

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background of the Study**

As a student living in a country wherein learning English as a foreign language, learning motivation might become one of the reasons to achieve language learning goals. As an EFL learner, motivation plays a crucial role in learning a language, as motivation provides an ongoing force which supports the protracted and occasionally challenging process of learning a foreign language. Learning English as a second language or even a foreign language, frankly requires motivation, as stated by Guilloteaux and Dörnyei (2008). Since it has been determined as one of the primary determinants of second language or foreign language accomplishment. They proposed that motivation initially pushed learners in learning a language.

Later on, motivation plays a crucial role in determining the level of how an individual acquires knowledge, skills or competencies. As Yeşilçinar (2021) defined that motivation in education refers to a term employed by researchers, teachers or instructors, trainers as well as students which aims for explaining an encouraging learning of any kinds of subjects. Therefore, motivation was considered to have a consequential part of EFL learners learning a language, even though it has utterly unfettering boundaries and intersects with other varied variables in language learning.

For Indonesian students who are categorized as EFL learners, learning English mostly as a foreign language, would find it difficult to learn a foreign language without motivation. However, the author has carried out observations in four different classes of seventh-grade Junior High School students throughout the English course during the school-based internship program. The author examined the students' engagement and dynamism during the English course. Based on the result of the observation, all of these students among the four classes have different

motivation levels in learning the English language. Later, then categorized into High Level of Motivation, and Low Level of Motivation.

Some of the students which were categorized into High Level of Motivation students were proven by how they engaged during the English course. For example, the students were able to answer the questions from the teacher about the material given correctly. In small study groups during the English course, some of the High Level Motivation students are also capable of taking the role as a group leader in the context of discussion. Other than that, based on the observation, the researcher also found that students with higher levels of motivation tended to be more active during the English course. It was shown by how students actively asked questions or gave opinions to the material given by the teacher.

Meanwhile, as different as the High Level of Motivation students, the Low Level of Motivation students tended to be unaware during the learning process. This was proven by some of the students who were being rather passive in giving their opinions or asking questions about the given material. Additionally, some of these students also found it more difficult to engage in discussions within the context of small group learning and tended to be busy on tasks unrelated to English language learning.

Therefore, as seen in the result of the observation that the researcher has conducted during the school-based internship program, it is necessary to investigate what kind of motivation possessed by Indonesian learners in learning English as a Foreign Language. The researcher found a specific types of motivation that possessed by most of the students with higher level of motivation in the mentioned school are came from external factors or refered as extrinsic motivation. Some learners are often motivated through feedbacks, and the others are often motivated through media utilization. Referring to this phenomenon, the author is interested in conducting study related to the EFL learners' learning motivation in Indonesia precisely in Junior High School. Since motivation are indeed impacting learners' effort and success in learning English as a foreign language.

As with previous studies that had been conducted related to this topic, one of them was by Ryan and Deci (2000). They proposed a Self-Determination Theory (SDT), which defined that intrinsic motivation, or engaging in an activity for its inherent enjoyment or interest, are linked to better learning outcomes. Through this study, in regard to the Self-Determination Theory, the author tried to investigate what kind of learning motivation were possessed by Indonesian learners in learning English as a foreign language, precisely in Junior High School in Indonesia. However, further study is needed to address several limitations and to expand the understanding in this area.

## **1.2 Formulation of the Problem**

Based on the phenomenon which the author has encountered and in order to simplify the process of the research activity, the author has formulated the problem into “What kind of motivation do Indonesian learners have to engage in learning English as a Foreign Language?”

## **1.3 Operational Definitions**

### **1.3.1 EFL Learners**

Refers to seventh-grade Junior High School students, who are currently learning English as a Foreign Language who implemented several motivational strategies to engage in the context of EFL learning.

### **1.3.2 Learning Motivation**

Refers to an internal or external factor that drives individuals to engage in learning activities, which usually encompasses a variety of influences, such as; curiosity, interest, personal goals, aspirations, rewards and intrinsic satisfaction.

### **1.3.3 Self-Determination Theory (SDT)**

Refers to a theory that suggests individuals are naturally motivated to seek out personal development, fulfillment and well-being. In the education field, SDT emphasizes the importance of intrinsic motivation which suggests

students are likely to engage in learning and achieve their goals during the learning.

#### **1.4 Aim of the Study**

The overall purpose of this study is to investigate what kind of motivation that Indonesian learners have to engage in learning English as a Foreign Language.

#### **1.5 Significance of the Study**

##### **1.5.1 Theoretical Significance**

Through this study, the author indicates that the result of this study can be used for further discussion on how learning motivation drives EFL learners in learning English as a Foreign Language.

##### **1.5.2 Practical Significance**

This study may serve as a reference for English teachers to adapt students' learning needs and styles, and accommodate more techniques to enhance EFL learners' motivation in learning English in a classroom context. Moreover, as for EFL learners, the author suggested that many other EFL learners would be encouraged to gain their own learning motivation in learning English as a Foreign Language.

##### **1.5.3 Empirical Significance**

As for the author, the study of learning motivation in learning English language for EFL learners can widen the author's insight about this field, in order to prepare techniques and approaches to motivate students as a teacher in the future.