

Chapter I: Introduction

This chapter aims to explained the background of research, some previous study that related with this research, research question, research objective, significant of research, the scope of research, and the main theories used as a benchmark of research.

Background of Research

English has an official status in more than 70 countries, and is taught as a primary foreign language in more than 100 countries and one of them is Indonesia (Crystal, 1997 in cited by Bektas, 2009, p.110). Based on the differences of English status in every country so, ultimately motivate people to master it in various ways for various purposes. In line with the statement above, Gardner (1985) in cited by Loganathan (2016, p.8) believes that “with the intention of being motivated, the learner requires, necessitates, and also needs to have something to expect, foresee, anticipate and long for, principle, a reason, or rationale having to do with certain target and aim”.

In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it in learning foreign language”. On the other word that, in learning process the learners should think about the benefits that can be expected or resulted from what will be learned in order to be a motivation for them during the learning process. Moreover, as the students realized that motivation is the most important part in the learning process. Some students will not always like and enjoy what is being learned, because sometimes they learn based on their passion. So then it can be predicted that with the motivation the teaching and learning process will be fun and will achieve its goals. Besides, learning motivation, especially in learning a foreign

language can be anything, and comes from anywhere. Besides that, there are many experts have analyzed it and among them is Gardner and Lambert.

Gardner and Lambert (1972) as cited in Loganathan (2016, p. 9) stated that there are two types of motivation to learn English as a foreign language such as; integrative and instrumental motivation. Integrative motivation plays an essential role in successful language learning. Whereas, the learners' attitudes and motivation towards the target culture is positive, thereby the second language or foreign language learners easily become a part of the second language or foreign language culture. So, there is no doubt that people whom learn English with the integrative motivation are attracted to adopt western style or modern culture. Students who have integrative motivation not only have an interest in mastering the foreign language, but also interested in cultures related to the language. For example, people learn English because they want to adapt themselves to western culture that is considered modern culture one example is the way of thinking western people are open minded in some ways.

In the meantime, Gardner & Lambert (1972) as cited in Loganathan (2016, p.9) stated that "instrumental motivation is related to learners' practical needs, such as getting a job, passing an exam or to get high income. Besides that, instrumental motivated learners want to achieve a goal for their own satisfaction". On the other words, people who learn language with instrumental motivation want to improve their professional prospects. In other words, students with instrumental motivation have a better purpose because they have planned their better future by becoming an English language bachelor. Students with instrumental motivation will utilize the role of English as an international language to achieve higher standard of living for example by

learning English, they hope to get better job and high salary because almost every country especially developing country like Indonesia assume that language English is very important role in almost all field of life such as business, education, economics, etc.

Meanwhile, Gardner and Lambert also stated that, among the integrative and instrumental motivations of the type of motivation that has the greatest influence in the process of learning a foreign language and a second language is integrative motivation. Gardner (1985) in cited by Loganathan (2016, p.9) points out that integrative motivation has a very high significance in his studies. Thus, students with more integrative motivation are considered easier in mastering foreign languages because integrative motivation refers to favorable attitudes toward the target language community, perhaps the desire to integrate and adapt to a new target culture through the use of language. Some early studies agree that integrative motivation is very significant in the learning of foreign languages and the second language. However, many new studies have shown that instrumental motivation has the same impact, even more significantly than integrative motivation.

An addition, there are many types of motivation from some experts. Meanwhile, according to Cook (2000) in cited by Mahadi (2012, p.232) that “the integrative motivation and instrumental motivation suggested by Gardner and Lambert is more useful and effective factor for second/foreign language learning. Hence, students who learn a foreign language without both types of motivation is expected will be face problems to learn and gain knowledge of a second/foreign language in the classroom and generally, and also learning the language would be difficult for them”. Therefore

this research used types of motivation by Gardner and Lambert that is integrative motivation and instrument motivation as the point of view to investigate students' motivation to learn English as a foreign language.

Furthermore, Mahadi (2012, p.235) stated "some of the main points in teaching foreign language one of them are teacher bear in mind that learning foreign language means that the learners should also exploit and take the advantage of social proficiencies and not just learn about the grammar rules". Therefore, this research aims to see what dominant types of students' motivation to learn English on students of English Department at Gorontalo States University academic year 2015. So, it will be investigated based on the motivation type by Gardner and Lambert namely instrumental motivation and integrative motivation as a research point of view. Thereby the results of this research are expected to help lecturers to design foreign language learning strategies.

There are some previous studies used as a reference in the preparation of this research such as research by Shaaban and Ghaith (2000), Marhama, Ghonzales and Lopez (2015), Kabir (2015), was conducted research about students' motivation.

