

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

1.1 Background to the Study

Motivation is an inner impulse or stimulus, which is more precisely a 'Heart's Desire' in human's mind. Every action was taken by humans always begins with motivation (intention) (Gardner, 1985). Motivation is the important thing when someone will do something in their life. With motivation alone person can realize what should be true, because of the lack of driving energy in a person, can make they become weak and afraid. Motivation will strengthen a person's ambition to achieve something. Motivation will direct positive energy as well as a positive mindset. Generally, people interpret motivation is as a form of effort to encourage people to go forward in achieving their dreams by force from their heart. As a report in other previous paper and journal about intrinsic motivation inventory obtained significant higher score of the student in reading class. Research from McAuley, Duncan and Tammen (1987), entitled "Psychometric Properties of the Intrinsic Motivation Inventory in a Competitive Sport Setting: A Confirmatory Factor Analysis" showed the high score of the research. The result of this study had high score in its validity and had an overall coefficient of .85. There are so many research about intrinsic motivation and another research about

intrinsic motivation in reading class also have a good result, most of the students really enjoyed the reading class and some of them decided to read on a regular basis in the future is the evidence of success.

In the process of learning, motivation is necessary, because someone who has no motivation in learning will not be possible to carry out learning activities. Motivation is needed in determining the intensity of the learning effort for the students. According to Djamarah (2002) there are three functions of motivation; the first is motivation as a driver of action. Motivation serves as a driving force to influence what attitudes a student should take in learning. The second is motivation as movers of action. Psychological impulse breeds the attitudes toward the students is an unstoppable force, which is then incarnated in the form of a psychophysical movement. And the last is motivation as a director of an action. Motivated learners can select which actions to perform and where the neglected act. Motivation divided into two; there are Intrinsic Motivation and Extrinsic Motivation. Also statement according to Gray (1987) motivation is a process, which is internal, or external to an individual, which causes an attitude of enthusiasm and persistence, in terms of carrying out certain activities.

The meant by Intrinsic Motivation are the motives that become active or functioning does not need to be transposed from the outside, because in each individual there is a sense of encouragement to do something. Intrinsic Motivation can also be said as self-motivation. According to White (1959) the first experiment of intrinsic motivation is on an animal behavior, where an animal had a feeling of curiosity and playful without any encouragement from others. As an

example of someone who likes to read, no one needs to send or push it, because he was diligent to find books to read. Self-motivation will be greater if someone has a clear vision and mission. They have a very clear mental picture of the expected condition and the desire to achieve it is also considerable. It is only with self-motivation that causes them to move to achieve the desired goal. The drive to move it all comes from a need, need that contains the necessity to be educated and knowledgeable. Thus intrinsic motivation arises or the existence of the self-consciousness of the individual itself with an essential purpose, not merely a symbol or ceremonial.

Extrinsic Motivation is the motives that active and functioning because of the stimuli from the outside. As an example, a person is learning because knowing the next morning there will be a test in hopes of getting good grades, so that he will be praised by his parents or his friend. So what matters is not that learning wants to know something, but wants to get a good grade, or to get a reward. So when viewed in terms of the purpose of the activities it does, it is not directly related to the essence of what it does. Therefore, extrinsic motivation can also be said as a form of motivation in which learning activities on a start and onwards based on external drives that are not absolutely related to learning activities (Sardiman, 2001). Based on the definition above can be concluded that Extrinsic motivation refers to the motivation that comes from outside the individual. Where someone who engages in an activity it because wants to expect some rewards such as awards, prizes, money or praise.

In the last two decades, there is more and more development of research on intrinsic motivation, an example of research from Simon (1995) says that the role of intrinsic motivation is essential for progress in learning. There is also research from Martens & Kirschner (2004) in their research about predicting intrinsic motivation, the research is to measure perceived competence, perceived relatedness, perceived control and intrinsic motivation. The participant on their research is undergraduate students of Physiotherapy or Hotel Management at a Dutch polytechnic. The research also used a questionnaire from (Ryan & Deci, 2000) but only use four scales of that instrument. Another research from Janssen (2014) also examines intrinsic motivation. The study examines the effects of the Challenges to the relationship between intrinsic job quality dimensions (skills, autonomy and participative in making decisions) and the intrinsic motivation of low skill the employees in the context of logistic work. The respondent of the research was 144 Of Dutch through the questionnaire. From the results of research proved that the higher perceived intrinsic job quality, proving the higher intrinsic motivation in the employee itself.

In another article entitled “Intrinsic Motivation to Learn: The Nexus between Psychological Health and Academic Success” discussed intrinsic motivation to study that related with Self Determination Theory, and what the problems if someone just rely on extrinsic motivation. Besides the benefits of intrinsic motivation in the field of language and mathematics will also be reviewed in this article and whether there are psychological benefits (happiness, behavior and persistence of someone). The result of this proves that if a child is

intrinsically motivated they must take great advantage of their learning opportunities and they also treat others well, they must also greatly contribute themselves in society. Cameron & Pierce (1996) on their research entitled “The Debate about Rewards and Intrinsic Motivation: Protests and Accusations Do Not Alter the Results” discussed about in the context of education, rewards will reduce the intrinsic motivation of a person. Many various opinions that said rewards can lead to negative effects on something, but this opinion is still considered. Findings of the research said that verbal rewards can increase the intrinsic motivation of a person when the real rewards (stars or money) are offered it depending on performance on assignment or give unexpectedly, intrinsic motivation itself still can be maintained. Negative effects can also be avoided by rewarding those who complete their work well or solve problems successfully.

