

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Motivation is an important factor that has a positive influence in any educational learning process especially in learning English. “Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning” (Dörnyei, 1998, p. 117). Motivation empowers language learners to initiate learning and encourages maintaining the process of language learning. The higher the motivation, the more activities are carried out, whereas the lower the motivation, the fewer activities are carried out. Therefore, with regard to language learning, motivation is found as a key in learning other languages (Ulfa and Bania, 2019). With a high level of motivation, learners with low aptitude and proper learning conditions can achieve good learning outcomes, while without adequate motivation, even the most gifted language learners are unable to achieve long-term goals to become competent second language (L2) users (Dörnyei 1998).

This issue is crucial to investigate because this research is conducted based on a phenomenon in Indonesia where since the implementation of the 2013 curriculum, English has been officially omitted from the curriculum or has not become a mandatory local content subject in elementary schools. Thus, not a few schools have eliminated English subjects and made not all the students of elementary schools learn English at school (Faridatunnisa, 2020, Nurdiana, 2021). Therefore, a number of students whose elementary school English subjects have been eliminated, learning English in junior high school is their first experience. However, in private schools, English subjects are still taught and become part of teaching-learning activities (*KBM*).

Based on an informal preliminary interview on the first-grade junior high school students, it was found that these students did not study English while in elementary school because of the impact of the removal of English from elementary school. These students talked about their dislike of English. They said that English was difficult, and studied English is something new for them since

they did not study English in elementary school. In addition, every time before the next day's English class schedule, they were not enthusiastic and always said the same thing; they were lazy and did not want to study English. Further related to that phenomenon, a thought arose of the researcher to analyze the motivation of the first-grade students who did not study English in elementary school. In addition, as mentioned above, English in private schools is still a subject. Thus, there are some students who previously studied English in elementary schools. Therefore, the researcher aims to find differences in motivation to study English between the first-grade students of junior high school who previously studied English in elementary school and those who did not previously study English in elementary school.

This research is expected to provide insight related to the motivation of the first-grade junior high school students in learning English and also to contribute to English teacher, even to the school in delivering materials and in learning activity to build the students' who have less motivation, and to maintain the motivation of the students who are already motivated in learning English. Regarding the motivation in English learning, SDT was chosen as the theory of motivation in this study, because SDT clearly explains the types of motivation which are divided into two types of motivation, namely extrinsic motivation and intrinsic motivation. Besides that, according to Vallerand, Pelletier and Koestner (2008), stated that SDT not only brings us to understand the process of someone being motivated, but also guides us to improve human's condition.

The previous study about this issue is conducted by Xuejun (2020). The study by Xuejun (2020) focused on examining the motivation differences of higher-achieving, average-achieving and lower-achieving junior secondary students in China with mixed methods. This previous study focused on investigating the students' motivation in learning English in different participants and methods. In this research, the researcher analyzed the differences in motivation of the first-grade students of junior high school who previously studied English in elementary school, and those who did not.

1.2 Formulation of the Problem

What are the differences in English learning motivation between the students in first grade junior high school who previously studied English and those who did not?

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides definition related to the study.

1.3.1 Motivation in Language Learning

Related to this research, motivation in language learning (English) is encouragement or the reason for someone learning a certain language (English). The omission of English as a subject in elementary schools in Indonesia influences the student's motivation to study English. Since the omission of English as a subject in elementary school, the students are divided into two categories: Those who previously studied English in elementary school and those who did not study English in elementary school. Both categories of students could have different or similar motivations for studying English. According to the theory used in this research: Self-Determination Theory, the motivation can come from within the student (intrinsic) or outside the student (extrinsic). There are four types of extrinsic motivation: external, introjected, identified, and integrated. However, in language learning, only three types of extrinsic motivation are used: external, introjected, and identified.

1.4 Aim of the Research

The aim of this research is to analyze the English learning motivation of first grade junior high school students who previously studied English in elementary school, and those who did not.

1.5 Significances of the Study

1.5.1 Theoretical Contribution

This study provides literature, especially for teachers regarding students' motivation in learning English. In this study, it is more specific about students who previously did not learn English in elementary school

1.5.2 Practical Contribution

Practically, this research is expected to contribute to English teachers in a learning activity, in determining the strategies to deliver materials, building the students who have less motivation, and maintaining the motivation of the students who are already motivated to learn English. This research is also expected to be useful for English teachers to understand their students better, and it can contribute to improving English teaching-learning since motivation has an important role in learning English.

1.5.3 Empirical Contribution

Empirically, this research provides empirical insight related to the motivation of the first-grade junior high school students in learning English, and also provides information and useful knowledge about the importance of the students' motivation in learning English.