

CHAPTER I

INTRODUCTION

A. Background

Motivation is a main factor that greatly influences on the success of learning English because it is needed by learners to keep learning English for a long period of time. Without motivation, they will not want to study English, or they will never learn it seriously. Dornyei (1998) states,

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long tedious learning process. (p. 117)

It is clear that motivation is vital in learning English. For this reason, the researcher is interested in investigating Indonesian learners' motivation in learning English as a foreign language.

There are researchers who conducted the study of learners' motivation. Some of them are Vibulphol's study (2016), Chalak and Kassaian's study (2010), Quijanes' study (2016) and Al Othman and Shuqair's study (2013). Vibulphol (2016) found that most learners had a relatively high level of motivation and many reported having internal interests in learning English. Chalak and Kassian (2010) found that these Iranian Non-native speakers of English learn the language for both 'instrumental' and 'integrative' reasons, and their attitudes towards the target language community and its members were generally found to be highly positive. Quijanes (2016) explained there is agreement among teachers from different cultural backgrounds on which

strategies are most important. Meanwhile, Al Othman and Shuqair (2013) stated that motivation is positively linked to success in learning the English language or any other second language. The relevance between the previous research and the present research is to study learners' motivation. The gap between the previous study and the present study is the research focus. The previous research was conducted to know the ways in which the teachers supported the learners' motivation and learning in natural classroom setting. Meanwhile, the present research is conducted to know the factors causing learners' motivation in learning English.

B. Formulation of the Problem

Based on the background of study, the research is conducted to answer the following question: "What are the factors causing learners' motivation in learning English?"

C. Aim of the Research

The aim of this research is to find out the factors causing learners' motivation in learning English.

D. Operational Definitions

To avoid misunderstanding, the terms related to the topic of this research are explained, as follows:

1. Learners' motivation: It is the internal drive that pushes the learners of junior high school in Tasikmalaya to learn English.

2. Learning English : It is a process of requiring English as a foreign language by the learners.

E. Uses of the Research

This research is expected to provide theoretical, practical, and empirical uses, as follows:

1. Theoretically, this research is expected to enrich the research and understanding about learners' motivation in learning English at Indonesian EFL setting. The research will be valuable for the next researchers to get more information about the factors causing learners' motivation in learning English at Indonesian EFL setting. It also provides the theoretical information and reference for the next researchers who are interested in conducting the research with the similar topic.
2. Practically, this research is expected to give information to teachers about the factors contributing to learners' motivation in learning English. Through this research, teachers are expected to deal with the factors and help learners increase their motivation, so the learners can improve their English learning achievement.
3. Empirically, this research can add the researchers' experience and knowledge about learners' motivation in learning English.