

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Motivation is an encouragement to boost students in the process of learning. According to Brown (2000), success in any task is due merely to the very fact that somebody is motivated. When it comes to learning a second language, motivation is crucial because it drives students to learn or not to learn English. On the other hand, motivation plays a significant role in making the students succeed or fail to learn, and it also determines students' performance in the subject they are learning (Iqbal, 2010). In short, motivation plays an active role in encouraging students to learn English.

Several aspects contribute to the level of students' motivation in learning English. One of them is gender. Gender has a crucial role in English learning affection as stated by Salehpour and Roohani (2020), gender is another individual variable that will affect L2 learning. Furthermore, Adachi (2015) declares in her study that female students are motivated as an outcome of their attitudes to English while males are motivated by the individuals close to them. In addition, female students have a lot of positive attitudes toward speakers of the target language (Iqbal, 2010).

Therefore, with different levels of motivation, Dörnyei and Ottó (1998) cited in Dörnyei and Ushioda, (2010) stated that in a general sense, motivation is often outlined because the dynamically ever-changing additive arousal in a very individual that initiates, directs, coordinates, amplifies, terminates, and evaluates the psychological feature and motor processes whereby initial needs and needs square measure chosen, prioritized, operationalized and (successfully or unsuccessfully) acted out. In other words, motivation is the urge to acquire or organize something. Therefore, with motivation, someone will acquire the outcomes of the process carried out.

However, a key issue in Gardner's (1985) motivation theory is the relationship between motivation and orientation (Dornyei & Ushioda, 2010). According to Brown (2000), two completely different clusters of attitudes were divided into two basic styles of what Gardner and Lambert knew as "instrumental" and "integrative" motivation. The instrumental noted obtaining a language as a way for attaining instrumental goals, whereas integrative represented learners needed to integrate themselves into the culture of a second language cluster. Nevertheless, one of the leading general and well-known distinctions in motivation theories is that of intrinsic and extrinsic motivation. Noels et al., (1999) stated that people who are intrinsically motivated feel that they are doing an activity because they have chosen to do it, while extrinsically inherent interest within the activity, however, to attain some instrumental finish.

The level and variation of motivation could occur since at an Islamic Boarding School, the place target of the research, there is a part of the organization to control students in a language, named Central Language Improvement. The students will get punished if they violate the rule that they do not speak English or Arabic for that reason even though they know that everyone must speak English or Arabic as their foreign language environment because speaking is one of the productive language skills that require the training method (Irfani et al., 2018). Thus, the rule applied in the boarding school appears to question the types of motivation they have in learning English.

Through the language discipline that was applied in the boarding school, the researchers observed the application of English as a language of communication in male and female students. Based on the observation, it was found that female students tend to be more disciplined and obey the rules as well as possible, especially with the punishment given. In contrast, male students are indifferent to discipline, and the rule is not exceptionally applicable because they are possibly influenced by seniors or *asatidz* who do

not speak English in their daily communication, thus the students find it difficult to get a good example of using English in daily conversation.

On the other hand, based on the preliminary interview with an English teacher who teaches in male and female classes, it was found that there are some differences in the teaching-learning process between male and female students. In the learning process, he says that female students are better than male students. Nonetheless, in the teaching process, the teacher never distinguishes his method or technique for male and female students, except for students who are difficult to direct in the learning process. He claimed that the responses of male and female students to the given stimuli and tasks were different. Female students tend to be more active in participating in the classroom and more diligent in doing and submitting assignments. Finally, in this case, female students were rated more advanced than male students. Last, he argued that female students are better than male students at upgrading and applying English in the classroom because they were affected by the bilingual system applied in the boarding school.

Before conducting this research, there is research that has been conducted by Bopita Sari in 2019. The research was conducted with the title "*Students' Motivation in English Language Learning Viewed from Gardner Theory*". This research was focused to determine their level of motivation in learning English. The results of this study indicate that the majority of students learn English due to integrative motivation.

Since the previous study was concerned to determine the majority of students' motivation in learning English, meanwhile this current study takes the idea to investigate the similarities and differences between female and male boarding school students' motivation in learning English. Hence, exploring such similarities and differences between male and female boarding school students' motivation in learning English can function to develop the teaching-learning process to improve students' motivation in learning English. Furthermore, it could be a model by the boarding school to maintain the rule of speaking English in daily communication and build students' motivation to

not speak English only just to avoid punishment, however, having an awareness of how practicing English is valuable in this era of globalization.

## **1.2 Formulation of the Problem**

Based on the background, the research question addressed in this present research is what are the similarities and differences between female and male boarding school students' motivation in learning English?

## **1.3 Operational Definitions**

To avoid misunderstanding the terms used in this research, the researcher presents some definitions related to this research, as follows:

- 1.3.1 English Foreign Language : English as a foreign language is used in a country that does not use English in daily communication.
- 1.3.2 Motivation : Motivation is such an energy center in a person to do or not to do something. Motivation controls personal determination, therefore, motivation is very influential in achieving a target.
- 1.3.3 Islamic Boarding School : An institution in which students learn Islamic studies deeply and prioritize Islamic values as everyday behavior guidance.

## **1.4 Aim(s) of the Research**

The expected aim of this research is to investigate the similarities and differences between female and male boarding school students' motivation in learning English in an Islamic boarding school in Tasikmalaya.

## **1.5 Significances of the Research**

The significances of this research are explained along these lines:

- 1.5.1 Theoretical Uses : This research is expected to be a reference for other researchers and readers who focus their research on the topic related to male and female students' motivation in learning English, especially in an Indonesian Islamic Boarding School.
- 1.5.2 Practical Uses : By examining the male and female students' motivation in learning English at Riyadlul Ulum Wadda'wah Islamic Boarding School, hopefully, the stakeholder and teachers can be more aware to investigate the right method and suit all students, therefore students are motivated to learn and improve their English skills.
- 1.5.3 Empirical Uses : This research will provide information about the research that has been done. This research will be beneficial for Riyadlul Ulum Wadda'wah Islamic Boarding School to develop a teaching method or a bilingual system to motivate male and female students in learning English.