

CHAPTER I

INTRODUCTION

This chapter presents an introduction to the paper. It covers the background of the study, identification of the problem, and the aims of the study. The last present the significance of the study.

1.1 Background of the Study

As one of the developing country in the development era that globally progressive toward education, technology, science, economic, etc. Especially for education academics, English is the most important language in the field of academics, also for future professional lives of students in this millennial era. In the other words, English language is an essential tool which is important to improve the performance of academic and future professional lives. In the meantime, motivation and attitudes are two elements which have a significant role for the failure or success in learning English as students' target language and its community. As the previous study of Chalak and Kassaian (2010) states that motivation has been regarded as one of the main factors of the learners that influence the quality of success in foreign language learning. More specifically, motivation conceptualized to subsume three components: desire to learn the language; attitude towards learning the language and motivation density.

Gardner (1985) defines motivation in second language acquisition as the combination between effort and desire to achieve the goal of learning the language and advantageous attitudes toward the language learning. Motivation is a key in learning (Dörnyei, 1998), also it includes inner source, desire, emotion, reason, need, impulse or goals that moves person's action. In addition, Oroujlu & Vahedi (2011) states that motivation, attitudes, and beliefs of the students in learning language determine and give an impact to their competency and

proficiency in language classes. In countries where English is taught as a foreign language, students have different motivational factors and attitudes hence develop a specific relation towards English. In other words, motivation is the basis of someone enthusiasm of encouragement or reason by doing something that aims to achieve their certain goals. While the importance of motivation is something crucial in English language learning scope, students' attitude also impacts their learning achievement in English language learning as a second/foreign language.

Attitudes is a set of belief which determines the behavior of a person in whatever he/she does. The students' participation in language learning is determined by their attitudes. Positive attitudes give an advantage to his/her learning process will be easy compared to the student unwillingly to language learning process and his/her learning process will be halted which affect their colleague with his/her negative attitudes. As the prime concern in language learning research is the relation of motivation and attitudes itself because learners' motivation in learning the language depends on their attitudes toward the language learning (Tahaineeh & Daana, 2013).

The previous study (Chalak and Kassaian, 2010) revealed that the Iranian undergraduates' motivation orientation and their attitudes towards the target language also its community based on the socio-psychological orientations. In this study, the Iranian as Non-native Speakers of English learn the language instrumentally and integratively prove highly positive likewise their attitudes towards the target language community. This paper also reports the implication in micro and macro implications of the study.

Al-Tamimi and Shuib (2009) revealed in their previous study that surveys the Petroleum Engineering Undergraduates students' motivation and attitudes towards learning English at Hadhramout University of Sciences and Technology constructed on three constructs are Instrumental motivation; Integrative motivation and personal motivation those surveyed

based on Gardner's (1985) and Cooper and Fishman's (1977) study. As the result, based on motivational construct the highest mean scores in students' motivation is instrumental motivation and the lowest mean scores are integrative motivation. The interviews result finds that the interviewees agree that their motivation appears more practical with external needs such as the necessity to pass an examination or opportunities in career. Students' attitudes towards learning English result that the subjects had great desire to learn English (95%), also the interviews result that students had both great and negative attitudes towards learning English. In Findings discussion that had an evidence from learning English also giving an impact towards subjects' motivation and attitudes in Learning English.

Wimolmas (2013) also revealed the level and type of student motivation in learning English and their predominantly in instrumentally or integratively motivated toward English language learning. The finding of this study that students are highly instrumentally motivated to learn English, which it is a substantial factor among students learning English. To enhance and improve students' motivation the researcher recommends implying some relevant language development program and activities are discussed in the bargain the students' who find difficulties for communication in an open-ended question to increase their motivation in learning English. Al Mamun *et al* (2012) also revealed the attitude of the undergraduate students of Life Science School of Khulna University towards English language. In this study, the researchers find that the respondents are found to be positive towards English language and it could be attributed to the fact that respondents were instrumentally motivated towards English.

In Indonesian context, the previous study Wiyasa (2018) revealed the students' attitude towards English language learning of Aviation Vocational High School Cakra Nusantara in the academic 2017/2018. The finding of this study, students' positive attitude is a factor that influence their English language learning. Also, Astalini *et al* (2019) previous study about

motivation and attitude of students on Physics subject in the Middle School in Indonesia. In this study, the researchers find the good results and enough attitudes towards Physics investigation. In addition, there is a relationship between motivation and students' attitudes in Physics subject.

All the studies mentioned above are chosen as the relevant studies to this research because all of the studies aim to identify learners' attitudes and motivation towards learning English. The differences between the research above and this research are the context. The research about motivation and attitudes has been carried out to EFL countries, but this topic still rarely found in Indonesia. Specifically, motivation and attitudes are only conducted on Indonesian high school students, but it is rare for university students case. Those researches are relevant to this study because those researches can be used as references to this study. In addition, Indonesia as developing country, it needs to pay more attention to identify the motivation level and attitudes of the students in learning English as foreign language. It is considered to think carefully about the importance of identifying the motivation and attitudes of the learners' towards learning English as a foreign language, besides the learners' significant role of motivation and attitudes in the learning process, knowing that the learners possibly have their specific types motivation and attitudes towards learning English.

1.2 Significance of the Problem

This research is expected to have an empirical impact, in term of the IP students' level of motivation and attitude toward the English learning. Besides, it is also expected to be able to have a practical impact by providing an overview of the motivation level and the attitude for the IP students. This practice has an important point related to students' motivation and attitude in learning English.

