

CHAPTER I

INTRODUCTION

1. Background of the Study

English is a compulsory subject at school; therefore all students must learn English without exception. English has been a compulsory subject at school right before Indonesia got their independence. However, it gained national attention when the government issued the 1984 and 1994 curriculums. In these curriculums students should learn the four skills: listening, reading, speaking, and writing. Since then the government has placed English in a very important position in school education all over Indonesia. Therefore, all students must learn English without exception.

As an international language, English is very much needed in the world of work and among businesspeople. Besides that, those who wish to travel to other countries can interact with foreigners they meet while traveling need to master English as well. English is a means or link for English learners to easily communicate or interact with foreigners. The students who would like to be part of these communities would like to learn English to do so. Now, we have different kinds of activities or motivations to learn English.

Some are internal and some are external. Although learning English is required for all school students, not all students have the same motivation to learn English. Some students may learn it to get good scores while others may learn it to look cool. In fact, many students take English courses after school just to improve their English. This may be because their parents ask them to do so or because they want it so that they can listen to music or watch their favorite videos better.

However, how do we (English teachers) know these kinds of motivation? Based on my observations, students in class VII E of SMP Negeri 1 Jayapura like learning English. The student was very enthusiastic about learning English. During the English learning process the students in the class were very enthusiastic about answering questions from the teacher so that the class looked lively and the students also did the assignments given by the teacher. The problem is we do not know what they are enthusiastic about learning English. Is it because they really enjoy the class or is it because they want to learn English to get good scores? This may be also because the teacher teaches the class interestingly. We, as teachers, need to know all these possibilities to help us design classes or lessons well according to students' interests which can be integrative or instrumental motivation.

For example, students who have a desire to learn English and want to get along with speakers of the language to speak in English. There are parents, who have enough money to send their children to English courses, even though they don't like it but their parents force them to take the course, hoping that their children will have good grades and high achievements, but sometimes not as expected by parents, sometimes even children or students who come from ordinary

families are able to compete with other friends, who have good achievements in their class. Because sometimes the achievement of learning English often comes from their own desires or the encouragement of their parents, friends, and teachers. Even though students don't like learning English, they also have to get good grades. Therefore these students must study more actively in order to get good grades. These kinds of students have instrumental motivation.

Instrumental motivation describes students who want to have proficiency in learning a second language, so that they have a desire to study harder and can master a second language well and the indigo values related to self-confidence are thought to be related to the acquisition of a second language.

Second language groups can be involved in cultural and social exchanges within these groups. (Alizadeh, 2016). Learners who want to speak or interact with native speakers of foreign languages such as English must learn English well in order to get good grades. These students have integrative motivation.

Integrative motivation is a condition when students want to learn the target language so that they can better understand and understand people who speak English and are able to get along with native speakers, in their culture (Rehman, et al., 2014). Students must have a very high motivation that is innate from birth which is not from the surrounding environment, usually called intrinsic motivation or internal motivation; whereas is influenced by outside the students themselves, for example the encouragement or motivation given by the teacher, when in the school environment, parents who always supervise and provide motivation by promising prizes if the child or student achieves the rank with the best grades from his class

and his environment. The social environment greatly affects the way students think to improve student achievement. Motivation for learners is essential for driving learners to learn. Motivation is described as encouragement, energy and enthusiasm that comes from students.

By knowing the motivation of students through each student achievement the teacher can assess or know strategies or methods of teaching English. In addition, it can help teachers understand teaching English while teaching in the classroom. Dorney (1994) states that Other studies, which propose that teachers are an important influence on learners' motivation, include claimed that teacher-associated components that influence learners are language learners' affiliation learners' desire to please teachers, teacher's style of teaching, and the use of particular teaching strategies, including modeling task-presentation and feedback.

