

CHAPTER I

INTRODUCTION

This chapter presents five sub chapters namely background of the study, problems of the study, objectives of the study, hypotheses of the study and definition of the key terms.

1.1 Background of the Study

English is a language which successfully connects people communication widely across the globe. As the language which is broadly used in many countries, English usage is different depending on where the language is spoken by the people. It can be considered as the native language in the countries where the language comes. It is also becoming the second language in the countries where the language is spoken in official occasions such as in education, government, etc. even though the speakers have their own first language. And it can be a foreign language when the people do not speak the language with others in daily activities and only use the language in certain occasion such as in English class.

It is in accordance with Kachru (1992) who demonstrates the spread of English in three Concentric Circle: the Inner Circle, the Outer Circle, and the Expanding Circle. Indonesia is included in the Expanding circle. In this case, Indonesian people use the language in strictly limited time and purposes.

Crystal (2003) points out his opinion that when it comes to English as a foreign language, it requires extensive practice and relatively it takes long time from learning until mastering the target language. In line with Crystal (2003),

Padwick (2010 as cited in Abidin & Mohammadi 2012, p. 121) suggests that the learners should give emphasize to their motivation and attitude toward the language.

Gardner (1895) describes motivation as the act to achieve a goal which is combined with favorable attitude. Dörnyei (1998) also states that motivation is the key to determine a foreign language learners' success or failure. It means the higher degree of motivation of the learners the more their English advance, and the lower motivation owned by the learners the less achievement they can afford.

There are several types of motivations proposed by many experts namely intrinsic and extrinsic motivations (Rotter, 1966), integrative and instrumental motivations (Gardner, 1985) and short-term goal and long-term goal motivations (Harmer, 1991 as cited in Wilmomas 2013, p. 906). In this study, the writer focuses on investigating integrative and instrumental motivations. Because Gardner & Lambert (1972) point out that these two types of motivations are able to reflect the learners' reasons in studying a foreign language. Gardner & Lambert (1972) further explain that integrative motivation shows that the learners are interested with the target language culture, speech and want to be part of foreign language speakers' community and instrumental motivation is related to how the learners gain practical advantages from their language knowledge.

On the other hand, attitude is also necessary to be analyzed. Gardner (1985) explains that attitude is individual's reaction and opinion toward an object. Further, he also states that attitude as the learners' personal response and belief toward foreign language becomes important factor affecting motivation. In order to gain

achievement in learning a foreign language, the learners' belief toward the language should be positive or favorable. Positive attitude will lead the learners to have higher motivation in learning activity. This encouragement will lead the learners to gain better achievement in learning the target language. In accordance with Gardner (1985)'s explanation, Victori and Lockhart (1995) also agree that the learners' belief towards English should be positive. Both of them argue that positive belief can lead the learners to have positive attitude and vice versa.

Additionally, De Bot et al. (2005 as cited in Abidin & Mohammadi 2012, p. 121), also suggest that positive attitude is important to be recognized because negative attitude usually causes low performance in target language. Attitude is considered as essential part of learning the target language because unavoidably it plays important role in improving language learners performance (Reid, 2003 as cited in Abidin & Mohammadi 2012, p. 121; Visser 2008).

There are at least three previous studies have been conducted related to motivation and attitude. They are Tamimi & Shuib (2009) who conducted a study of motivation and attitude on Petroleum Engineering students, Chalak & Kassaian (2010) observed motivation and attitude of English Translation students, and Tahaine & Daana (2013) examined motivation and attitude of English Language and Literature students. In each study, the writers reported the results of students' motivation and attitude and also some pedagogical implications.

In order to conduct a study related to motivation and attitude, there are some standardized questionnaires which can be used as the instrument to gain the data. One of them is Attitude Motivation test Battery (AMTB) which is developed

by Gardner (1985). In this study, the writer uses AMTB by considering two reasons. The first is AMTB is widely used to measure motivation, attitude, anxiety, etc. owned by foreign language learners with Cronbach Alpha 0.7 showing its high reliability. The second is AMTB are employed to obtain the data of motivation and attitude from the participants in three previous studies.

The importance of motivation and attitude toward English makes the writer completely interested in conducting similar study entitled Correlation between Motivation and Attitude toward English: A Study of Undergraduate Students at Study Program of English Universitas Brawijaya. Faculty of Cultural Studies Universitas Brawijaya is selected for its accessibility to gain the data and the contribution of this study towards first year undergraduate students of Study Program of English and lecturers of the faculty where the research will be conducted.

First year undergraduate students of Study Program of English Universitas Brawijaya are selected because they have to learn English as the main subject matter in a quite long-term. As university students, their choice of taking English as the major will determine their future endeavor after they graduate. Therefore, it is important to identify their motivation and attitude since the very beginning. Moreover, according to Diseth, et al. (2010 as cited in Byrne & Guy 2012, p. 758), first year undergraduate students is reported in condition that they are highly motivated in learning.

The study will give significant and insightful information related to motivation and attitude belongs to Study Program of English first year

undergraduate students Universitas Brawijaya. It is also expected that there will be an improvement in English teaching and learning activities according to the students' needs. On top of that, this study can also be used as guidance for the other writers who are interested to conduct a research in the same topic.

1.2 Problems of the Study

Based on the background of the study, the problems of the study are as follow:

1. What degree of motivation owned by first year undergraduate students of Study Program of English Universitas Brawijaya?
2. What degree of attitude owned by first year undergraduate students of Study Program of English Universitas Brawijaya?
3. What is the correlation between motivation and attitude owned by first year undergraduate students of Study Program of English Universitas Brawijaya?

1.3 Objectives of the Study

The objectives of the study are also specified into three as follow:

1. To find out degree of motivation owned by first year undergraduate students of Study Program of English Universitas Brawijaya.
2. To find out degree of attitude owned by first year undergraduate students of Study Program of English Universitas Brawijaya.

3. To find out the correlation between motivation and attitude owned by first year undergraduate students of Study Program of English Universitas Brawijaya.

1.4 Hypotheses of the Study

The writer proposed three hypotheses of the study as follow:

1. H_1 : First year undergraduate students of Study Program of English Universitas Brawijaya have high degree of integrative motivation and instrumental motivation.

H_0 : First year undergraduate students of Study Program of English Universitas Brawijaya do not have high degree of integrative motivation and instrumental motivation.

2. H_2 : First year undergraduate students of Study Program of English Universitas Brawijaya have positive attitude toward learning English and attitude towards English-speaking people.

H_0 : First year undergraduate students of Study Program of English Universitas Brawijaya do not have positive attitude toward learning English and attitude towards English-speaking people.

3. H_3 : There is a significant correlation between both types of motivations and attitudes can be found in first year undergraduate students of Study Program of English Universitas Brawijaya.

H_0 : There is no significant correlation between both types of motivations and attitudes can be found in first year undergraduate students of Study Program of English Universitas Brawijaya.

1.5 Definition of Key Terms

There are three important terms used in this study as follow:

1. Affective Factor: Factor that could prevent second or foreign language learning (Krashen, 1989).
2. Motivation: Individual desire and satisfaction driven by language learning activity (Gardner, 1985).
3. Attitude: Individual reaction or belief toward a language (Gardner, 1985).

