

## **Chapter One**

### **Introduction**

This chapter consists of six subchapters which discuss several important topics involved in the research. They are background of study, statements of the problem, limitation of problem, objectives of research, questions of research and significance of research.

#### **Background of Study**

Motivation is one of the factor that is influential in second language learning. It relates to students' language learning experience to achieve their goal. "Motivation refers to the choices people make as to what experiences or goals will approach or avoid, and the degree of effort they will exert in that respect" (Igoudin, 2008, p. 5). Therefore, students will do as what their experience in language learning to achieve their target.

Motivation in language learning has been identified as relevant factors of students' language achievement. "Without motivation even the most capable individuals will not be able to meet the desired goals" (Dörnyei, 1998, pp.203-229). If students do not have motivation, they will not achieve the goal as their expectation even though it most capable of learning, goal setting, and the achievement in learning. "Motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself" (Gardner & Lambert 1972, p.3). Therefore, motivation affects students learning process to achieve the goal faster.

In language learning, motivation influences the success of learning language. According Cook (2008), high motivation is one the factor that causes successful learning: in reverse successful learning causes high motivation. The success of learning especially in language learning is one factors depend on the motivation. Motivation is crucial factor for students in learning language to achieve their goal. The motivation plays role in learning because motivation is significant to learn language namely English language to measure how students wish for mastering language.

In English Education Department (EED) UMY, students have different level of motivation. They have high learning motivation and low learning motivation in learning English. According to Maulana (2015) stated that some students in EED UMY who have low motivation in learning language do not keep practicing learning language even outside classroom because students who have low motivation have difficulties in improving their language ability and express idea on contrast some students have high learning motivation. Based on researcher' observation, students who have high motivation seek knowledge by themselves and try to achieve success on contrast some of students do not interested toward in learning language. They try to seek knowledge or they learn by themselves such as listening to YouTube, talk show, watching movie, learning by reading books and comics and learn outside the classroom. When some of them who are motivated on doing what they want they feel satisfied about their need. Students will feel motivated to learn so that they get interested and active in classroom such as try to speak English when teachers give time to discuss with friends and pay attention to the class and participate in classroom by frequently

answering questions and ask teachers when they do not understand. Students are motivated to do something in the classroom and outside classroom. Based on their stories, research find out EED UMY students has different willingness or desire in learning language. Students who have high motivation improve their language proficiency more to get their learning target. Students who have high level motivation are able to obtain maximum result of learning because students are motivated to achieve the goals to learn a language.

In addition, based on researcher observation EED UMY students who have lack of learning motivation are not able to gain maximum result of learning because students are not motivated in language learning. Ellis (1998) stated that students have motivation in learning language. Motivation led students learn seriously in learning language to achieve target language. Students who have motivation in learning language will have responsibility toward themselves in learning language. On contrast, according to researcher observation EED UMY students learn language with lack motivation are not active in classroom. They also do not seek knowledge by themselves and not participate in classroom such as answering questions and ask teachers when they do not understand. Students may not attempt to learn by themselves to improve their proficiency such as reading comic, listening to talk show. Students who are not active or trying not to seek knowledge because they are not interested in learning language. Likewise, students with low achievement level have problems on their learning. The motivational effects on students' achievement that are students with high and low achievement motivation do provide language ability in learning. There has not been research conducted on this topic at Universitas Muhammadiyah

Yogyakarta. The researcher wants to conduct this research. This research intended to identify the correlation between students' motivation and their English proficiency level at English Education Department of Universitas Muhammadiyah Yogyakarta.

### **Statement of Problem**

Motivation plays a crucial role in learning language. "Learners' motivation has been widely accepted as a key factor which influences the rate and success of second/foreign language learning" (Ellis in McDonough, 1983, p. 142).

Motivation of the students is one of the most important factors influencing their success or failure in learning the language and its importance of motivation in enhancing second language learning.

Based on researcher's observation, the problems are regarding students' proficiency level. The students have different motivation in learning foreign language. It can be seen from their different willingness to learn language or students feel that they are attracted or motivated to do activities such as some students have high learning motivation, they learn language by themselves. They expect gain that knowledge whether some students do not. They lose motivation in learning language. It means students can be influenced by different motives and students' motivation can go on and down depending on in learning language student 'proficiency level influence by different motivates. Therefore, the research will focus on students' motivation and their language proficiency level at EED UMY.

## **Limitation of Problem**

The researcher only want to limit the problem on factors affecting motivation and English language proficiency in learning language to achieve the goals. Motivation is positively linked to success in learning second language generally, motivation and attitude assist learners' successful acquisition of second language. According to Krashen (2002), learners with high motivation, self confidence, a good self image and a low level of anxiety are better equipped for success in second language learning. Low motivation raises the affective filter and form a mental block that prevents comprehensible input from being used for acquisition/ learning.

Motivation is crucial for students to learn language by having motivation. Students might determine their achievement learning. Students who have high motivation will be easier in learning language and improve their language proficiency more to get achievement because students who have high motivation will be easier to handle difficulties in learning language. Students with sufficient motivation will become efficient language learner with good language proficiency. However, some students do not have high motivation because they learn language for external factor namely parents and environment. In learning language strong motivation and good language proficiency comes from students themselves. Therefore, researcher wants to investigate the correlation between students' motivation and their English proficiency at EED UMY. It is worthwhile to study what students' motivation learning language to gain information for further EED lecturer planning for second language learning students and teacher.

### **Questions of the Research**

1. How is the level of students' motivation at EED UMY?
2. How is students' English language proficiency level at EED UMY?
3. Is there any correlation between student' motivation and English language proficiency at EED UMY?

### **Objectives of the Research**

1. To find out students' motivation in learning.
2. To find out students' English proficiency level.
3. To find out the correlation between students' motivation and their English language proficiency level.

### **Significances of Research**

**Other researchers.** The researcher expects this study can help and useful for other researchers who are interested learning in students' motivation can understand students' motivation. Additionally it can be referenced by other researchers.

**Lecturers.** This study gives information about students 'motivation level in learning English language and correlation between students' motivation and their English proficiency level. Therefore, it can help lecturers find suitable strategies to improve students' English proficiency level.

**Students.** This study gives information about students 'motivation level in learning English language and correlation between students 'motivation and their English proficiency. Therefore students can adjust themselves in learning process.