

CHAPTER 1

INTRODUCTION

This chapter presents a description of the study. It consists of the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1. Background of the study

Relating English to the daily life of Indonesian students becomes another problem in increasing their motivation in learning the language. It is due the fact that English is a foreign language, not a second language in Indonesia (Rahmat, 2019). The second language used daily by Indonesia, especially in Central Java, is their regional language. Moreover, the culture in rural areas is still very strong, causing students in rural areas to lack more insight into their knowledge of using English. Williams (2003) stated that community involvement and community opportunities has strong influence to students' motivation in school. Due to distance and funding gaps, students in rural areas have limited access to universities, visitations from authors, technology centres, and education development organisation.

Motivation plays an important role in a person's achieving something. It came from human behaviour, which refers to the human responsibility to decide something, willing to sustain activity, and how they are going to pursue the goal (Dörnyei & Ushioda, 2001). It plays a role as an important factor in successful English Foreign Language (EFL) learning, as it is a driving force that pushes someone to do something. (Pawlak, 2012; Rahmat & Akbar, 2019). This needs to be considered in supporting the success of students in learning English, and it is hoped that they will be able to learn English as a foreign language in the way they like.

The purpose of studying English is for students to be able to communicate effectively in both spoken and written English while considering their social

circumstances. However, English in Indonesia plays a role as a foreign language and it means English does not play any essential role in Indonesian social life (Wigati, 2019). The consideration also influences student motivation in learning English only during language lessons (Tom et al., 2013). This means using English only during lessons is not enough to develop good English language users.

When discussing student motivation in learning English as a foreign language, some aspects of student behaviour need to be taken into consideration (Alamsyah, 2021; Jelena et al., 2022). According to Els (1984) in learning English as a foreign language there are five environmental characteristics to consider: unguided learning, untutored learning, spontaneous/naturalistic learning, second language learning, and acquisition, it relates to how students acquire English language materials in the classroom, English teaching in Indonesia is not spoken in the society. Since language is fundamentally a social phenomenon, there are a wide variety of social factors that affect language acquisition that is closely located.

Bambang (2020) explained social factors that influence the student language learning process are home, community, occupation, school, religious gatherings, radio/television, and reading-related issues are connections that fall under the category of social factors that affect language learning. The community appears to be the contact that most distinguishes the target language as a second language from the target language as a foreign language. These contacts distinguish between English studied as a foreign language and English learned as a second language.

Geographical background in rural schools can influence students' motivation in learning English (Hossain, 2016). The opinion reveals that school demography plays role in how student behavior in their understanding, and behavior to accept and learn a foreign language. Lack of community involvement and community opportunities in the rural area resulting in the accessibility to universities and colleges (Rahmat & Akbar, 2019) access to learning facilities in every district is so different in Indonesian Schools in rural areas often lack facilities to support learning. With this phenomenon, the idea arises for the researcher to find

the factors from rural students' perspective about their motivation in learning English as a foreign language.

Some studies have found that student motivation in learning English in rural schools in Indonesia is low. Wigati (2019) found that students in rural schools lack attitude in English class, They are not giving proper attention to the teacher during the lesson. Alamsyah (2021) concluded that the successful factor in increasing student motivation in rural school is teacher support and considering the parents to improve it. Another study was conducted by Al-Kaab (2021) on how students in rural schools develop their motivation in learning English to acquire another language based on their needs and it must be considered as an important factor by learners in improving their needed expectations and ability for learning English. In addition, Jelena et al., (2022) explored students will explore a higher level of motivation based on their environment, in a good learning environment, they will be better aware of the beneficial aspect of learning English in the classroom and it will be reduced speaking anxiety significantly because this factor is one of the most intimidating aspects of foreign language learning (Horwitz et al. 1986). However, there are many studies on student motivation in learning English, especially in rural areas based on teacher perspective to improve their method in EFL classrooms. The researcher found the point of view of students can also be considered for researching factors in developing motivation to learn English as a foreign language.

1.2. Formulation of the problem

A research question addressed in this present study is “what are the students' voices of their motivation in learning English as a foreign language?”

1.3. Operational definitions

1.3.1. EFL (English as a Foreign Language)

English as a Foreign Language (EFL) refers to the teaching and learning of the English language in a region or country where English is not the primary or official language. In junior high schools in Indonesian rural

area, English lessons are often underestimated because of the lack of motivation of rural students to learn English.

1.3.2. Students' Motivation

Motivation is a force that energizes and directs behaviour toward a goal during learning English. Motivation to learn English is useful for rural students in determining their achievement in English subjects.

1.3.3. Rural Area

A rural area is a geographical region that is characterized by its sparse population and the presence of open spaces, natural landscapes, and agricultural or undeveloped land. This influences rural students' insight and knowledge of the importance of learning English.

1.4. Aim of the Research

The study aims to find out the rural students' perspective about their motivation in learning English in a rural school in Majenang, Cilacap, Central Java.

1.5. Significances of the Study

1.5.1. Theoretical Use

This study is expected to be a reference for other researchers and readers who focus their research on the topic related to motivation in learning English as a foreign language in a rural area in Indonesia.

1.5.2. Practical Use

By examining the students' behavior at one of the junior high schools in Majenang motivation in learning English as a foreign language, hopefully, the stakeholder and teachers can construct the right method and suit to all students, therefore students are motivated to learn and improve their English skills.

1.5.3. Empirical Use

This research will provide new experiences and insights for the researcher in analysing the characteristics of students in rural areas.