

Chapter I

Introduction

This chapter presents a brief outline about the background to the study. It is followed by research objective, the scope of the research as the focus of this study; and significance of research which presents a highly significant in terms of theoretical and practical contribution.

Background to the Study

Motivation is the biggest single factor that affects the success of teaching learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching their goals. Therefore, Humaida (2012, p. 49) in her study wrote that motivation is the key of success in teaching learning process. The goal of learning will be difficult to reach without motivation. While by having motivation students will be enthusiastic in teaching learning process so they will be pushed to study well. Moreover, Kusumawati (2014, p. 16) stated that motivation is divided into two types; intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within individual. People might be motivated by enjoyment of the learning process or desire to make themselves feel better. This motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. Students will be motivated intrinsically to work on a math equation, for example, because it is enjoyable, or to work on a solution to a problem because the challenge of finding a solution provides a sense of pleasure. In other case, the students work on the task because there is some reward involved, such as prize, a payment, or in the case of students, a grade. Another example, students will also be motivated extrinsically to get a good grade on an assignment, but if the assignment does not interest that

student, the possibility of a good grade is not enough to maintain that student's motivation to put any effort into the project.

Instead of the intrinsic motivation, the way students reach their goals is also affected by extrinsic motivation. It is the result of any number of outside factors. Students will be motivated extrinsically without any interest to get rewards of the achievement they made in learning. The rewards could be something as minor as a smile face to something major like fame or fortune. For instance, student who dislikes English may learn hard on English equation because of the reward for completing it. The reward would be a good score on an assignment. Other example, students may dislike an assignment, they may find it boring, or may have no interest in the subject, but the possibility of a good grade will be enough to keep the student motivated in order for him or her to put forth the effort to do well on a task.

In this case, the rewards play role as motivator to the students who do not have the interest in certain subjects.

Moreover, Research on Language becomes the crucial subject to be learned by students in the 5th semester in English Department as the first step to the next subject such as Seminar on Language, Proposal, and Final Thesis. Thus, it habituates students to think logically, critically, and structurally. In conclusion, students need to be motivated in the learning process of Research on Language subject. Both intrinsic and extrinsic motivation are required to lead the students in passing the class.

In fact, Liu (2007), Humaida (2012), Qashoa (2006), was conducting research about students' motivation, the result shows that external motivation, in learning process, leads most of the students in various way, by a desire, emotion, reason, need or purpose. Every student has different reason. Firstly, students want to learn research subject because they want to get better

score as they pass the subject. Secondly, the students are allowed to have the next step of the subject only if they get certain final score in the previous subject. Thirdly, passing the subject is necessary to improve student's confidence. Therefore, students with extrinsic motivation are not conscious with the subject as long as they can reach their goals.

A lot of research have been conducted on motivation, role of motivation and effect of motivation in the field of education such as high school and colleges. The results present so many findings for it discusses the term of motivation from context to context. However, research about motivation of learning a subject is quite limited particularly in English Department, State University of Gorontalo. More importantly, some previous studies that focus themselves on motivation show results that most of the students are extrinsically motivated in learning process. A study was done by Liu (2007) with the study about Chinese students' motivation to learn English at the tertiary level. In this study, Meihua concern on Chinese students' attitudes towards and motivation to learn English. The participants of the research were 202 third-year students (51 females and 151 males) in six classes were randomly selected with an average age of 21, and the instrument used in the study consisted of a motivation survey, an open-ended question and an English proficiency test. Then, Meihua Liu found that the students had positive attitudes toward learning English and were highly motivated to study it, that the students were more instrumentally than integratively motivated to learn English, and that the students' attitudes and motivation were positively correlated with their English proficiency.

Another study was conducted by Humaida (2012). This research was conducted to achieve some objectives. The first is to examine motivation to learn English language among students of faculty of arts, Islamic University-Sudan. Furthermore, the second is to find out if there were significant statistical differences on motivation scores related to both student level

and age. To pursue these objectives, Ibrahim used the descriptive method and a simple random sample consisted of 40 male students was selected. The data of the research was collected by using close ended questionnaire that consist of 15 items with five alternatives for answering (always-often-sometimes-rarely-never). Then, the collected data were analyzed by using the statistical tests on SPSS: T-test for one sample, One-way analysis of variance, and Pearson correlation coefficient. The results showed that the English learners were instrumentally motivated. Furthermore, the research revealed that there was no significant difference on motivation due to student level, and there was no correlation between motivation to learn and age.