Marhama (2017) conducted a research: *Students' Motivation in Learning Research on Language Subject*. This research site was on students of English Department, academic year 2014 at State University of Gorontalo. The purpose of her research is similar to my research that was analyzed the type of students' motivation but more specific towards students' motivation in learning *Research on Language* subject. However, this research using different types of motivation such as, intrinsic and extrinsic motivation. Likewise, the instrument used on this research is similar, that

is using likert scale questionnaire. However, in my research used different stages of analysis with her research. So, this research was found that the main motivation in this case is intrinsic motivation whereas 67% students are intrinsically motivated. The students have closed relation with students' need, expectancy, and interest. Overall, from the results of this study, I understand that students learn a foreign language, especially the English language is aware of the important role of that language, therefore students have more motivation based on the needs, and good expectancy of the mastery of the language.

Another research conducted by Nuruzzaman and Chanda (2016) with the title; *Integrative Versus Instrumental Motivation in Learning English Language at Tertiary Level: a Study at Khulna University, Bangladesh*. The objective of this research was to demonstrate a comparative study of two major types of motivation, integrative and instrumental in learning English at ungraduate level in all the disciplines at Khulna University, Bangladesh. The samples of data were collected in randomly from all the Disciplines under every School and Institute of the University. The total samples on this research are 230 students. The investigation determines that most of the learners have integrative motivation. This research of the learners' level motivation will help the researcher to identify motivational challenges in Bangladesh. This research was explained that the environtmental influences or the environmental potentials also can be affected the learners' motivation. Thereby, from the results of this study researchers agree with the final explanation by Nuruzzaman and Chanda that states that, the motivation of students in learning a foreign language can also come from environtmental influences or the environmental potentials. In line with this statement,

the English language as an international language that has different status in each country, so the role of English has different needs or potential also on the students in the environment.

Kassim A. Shaaban and Ghaith (2008) conducted a research: *Student Motivation to Learn English as a Foreign Language*. This research site was in American University of Beirut. The objective of their research is investigate; (1) to what extent are the determinants of learners' motivation to acquire foreign language (integrative motivation, instrumental motivation, effort, valence, expectancy, ability) internal related?; (2) is there a difference between male and female learners in their motivation to learn EFL?; (3) is there a difference among students with different levels in their motivation to learn EFL?; (4) is there a difference in the motivation to learn English between students whose first foreign language is French and those whose first foreign language is English?; (5) is there a difference among students in various major at the university in their motivation to learn English?. Also, this study uses the same type of instrument that is Likert Scale questionnaire with 30 questions used. The results of this research was explained that if students show integrative orientation toward the foreign language and culture, work hard, have a positive orientation towards the outcomes of learning, and develop the sense that the program goals are attainable, they will develop the needed motivation to learn the language. In addition, the findings of the present study indicate that, contrary to the perceived prominence of instrumental motivation in foreign language contexts, learners do not perceive it as a factor that will lead them to exert more effort and develop the needed expectations and ability for learning EFL.

SM Akramul Kabir (2015) conducted a research: *Of Motivation and Learning English: A Perspective on EFL Students in Bangladesh*. This research site was in National University of Bangladesh. The objective of his research is investigated the role of motivation for English language learning in four main section focusing on EFL students of Bangladesh. His research used *Likert scale* as the instrument of research. The result of his research is “majority of students in Bangladesh learn English from perspective of instrumental motivation with the purpose of easing their education and getting better employment and career opportunities both in home and aboard” (Kabir, 2015). However, in contrast with some of research above, on this research only focus on students' motivation to learning English, and the research used type of motivation by Gardener and Lambert that is integrative motivation and instrumental motivation as the point of view and become the indicators of questionnaire. Similarly, their technique of collecting data and the instrument of research is similar with my research that is used *Likert scale questionnaire*.

In conclusion, from the explanation of some previous studies above, I can understand that students who have integrative and instrumental motivation influenced by their need to mastery of language. However, their needs, expectancy, and interests also can come from the environmental, or environmental potential. In addition, from the way data collection by using the Likert scale questionnaire is more widely used, and proven to answer the research question about students' motivation in learning foreign language.

Research Question

In line with research background above, the research question of this research was formulated: what is the dominant type of motivation among students of English Department academic year 2015 in learning English as a foreign language?

Research Objective

There are some aims of this research: this research wants to investigate what the dominant type of motivation among students of English Department academic year 2015 in learning English as a foreign language.

Significant of Research

In this case, this research provides some contributions from the research; first, this research is expected to give the lecturer understanding about students' motivation to learn English as a foreign language. Second, this research is expected to help the lecturer or the English teacher to create and to organize the teaching strategic in learning English as a foreign language. Third, this research is expected to give the readers understanding about types of motivation to learn English as a foreign language, also the importance of understanding it towards students especially EFL students not just grammar rules.

Scope of Research

This research will conduct in English Department, State University of Gorontalo. This research has some delimitation that becomes the benchmark of this research. First, the researchers focus on students' motivation to learning English by using the theory of motivation types by Gardner and Lambert namely integrative motivation and instrumental motivation as the points of view to analyze it. Second, the

researcher focuses only on the 6th semester student, which is student academic year 2015 who has passed the conditional course of especially in the skill course because they have many experience in learning English. Addition they are already selected by some certain criteria. Therefore, the research involves five classes as sample that are 6A, 6B, 6C, 6D, 6E class.