The researcher concludes that the need for teacher efforts to increase student motivation so that students are seen and positively involved in the second language learning process in order to achieve the target language. Beside knowing the students' motivation, this study is needed because as far as I know there have been no studies regarding motivation in learning English that have been carried out in Jayapura municipality, especially at the school (Widesti 2016; Purnama, Rahayu, Yugafiati 2019; Husna & Murtini 2019; Atmowardoyo & Salija 2021;) Thus, this research was aimed to seek for students' motivation in to learn English see their knowledge of English “Students motivation on learning English at the 8th grade E of SMPN I Jayapura as a whole specifically instrumental and integrative motivation.

1.2 Research questions

This research was conducted to answer the following questions:

1. What is the general level of VIII grade students' motivation in learning English at SMP Negeri 1 Jayapura?
2. What type of the VIII grade students' motivation in learning English is more dominant: integrative motivation or instrumental motivation?

1.3 Research purposes

This study was conducted to achieve the following purposes:

1. To find out the level of the VIII grade students' motivation in learning English at SMP Negeri 1 Jayapura.
2. To find out which type of the students' motivation is dominant: instrumental or integrative.

1.4 Theoretical Benefits

Research conducted in this way is useful as a basic knowledge or reference for relevant research on students' motivation to learn English. This is especially true for students' motivation to learn English at SMP class VIII E Negeri 1 Jayapura

1.5 Scope of Problem

The limitation of this research is that students' motivation in learning English can involve many factors from everyone, be it parents, friends, teachers, students and the environment in which they live. This affects extrinsic

motivation or motivation that comes from outside, but the researcher will not focus on some of the problems above in dealing with this research, namely relating to parents, friends, and the environment. Therefore, the focus of this result is on students' motivation in learning English.

1.6 Definition of Key Terms

This research want to find out the students' motivation in learning English in class VIII E of SMP Negeri 1 City of Jayapura. It want to see which type of motivation was more dominant: instrumental motivation or integrative motivation.

It is important for the researchers to provide the definitions of some terms used in this thesis. The following definitions are organized so that they are not different from the research results about the motivation of students in class VIII E of SMP of Negeri 1 Jayapura in the process of learning English.

- **Motivation.** Brown (2007:170) states that "Motivation is something that can, like self-esteem, be global, situational, or task-oriented"
- **Instrumental motivation.** Gardner and Lambert (1972) consider instrumental motivation as a means to gain social and economic rewards through L2 Learning.
- **Integrative motivation.** According to Gardner and Masgoret (2003), Integrative motivation refers to "openness to identify at least partially with other language communities"
- **Grade VIII E** is a class of students in SMP Negeri I Jayapura
- **Learning** is a translation of English "Instruction", which consists of two

main activities, namely learning and teaching, which are then combined into one activity, namely teaching and learning which is then popularly known as learning.

- **English** is a foreign language, so students' motivation in learning English plays an important role in increasing energy, as well as hard work that fuels better academic performance, making it easier for students to get decent jobs in the future.

1.7 Organization of the Thesis

This research is organized into three chapters which are described as follows:

Chapter I Introduction consists of 1.1; Background of the Study; 1.2. Research question; 1.3. Research Purpose; 1.4. Significance of the study; 1.5. Theoretical Benefits; 1.6 Practical Benefits; 1.7. Limitation of the Problem; 1.8. Definition of Key terms; and 1.9 Organization of the Thesis.

Chapter II Review of Related Literature consists of 2 Motivation: 2.1 Principles of learning motivation 2.2. Characteristics of Learning Motivation; 2.3. Kinds of Motivation; 2.2.1. Integrative motivation 2.2.2. Instrumental motivation 2.2.3. Intrinsic Motivation; 2.1.4. Extrinsic Motivation; and 2.3. Previous Research

Chapter III Research Methodology consists of 3. Research Design; 3.1. Place and Time of Research; 3.2. Population and Sample; 3.3. Technique of collecting Data; 3.4. Questionnaire; 3.5. Interview; 3.6. Data Analysis.

Chapter IV Findings and Discussion consists of 4. Findings 4.1. The level of the students motivation; 4.2.The Type of students motivation; 4.1.1.Instrumental motivation; 4.1.2.Integrative motivation; 4.2. Discussion. Chapter V

Conclusions and Suggestions consists of 5. Conclusion. 6.Suggestion 7.
References,8.Appendix