Based on the issues above, can be concluded the students need is students' motivation on the class especially in their intrinsic motivation. It also did in students of English Language Education Department that have some problem in their intrinsic motivation. Students will be more motivated to read if they have the desire to do and not because of the real rewards involved. Apart from the study agree if Intrinsic Motivation is important, there are various theories about what factors might influence students' intrinsic motivation in reading. One of popular theory from Medford & McGeown (2012), argues that cognitive ability of students in reading acts as an "energizer" for their intrinsic motivation. This theory said that students' self-concept, how they consider themselves as readers, plays an important role in their intrinsic motivation. In this study, a high level of

self-concept was found to be associated with a higher level of intrinsic motivation to read where repeated difficulties in reading were associated with a decrease in reading motivation.

Besides, when students are faced with difficult texts, they intrinsically will survive and will try hard, rather than readers who are not intrinsically motivated when they have a conflict to get things done (Becker et al., 2010; Gerbig, 2009; Guthrie, 2001). Students who are intrinsically motivated will enjoy learning for their own purposes and pursue learn about topics that interest them without help from others (Froiland, 2012). That the reason why Intrinsic Motivation was very important to students in reading class. Considering the phenomena mentioned earlier, the core of this study aims to identify intrinsic motivation in Extensive reading class. Eventually will be known presence or absence of intrinsic motivation of the students in Extensive Reading class, will be known as well how high intrinsic motivation students in that class. It will help students and teachers to know whether or not intrinsic motivation students in that class and what can make students feel motivation in the class of Extensive Reading in Islamic University of Indonesia.

1.2. Identification of the Problem

According to the background of the study above, some problems can be identified Intrinsic Motivation is the important things to students in learn and to do something and intrinsic motivation also as goal of education in general (Pulfrey et al., 2013; Spinath & Steinmayr, 2008; Spinath & Steinmayr, 2012). Most of students in English Language Education Department especially students

in Extensive Reading class also need some motivation to make them interest and enjoy in their learning class, because extensive reading class is the first reading class and usually students in the first years collage and they need to build their interest in reading. With intrinsic motivation, students will be more enthusiastic in reading, and will read more than those who are not motivated, and therefore they will show more understanding (Schiefele, et al., 2012; Taboada et al., 2009). Students who have intrinsic motivation usually will more engage to reading (Vieira & Grantham 2011). Students will think reading is a valuable thing, therefore more often set goals related to reading and will think more about their reading abilities (Froiland et al., 2012; Gerbig, 2009; Gillet, Vallerand, & Lafrenière, 2012; Guthrie, 2001; Guthrie & Humenick, 2004). So, the main thing in doing something is motivation, if someone does not have the motivation to do certain things then the work done will not produce good results. The second problems are what could make them motivated themselves for the class. The intention of this is how can they be able to motivate themselves without having any pressure from outside and they will enjoy in running something. The third problems are who help students to get motivate in the classroom. What are some things that can grow students' own motivation, what are the things that can generate a sense of intrinsic motivation within the pupil themselves. The fourth problems are, can it be known the mark if students enjoy and interest in the class. What are the signs that they have intrinsic motivation to class of Extensive Reading, and the last problems are, there is no best way to know whether or not the student intrinsic motivation in Extensive Reading class. We should know

about how to measure those students has intrinsic motivation or not in learning at extensive reading class.

1.3. Limitation of the Problem

The limitation of the problem is how high intrinsic motivation of students in Extensive Reading class, and whether they have intrinsic motivation or not on their self in the class of Extensive Reading. Intrinsic motivation can help student or not to learn in the classroom or outside the class and help their own interest to learn reading, the survey of this research will be in Extensive Reading class, English Language Education Department, Islamic University of Indonesia, DI Yogyakarta.

1.4. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follows:

What kind of intrinsic motivation do the students in Extensive Reading course have?

1.5. Objective of the Study

This study aimed to identify the Intrinsic Motivation of students in Extensive Reading class in English Education Department at Islamic University of Indonesia Batch 2018. It identifies whether or not intrinsic motivation in Extensive Reading class and also to gain the effectiveness students in Extensive Reading class on their learning and to understand the usefulness of had Intrinsic Motivation in teaching-learning.

1.6. Significance of the Research

The results of this research are to give a contribution to teachers, students of English Language Education, English Language Education Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers.

1. For English Lecturer

The researcher hopes that the results of this research will be useful for English teachers especially teachers of English. They can get information about how intrinsic motivation students English Language Education Department in Extensive reading class and they can more be aware the students needed in learning.

2. For Students of English Language Education

This research will be useful to help the students know and understand about intrinsic motivation of student in the class and students know how high intrinsic motivation of students in Extensive Reading class. Students also know what is intrinsic motivation and know how important it in the classroom.

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences

The researcher hopes that this study can be useful for the English Language Department especially in developing knowledge on the strategies of motivation the students in the class. The researcher also hopes that teacher can understand what is intrinsic motivation and know how important it in the learning process.

4. For Other researchers

This study is expected to inspire the other researchers to investigate and improved the research about the motivation of the students in the class. Because the researcher knows students motivation is important things to make students interested in the classroom, especially intrinsic motivation of the students.