

CHAPTER I
INTRODUCTION

This chapter is the introduction of the study which consists of five subchapter. They are background of the study, problems of the study, objectives of the study, hypotheses of the study and definition of key terms.

1.1 Background of the Study

Language is an important thing for human being. People use it as a tool of communication. It is also used to convey the message, to express and interpret anything. Finocchiaro and Bonomo (1973, p.6) state that “language is the medium through which people express their experiences and their ideas of the world in which they live”.

Nowadays, mastering foreign language is needed in order to adjust with this globalization era. Many people learn foreign language which is widely used in the world. Saville – Troike (2004, p.4) states that foreign language is a language in which the learners learn the language but do not use it in immediate social contexts, for example it might be used for future travel, or just a requirement from school.

English is an international language which is used by many people in the world. In Indonesia, English is considered as a foreign language. It is taught in pre-school up to university levels. Studying English as a foreign language has some particular purposes. There are various reasons why people learn English, for example is because of their duties, their desire, or their personal satisfaction.

Analyzing the aims of someone studying English as his second language is interesting to do because it is commonly related to his language achievement.

Success in language learning depends on some factors. One of them is the motivation among the learners. Learning motivation has long been regarded as one of the essential factors in foreign language learning. It also has a big impact in second language learning because everyone who learns second language has his own motivation to reach his goal. Gardner (2006, quoted by Rahmawati, 2013, p.2) says that “students with higher levels of motivation will do better than students with lower level”.

Gardner (1985, p.10) define motivation as a combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. In his model, Gardner talked about two kinds of motivation, the integrative and the instrumental. The integrative motivation refers to learners’ desire to at least communicate or at most integrate (or even assimilate) with the members of the target language. The instrumental motivation refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination.

Motivation is considered significant in its role in language learning success.

Along this line of thoughts, students’ motivation toward English language learning can, to a certain degree, influence their learning results. According to Dornyei (2002, quoted by Rahmawati, 2013, p.3) “the learner’s enthusiasm, commitment and persistence are the key determinant of success or failure.” Also, Dornyei (1998, p.117) adds that “motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and

success of second/foreign language learning”. It means that everyone who learns second/foreign language cannot achieve his goal without any sufficient motivation. It is worth investigating how students become successful or failed in learning English because it might affect their motivation and the way they learn the language.

In this study, the writer wanted to identify the motivation of the students who have been learning in ELFAST English Course in Pare. ELFAST is English Language as Foreign Application Standard. It is one of the oldest English courses founded in Kampung Inggris, Pare. The curriculum of this course is always upgraded and updated in accordance with the development of English teaching in the world. Besides, ELFAST English Course, Pare only provides high quality teachers who passed the TEFL program. Therefore, the writer considered ELFAST English Course in Pare as a qualified English Course and interesting to be investigated.

In this study, the writer focused on the types of motivation, the dominant types of motivation in learning English, and the relationship between motivation and students’ TOEFL score in learning English. In this study, the writer limited the participants only on the students of TOEFL Program at ELFAST English Course in Pare. The reason why the writer chose the TOEFL program as the data sources because the writer wanted to know the relationship between motivation and student’s score in learning English. TOEFL is a test that used to measure someone’s proficiency in English. This study used the theory of motivation proposed by Gardner in 1985.

The result of this study is expected to give valuable and beneficial contributions to the readers in general and particularly for the students of Study Program of English, Faculty of Cultural Studies to add their knowledge and motivation in learning English. This study is important because it would help the participants to know their motivation in learning English, especially in TOEFL program of an English Course. Thus, the participants realized about their decisions and goals in learning English.

Hopefully, this study would help the participants to know their motivation in order to make them easier and more focus on gaining their goals. It is also expected to give benefit to the course regarding the students' expectancy while they are studying there. Based on these reasons, the writer decided to conduct a research entitled **"Students' Motivation on Learning English at TOEFL Program of ELFAST English Course in Pare.**

1.2 Problems of the Study

Based on the background of the study, the writer proposed some research problems as follows:

1. What are the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare?
2. What is the most dominant types of motivation on learning English of the students at TOEFL Program of ELFAST English Course in Pare?
3. Is there any significant relationship between motivation used by the students at TOEFL Program of ELFAST English Course in Pare and their TOEFL scores?

1.3 Objectives of the Study

Concerning to the statement of the problems mentioned above, this study is intended to reach these following objectives:

1. To find out the types of motivation used by the students at TOEFL Program of ELFAST English Course in Pare.
2. To determine the most dominant motivation on learning English of the students at TOEFL Program of ELFAST English Course in Pare.
3. To find out whether there is a significant relationship between motivation used by the students at TOEFL Program of ELFAST English Course in Pare and their TOEFL scores.

1.4 Hypotheses of the Study

In accordance with the problems of the study, the writer proposed three hypotheses as follows:

1. The types of motivation used by the students of TOEFL Program at ELFAST English Course in Pare are instrumental and integrative motivation.
2. The most dominant motivation used by the students of TOEFL Program at ELFAST English Course in Pare is the motivation represented in instrumental motivation.
3. There is a significant relationship between motivation used by the students of TOEFL Program at ELFAST English Course in Pare and their TOEFL scores.

1.5 Definition of Key Terms

- 1. Motivation** : The extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (Gardner, 1985)
- 2. Instrumental Motivation** : Learners desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career (Gardner, 1985)
- 3. Integrative motivation** : a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community (Gardner, 1985)
- 4. TOEFL Program** : The program is used to measure students abilities to use and understand English at any level of study. (ets.org, 2014)
- 5. ELFAST English Course:** One of the famous English courses in Kampung Inggris, Pare. (elfast-pare.com, 2012)