and enjoyment type. It is because they learn due to encouragement from themselves where they feel interested in the activity and feel happy doing it. They learn without external demands and do not expect rewards. Students also said that they learn English because they think that English will be useful in the future. The reason shows that they have extrinsic motivation of the integration regulation type. It is because they internalize the benefits of learning English and integrate it into their personal identity and goals.

Based on the explanation above, it can be concluded that the students' types of motivation in learning English are different from each other. Most students have extrinsic motivation of the external regulation type. The students' types of motivation determine their intrinsic and extrinsic motivation. Therefore, the

research is needed to analyze the students' types of intrinsic and extrinsic motivation in learning English.

1.2 The Problems of the Study

Based on the background, the researcher formulates the problems as follows:

1. What are the students' types of intrinsic motivation in learning English at grade X of SMAS Amir Hamzah Medan?
2. What are the students' types of extrinsic motivation in learning English at grade X of SMAS Amir Hamzah Medan?

1.3 The Objectives of the Study

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

1. To analyze the students' types of intrinsic motivation in learning English at grade X of SMAS Amir Hamzah Medan.
2. To analyze the students' types of extrinsic motivation in learning English at grade X of SMAS Amir Hamzah Medan.

1.4 The Scope of the Study

This study focuses on students' types of intrinsic and extrinsic motivation in learning English and only on grade X of SMAS Amir Hamzah Medan. Motivation

is a part of self-determination theory developed by Ryan and Deci (2000). Intrinsic motivation consist of 3 types, namely interest, enjoyment, and inherent satisfaction. While extrinsic motivation consist of 4 types, namely external regulation, introjection regulation, identification, and integration regulation.

1.5 Significances of the Study

The results of this study are expected to be theoretically and practically.

1. Theoretically

The results of this study provide answers to questions on the problems of the study. In addition, this research provides a useful contribution to readers regarding the importance of intrinsic motivation and extrinsic motivation for students in learning English.

2. Practically

a. Teachers

This research is useful for teachers because they will know students' learning motivation, which make it easier for them to understand each student so they can find efficient ways to increase students' motivation in learning.

b. Students

This research is useful for students because they will know their motivation in learning and will try to find the best way to increase that to get a better understanding or results regarding English.

c. The next researcher

This research provides information that is needed or can be used by future researchers as a reference in completing their research.

