

CHAPTER I

INTRODUCTION

1.1 Background of the study

Motivation plays a significant role in language learning (Gardner, 1995) it cannot be separated yet from language learning (Ausubel, 1968). Motivation has been determined as the learners' orientation concerning the goal of learning the target language (Crookes and Schmidt 1991). There are two types of motivation, those are instrumental motivation and integrative motivation (Gardner & Lambert, 1959). Both motivations consist of several motives that affect the learner in achieving the goal in language learning. Integrative motivation is the individual effort of a person that wanted to learn the target language to facilitate communication with the target language community, which includes the attitude toward learning the target language factor, attitude toward the target language community factor, and the desire to learn the target language factor (Gardner, 1982). Instrumental motivation is the individual interest of the learner in learning the target language which is associated with the utilitarian benefits of language proficiency, which include economic factor social factor and academic factor (Donyei, 1990).

English has become one of the international languages that most people around the world already used to communicate with others from another country. In Indonesia English is widely recognized as an important language with a reason for this is because English is a global or international

language. The international language status of English is determined by the number of people who speak English. (Crystal, 2003) there were 1500 million speakers in the amount of 2000 speakers of English worldwide, consisting of 329 million L1 speakers, 430 million L2 speakers, and about 750 million speakers of English as a foreign language.

The importance of English nowadays made most people wanted to learn the language. There is one university in Singaraja that providing English Language Education as their study program this university is the Ganesha University of Education. This university consists of many faculties which are divided into two areas that are called Kampus Bawah and Kampus Tengah. One of them is Language and Art Faculty which is usually called Kampus Bawah. Language and Art Faculty is a faculty that focuses on the education of language and art. Therefore, in this faculty, the English Language study program is the most wanted program based on the data that is showed in the data Undiksha compared with the other study program. However, among all students of the Ganesha University of Education who studied at the English Language Education study program, they had different social, cultural, and economic backgrounds. The backgrounds that the students come from have an impact on the factor which causes them to learn or specialize in English and the type of motivation they have to do so.

English Language Education is one of the study programs in the Language and Art Faculty. This study program is the most wanted study program which had the most amounts of students in the faculty, it can be seen

from the web of Ganesha University of Education which is called as EDS (Executive Dashboard System) that is showed that ELE has the most amount of active students which are 1135 in Language and Art faculty compared with other study programs such as Pendidikan Bahasa Bali S1 49 students, Pendidikan Bahasa dan Sastra Indonesia S1 296 students and Pendidikan Bahasa Jepang 202 students. However, the students of English Language Education come from different cultural, social, and economic backgrounds that might give an impact on factors and types of motivation that cause them to learn the English language. This becomes a question that why this study program always gets the most amounts of students, what is the main factor that makes them choose ELE as a place to learn English. This becomes an issue that the researcher wanted to analyze. Therefore, the researcher wanted to analyze the factor of motivation and the dominant factor affecting students in ELE in learning English.

According to Fachraini (2017), each student has different reasons for studying English such as: first, learning English to get a better job. Second, learning English makes them capable to communicate with people around the world. Third, learning English can increase someone's prestige or confidence to go everywhere. Yet, learning English cannot be separated from motivation. In other words, someone success or failure someone in learning English depends on his/her motivation level, it is in line with Harmer's (2001) opinion;

“It seems reasonable to suggest that the motivation which students bring to class is the biggest single factor affecting their success”.

1.2 Limitation of the study

The limitation of the study is to analyze the factors of motivation that affect English Language Education in English learning, to analyze the instrumental and integrative factor of motivation that affect ELE students in English learning, to analyze the factor of motivation that major both in instrumental and integrative motivation in affecting ELE students in English learning and to analyses how the major of motivation factor influence the attitude of English language Education in achieving their goal in learning English.

1.3 Statement of the problem

Based on the background of the study above, the statement of the problem of this study could be formulated as:

1. What are the students' instrumental motivation factors that affect ELE students in English learning?
2. What are the students' integrative motivation factors that affect students in English learning?
3. Which factors of motivation are major both instrumental motivation and integrative motivation in affecting ELE students' in English learning?
4. How are major motivation factors Influence the students of ELE in achieving their goal in learning English?

1.4 Purpose of the study

The purpose of this study is to analyze instrumental and integrative motivation factors that affect students of English Language Education study program in English learning. Besides this study also aimed to analyze the factor of motivation that are major in both instrumental and integrative motivation in affecting ELE students in English learning and to analyzes how are the major motivation factor affect ELE students in English learning.

1.5 Significance of the study

The study is expected to be able to give benefit to educational practitioners, such as teachers, students, and the researcher. Here, the researcher divides into two kinds bellow:

1.5.1 Theoretical Significance

This study is expected to give a good reference and an alternative source for other researchers who later attempt similar research on a similar topic, especially in the context of students' motivation.

1.5.2 Practical significance

The result of this study also expected practically gives benefaction to the English lecture, students, and other researchers.

1.5.2.1 For English Lecturer

For the lecturer, it is expected that this study can help the lecturer to increase students' motivation as well as students' achievement in learning English. It is also expected for the lecturer can widen their insight, so this study of students' motivation can

be a reference for the lecturer in creating a good atmosphere in teaching and learning processes.

1.5.2.2 For students

For the students, this study is expected to make the students understand and knowing their motives in language learning and the result of this study would be the reflection of students' motivation in language learning.

1.5.2.3 For other researchers

For the other researchers, this study is expected to give the advantages as a reference by other researchers who are interested in conducting a similar study about students' motivation.

1.6 Definition of the key term

To provide clear insight and avoid misunderstanding about what is concerned in this study, some operational definitions of the key term are defined as follows:

1.6.1 Instrumental Motivation

Instrumental motivation is where the learners' interest in learning L2 is associated with the pragmatic, utilitarian benefits of language proficiency, such as high salary, money, and career.

1.6.2 Integrative Motivation

Integrative motivation is a high level of effort on the part of a person to learn the language of a valued second language community to facilitate communication with the group.

1.6.3 Instrumental factors

Instrumental factors or exterior motives are motives that affect students' decision to specialize in English. These kinds of motives include academic, social, and economic.

1.6.4 Integrative factors

Integrative factor or interior motives is motives that influence students' decision to specialize in the target language. These kinds of motives include an interest in learning English and foreign language in general, and a desire to develop personality so that this personality may become closer to that English native speaker.

1.6.5 Beginning level students

This group includes fresh students majoring in English in English Language Education Language and Art Faculty, the Ganesha University of Education which are the first semester students of ELE.