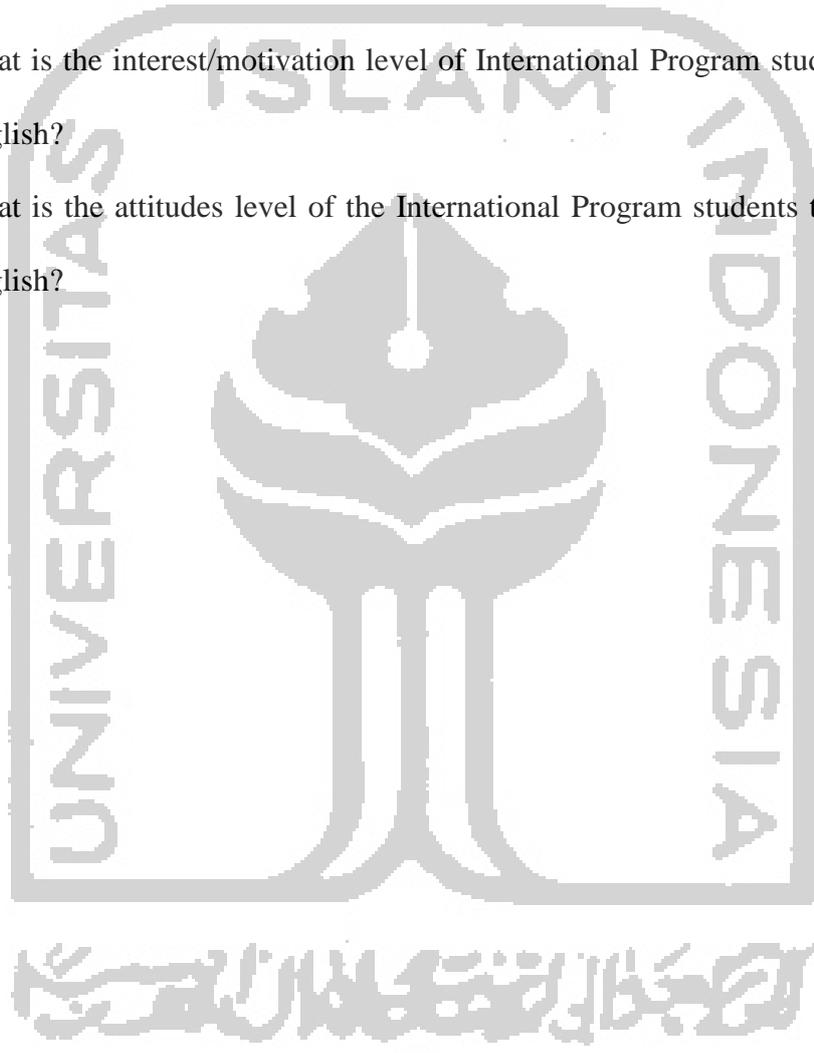
1.3 Aims and Goals

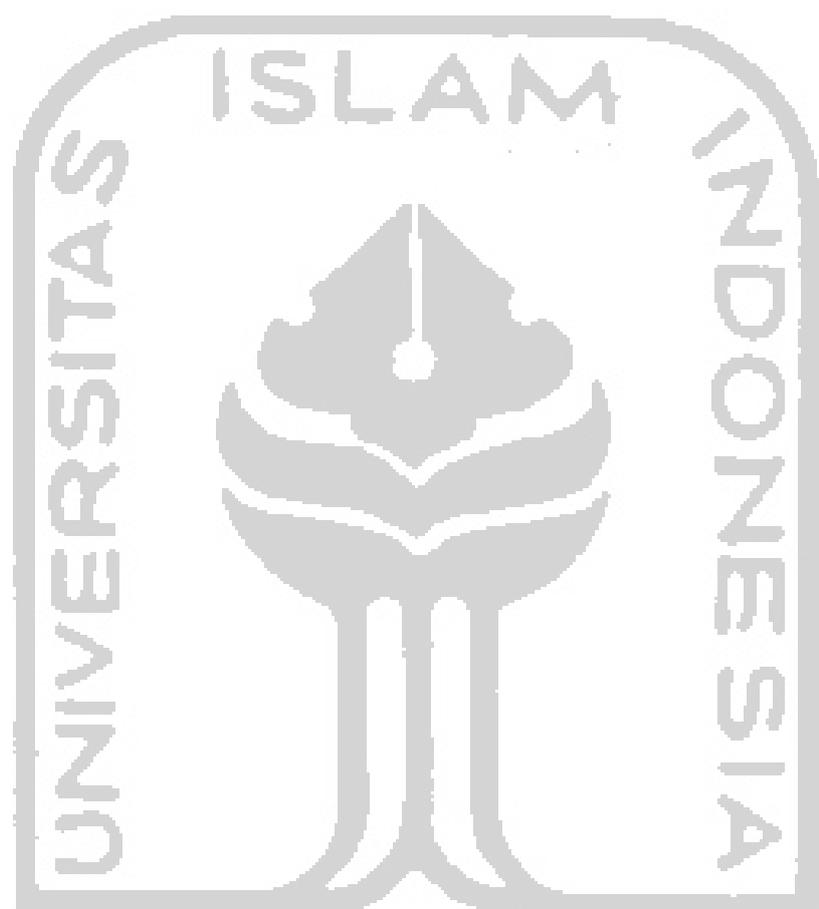
This research is expected to identify the level of motivation and attitude among students in learning English at International Program of Private University in Indonesia.

1.4 Formulation of the Problem

In regard to the issues mentioned above, this study tries to overcome these two following questions:

1. What is the interest/motivation level of International Program students in learning English?
2. What is the attitudes level of the International Program students towards learning English?





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