

# CHAPTER I

## INTRODUCTION

This chapter presents the research background, problem identification, research limitation, research problems, research objectives, as well as research significances.

### 1.1 Research Background

English is considered as an important language to be taught since it is an international language. English is used by most of people worldwide as a global means of communication. As a global language, English has dominated many fields such as business, art, law, science, health, technology, and education. According to Reddy (2016), there are four reasons why learning English is really important. First, English is considered as the official language in many countries. Second, English is the dominant business language and it becomes a necessity for people to speak English if they would like to enter a global workforce. Third, many of the world's top books, music, and films are produced in English. Fourth, almost 50% contents produced on the internet are in English.

English, in Indonesia, is learned as a foreign language. The goal of English learning in Indonesia is none other than the expectation of the government to build human resources that can compete in this global era. It has become an important subject which is taught from elementary school until university. However, English proficiency of adults in Indonesia is relatively low. Based on the latest survey of English First English Proficiency Index (EF EPI) 2019, Indonesia placed 61<sup>st</sup> out of 100 regions and 13<sup>th</sup> out of 25 countries in Asia regarding to English proficiency. The EF EPI indicated that Indonesia has a “low proficiency” result due to EF EPI score of

50.06. The EF EPI has been conducted as a standardized measurement of adult English proficiency, comparable between countries and over time. EF EPI seeks to rank countries based on the average level of English language skills among adults who take the EF test. It shows that there are few Indonesian competent adult speakers of English needed for a global workforce if compared to other ASEAN member countries.

Having it as a reality, Indonesian students have to improve their English proficiency to be able to compete to the other countries. However, learning a foreign language is definitely not an easy task because it takes commitment, time, perseverance, and constant practice of using the target language to achieve fluency (Delgado, 2016). Brown (2000) explains that there are two main factors which influence foreign language learning, namely internal and external factors. Internal factors include intelligence, perception, self-esteem, and learning style; meanwhile, external factors such as motivation and socio-cultural status.

Among various factors, motivation is considered has an important role in the success and failure in language learning. According to Alizadeh (2016), motivation refers to a combination of efforts plus the desire to obtain language learning goals plus the desired attitudes towards language learning. Dornyei (1994) states that motivation is one of the main determinants of second/foreign language learning achievement. Undeniably, motivation and learning achievement are mutually connected. High motivation might lead to successful language learning and successful learning achievements will conversely increase high motivation in the learning process. Thus, motivation is considered significant in its roles in language learning

success. Along this line of thoughts, students' motivation towards English language learning can influence their learning results. Furthermore, according to Gardner & Lambert (1972), motivation in language learning is classified into two main types, they are integrative and instrumental motivation. Integrative motivation means that learner learns the language with pure interest in communicating with and even becoming similar to the members of the target language community. Meanwhile, instrumental motivation means that learner learns the language because of the interest in pragmatic gains, such as finding a better job, higher salary, etc. (Gardner & Lambert, 1972).

Because of the importance of motivation in language learning, many studies have been conducted among group of students to determine the dominant types of students' orientations. Interestingly, several studies have found that undergraduate students mainly learn English for the sake of instrumental reasons. For example, Liu (2007) found this tendency in her research of Chinese students at a Southern University in China. Wimolmas (2012) agreed with this statement based on her findings of Thai undergraduate students at an international institute of engineering and technology. In addition, Kitjaroonchai & Kitjaroonchai (2012) confirmed their similar findings of English major Thai students. Moreover, Al-Taani (2018) revealed that Emirati EFL Learners at Al-Jazeera University, Dubai, are instrumentally motivated towards English language learning.

On the other hand, Degang (2010) found that undergraduate students at an English-medium university in Thailand are more slightly integratively motivated to learn English. In addition, Chalak & Kassaian (2010) discovered that Iranian Non-

native speakers of English learn the language for both instrumental and integrative reasons. In this case, Degang and Chalak & Kassaian's discoveries rarely happen because the majority of students tend to be instrumentally motivated towards learning English as a foreign language. It can be said that both integrative and instrumental motivation contributes to foreign language learning. Students in different contexts may be motivated to learn a foreign language by different orientations, so it is still worth further exploration in situations with different groups of students.

In addition, students' motivation can also be influenced by other factor such as gender. Becirovic (2017) states that gender is one of the important factors influencing motivation and achievement in learning English as a foreign language. Male and female students have different motivation in learning a language. However, most of studies found that female students had higher level of motivation towards learning English than male students. It shows that gender has an influence in the learning process, which becomes important to be explored.

Thus, the researcher is interested to conduct a study about students' motivation orientation and gender differences in motivation of students in Ganesha University of Education Bali. Ganesha University of Education or well-known as Undiksha is one of the higher education institutions, that has a role of producing prospective teachers and professional staff. Undiksha has several majors and one of the departments at Undiksha which has the highest interest is the English Language Education. English Language Education Department in Undiksha receives more and more students who are interested in developing themselves optimally to become candidates for English teachers and other professionals. With the increasing number of students entering

English Language Education Department of Undiksha Bali, it is important to identify their motivation to learn English. The researcher focused on investigating the first-year students' motivation to learn English as a foreign language, because it is important to know their level of motivation and motivation orientation at this very earliest stage of their enrollment in ELE Department of Undiksha to assist them through their successful path of learning English.

### **1.2 Problem Identification**

Motivation is considered an essential factor which influences the proficiency and learning achievement, especially in foreign language learning. It is hard for students to get an effective learning without motivation. Thus, English Language Education students should have high motivation in learning and realize the importance of learning English. When students have high motivation to learn, they will learn the language better and make the learning enthusiasm last longer (Chunmei, Zhu & Liping, 2013).

### **1.3 Research Limitation**

This research was conducted in English Language Education Department of Ganesha University of Education located in Buleleng, Bali, Indonesia. This research was done in order to identify the level of motivation, motivation orientations and differences in motivation according to gender of the first-year students of English Language Education Department of Undiksha for the academic year 2019/2020.

### **1.4 Research Problems**

The research problems can be formulated as follows.



1. What is the level of motivation among ELE freshmen towards learning English as a foreign language?
2. Are the freshmen integratively or instrumentally motivated towards learning English as a foreign language?
3. Is there any significant differences in the motivation of the freshmen towards learning English according to gender?

### **1.5 Research Objectives**

Based on the above research problems, the research objectives are as follows.

1. To determine the motivational level of ELE freshmen towards learning English as a foreign language.
2. To find out whether the freshmen are integratively or instrumentally motivated towards learning English as a foreign language.
3. To know if there is a significant difference in the motivation of the freshmen towards learning English according to gender.

### **1.6 Research Significances**

The results of this research are expected to provide benefits both theoretically and practically.

#### **1. Theoretical Significance**

The result of this research is expected to contribute to the development of knowledge and give a theoretical insight about motivation of EFL students to learn English as a foreign language.

#### **2. Practical Significance**

- a. For ELE Department

The result of this research is expected to give useful review to improve the quality of the department and also to work on their strategies in a better quality of teaching and learning English.

b. For Lecturers

The result is also expected to give positive contribution and as a reference for English lecturers to be able to determine the right learning method that suit the students' motivation orientations.

c. For ELE Freshmen

The result of this research is expected to uncover the students' motivational level and their predominance between integrative and instrumental motivation for the better understanding and improvement of their motivation.

d. For Other Researchers

The result of this research can be used as a reference and alternative resources by other researchers who want to conduct similar research or expand it into further research.