Qashoa (2006) has carried out study of motivation among learners of English in the secondary schools in the Eastern Coast of the UAE. Sulaiman focused to examine the students' integrative and instrumental motivation for learning English in the UAE state secondary school. One hundred students participated in completing a questionnaire reflect their orientations for learning English and what affects negatively their English learning motivation. Then, the result revealed that the UAE students have a higher degree of instrumentality than integrativeness. Moreover, difficulties with the subject (English) aspects such as vocabulary, structures and spelling.

Based on the explanation above, it is inferred that motivation is considered as essential element along with language capacity in shaping success in learning process. The lecturer can know students' interest in learning by figuring out their motivation. As the consequence, this research investigated students' motivation in learning research, in order to produce accurate data that prove students motivation to learn Research subject as the crucial subject in English Department.

In other words, what the students first to have before learning research is having motivation. Hence, Humaida (2012, p. 49) said that having both intrinsic and extrinsic motivation is very important to drive the success of learning process. In contrast, students are commonly led by one type of motivation in learning. Regarding that, this study is the illustration of students' motivation in learning Research on Language subject as students' first step concerning to the next subject such as seminar, proposal, and final thesis in the next semester.

Motivation could be also called as an integral part in the achievement of any goal, since motivation can push someone to doing something in learning process in order to get a good achievement. It is an important factor that has a positive influence in any goal of educational learning process. Each person is motivated differently based on the situation. While research subject facilitates the students to apply their writing, reading, and grammar ability that have been studied previously. For example, the final task of research on language subject is students must have any idea to doing a research. So that, in this task students will apply their writing, reading and grammar ability to explore their idea into a paper. Moreover, research subject is a first step concerning to the next subject, namely seminars, proposals and final thesis. Conclusively, there is very close relationship between Research subject and the motivation behind it.

Research Question

In line with research background above, the research question of this research was formulated:
What is the dominant type of motivation on students in learning Research on Language subject?

Research Objective

Based on the research question above, this research intends to investigate students' motivation in learning research, and to find out what is the dominant type of students' motivation in learning research on language subject.

Research Significances

This research is academically expected to contribute positively in terms of theoretical and practical points of view.

Theoretically, the result of this research will give answer of the question at the formulation of the research question. The accurate data will also be shown as the result of students' answer in questionnaire. In addition, this research will give the beneficial contribution to English Department as the field of English education about students' motivation in learning research subject as a subject that play an important role in students' learning process in English Department since there is no previous study that focus in the same area with this research in particularly in English Department. So that, the result of this research will be a new information to English Department.

Practically, the result of this research will give the information to students about their dominant type of motivation in learning research on language subject wether they are intrinsically or extrinsically motivated. When they know the dominant type of their motivation in their learning process, they would build their other motivation by themselves to make it balance. So that, their research knowledge will be achieved well. Moreover, the result of this research could be an information for the lecturer from the students after seeing the dominant type of students' motivation in learning research subject. Thus, the lecturer can improve students' motivation in learning research in order to get good achievement for both lecturer and students.

Scope of Study

The research was conducted in English Department, State University of Gorontalo. The research involves five classes as samples that are 7A, 7B, 7C, 7D, 7E class. The classes are choosen, because the criteria of sampling is students' must past Research on Language subject from the 5th

semester. Moreover, this research was limited to the students' motivation in learning Research on Language subject in English Department. Because this subject have continuance subject in the next semester while the previous studies related to the motivation in learning Research on Language subject is quite limited, thus this research focuses on students' dominant motivation in learning Research subject as the important subject in English Department.

Organisation of the Thesis

Chapter 1 contains a relatively short summary of the basic concept about background of study, the research question, objective, significances and the scope of this study. The second chapter of this thesis is describes the related theories which is used in this thesis and following by several subdivisions theories of motivation that needed in this thesis. Moreover, the third chapter is talking about the methodology that apply in this thesis and the formula that used to percentage the result of the data. Population and sample, data collection and analysis also explained in this chapter. Chapter 4 present the result and discussion of the data that already collected through questionnaire. The finding and discussion in this chapter will show the accurate data of students' intrinsic and extrinsic motivation and the dominant type in students learning research on language process. While the last chapter was stating the conclusion from the finding and discussion before and offers some suggestions for improvement of this work.