

## **Chapter One**

### **Introduction**

This chapter consists of background of the research, identification of the problem, limitation of the problem, questions of the research, objectives of the research, significances of the research, and outlines of the research.

#### **Background of the Research**

Some people believe that motivation is one of the important factors that will determine the success or failure of a person in the learning process. Orio (2013) says that learners who are not motivated are more likely to fail in achieving their goals than those who are motivated. In addition, there are many different goals of language learners in learning a language. Many students learn a language as a foreign language for academic interest and also for social and culture. For instance, learning English to get better jobs, to know more what happen in the world, to communicate, and to study the culture.

In learning English, there is a target; a purpose of learners to achieve their goals. Furthermore, motivation based on the purpose of learners in learning English is divided into two components of motivation (Gardner, 1972). First motivation is Instrumental see the purpose or benefit and interest of language learners (for academic and economic interests). Academic and economic interest means that the students are learning English for future career. Meanwhile, second motivation is integrative motivation see what is desired by language learners that are viewed from the social and culture. For example, the language learners desire to communicate and to find out how the culture of the people who use the

language. Both of the components of motivations affect the achievement of students in learning a foreign language. High motivation makes the students possible to achieve high achievement in learning while low motivation may make the students get low achievement in the result of learning.

Motivation is very important for students to learn a foreign language to get goals of the target language. The role of motivation is very important because the motivation will measure the result of the effort of students to learning English. Motivation is significantly related to learning English as a foreign language to see how the students wish for mastering a foreign language. In university levels, particularly at the English Education Department of Universitas Muhammadiyah Yogyakarta, where the researcher is also a student, students need motivation to learn English and to achieve goals of study.

Based on the researcher's experience during her study, language learners also have different ability when they learn a language. For example, in a classroom, there are students who are enthusiastic in learning English as a foreign language and seemed to have high motivation in the teaching and learning process. Meanwhile, some students do not show their knowledge and motivation in learning English. Usually, these problems can occur because of the students' different motivation in the learning process. Furthermore, the ability from each individual determiner how far the language learners are able to get their goals.

This study will show the relationship between motivations in learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta.

### **Identification of the Problem**

This research focus on the relationship between motivation in learning English towards students' learning achievement. There are some problems usually found in motivation of students. The problem that is usually found is the most of students are lazy to show up their knowledge of learning English in class. The other problems such as anxiety of students, students need for achievement, need to be accepted, and curiosity of English. Language learners have different ability and different goals to learn a language. Many students are learning a language as a foreign language for academic and economic purpose and also learning English for social and culture interest. In addition, these differences will make different motivation and students' achievement in the learning process.

Based on the description above, this study will look at the relationship between motivation in learning English towards students' learning achievement at batch 2012 in English Education Department of Universitas Muhammadiyah Yogyakarta.

### **Limitation of the Problem**

This research discusses motivation of students to learn EFL (English as a Foreign Language) as their target language. The limitation of this research is that the researcher wants to know the relationship between motivation towards students' learning achievement at the English Education Department. Motivation in learning English is classified into four types (Instrumental, Integrative, Resultative, and Intrinsic motivation). The researcher limits this research for two components of motivation in learning English (instrumental and integrative

motivation). The researcher chose these components of motivation because based on Gardner's theory, the two components of motivation categorized as the most influential motivation towards learning English.

### **Questions of the Research**

The problems of the research can be identified in three research questions, they are:

1. How is the students' motivation in learning English at the English Education Department of Universitas Muhammadiyah Yogyakarta?
2. How is the students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta?
3. What is the relationship between motivation in learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta?

### **Objectives of the Research**

Purpose of this research is conducted to answer the research questions, they are:

1. To find out the students' motivation in learning English at the English Education Department of Universitas Muhammadiyah Yogyakarta.
2. To reveal the students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta.
3. To investigate the relationship between motivation in learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta.

### **Significances of the Research**

This research will give some advantages for:

**The Researcher.** This research can help the researcher to enhance knowledge of the researcher in learning English as a foreign language. Also, the researcher will be able to know more motivations which have a role in making great success in the future of students.

**The Students.** From this research, students can enhance their knowledge so that the students will understand the role of motivation in learning English. Also, by this research, students will know that motivation has implication towards their achievements. In addition, by knowing the result of the research, students will be able to know the motivation from themselves. It will make their goals of learning becomes more focused.

**Teachers.** This research also will give benefits for teachers to improve teaching technique to teach the students based on what students' needs, the teachers should know about the students' objectives of the study. Hence, the teachers not only seek the instructional design of study but also knowing the characteristic of language learners. It can help the teacher used appropriate teaching strategies.

**The Institution.** This research will donate a consideration to the stakeholder inside English Education Department in their teaching and learning process. If the institution looks the students' motivation in learning English, so this research will give the benefit for them. The important thing, if the result of

this research shows that the students have low motivation and low achievement, the institution has to look for the solution to improve it.

### **Outlines of the Research**

This research contains of five chapters. Chapter One is introduction that consists of background of the research, identification of the problem, limitation of the problem, questions of the research, objectives of the research, significances of the research, and outline of the research.

Chapter Two is literature review that consists of studies about students' motivation and the students' learning achievement. There are several explanations related to the motivation, such as definition of motivation, type of motivation, and motivation in learning English. Meanwhile, related to the students' learning achievement, there are also several explanations, such as students' learning achievement, definition of learning achievement, the measurement of students' learning achievement, the factor affecting students' achievement, relationship between students' motivation and students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta. This chapter also presents the conceptual framework, the previous related research, and hypotheses.

Chapter Three explains the methodology. This chapter contains of design of the research, setting of the research, participants of the research (population and sample of the research), techniques of data collection, instruments of the research (document and questionnaire), variables of the research (independent and

dependent variable), validity and reliability of the instrument and analysis of the data. Chapter Four contains of findings and discussions, meanwhile chapter Five provides conclusion and recommendation from the result of the research.