

CHAPTER 1

INTRODUCTION

1.1 Background

Motivation is an essential key to boost learner to be successful in learning language achievement, especially, in the process of learning at second/foreign language learning (e.g. English as a foreign language). In line with Dornyei (1994) stated that motivation is an explicit factor to bring success in the achievement of second language. Thus, educators should be facilitate learners' motivation in learning lanugae.

Learning motivation possibly gets influenced by informal and formal learning experience. Hennebry and Gao (2018) that foreign language learners traditionally showed unsatisfactory result toward formal situation. Meanwhile, Aswad (2017) pointed out that informal learning is able to make students more enjoyable (e.g. learning outside the classroom, game, sing, drama, speech contest, etc) and have a lot of positive influences such as time effectivity (Hyland, 2004). In addition, formal learning able to raising students' motivation. Oga-Baldwin, et al. (2017) showed that autonomous motivation in elementary school makes them engaged and achieved more in their language class.

Both settings can be found in English Camp program which used immersion method to facilitate learners to learn English. The curriculum specificity to improve learners' English proficiency in their daily lives (i.e. formal), yet the activities were conducted in fun and enjoyable atmosphere without instrumental government

approaches (i.e. informal) (Malcolm, Hodgkinson and Colley, 2003; Aswad, 2017). Moreover, in English Camp Program, there were several of competition conducted during English Camp Program improving their English skills such as drama (each class), storytelling (Junior High School), and speech (Senior High School). As conveyed by researcher the most autonomous motivation that fully accepted by its own self is intrinsic motivation in which one of characteristics should be found such as interest, enjoyment and inherent satisfaction (Ryan and Deci, 2020).

Motivation in EFL setting has been documented greatly by researchers (e.g. Jones, Llace-rArrastia & Newbill, 2009; Taylor et al., 2014; Jang, Joo & Reeve, 2016; Dincer & Yesilyurt, 2017; Tanaka & Kutsuki, 2018; Alamer & Lee, 2019; Fatmawati et al., 2019; Printer, 2019; Xuejun, 2020). In the ESL Setting, Alamer and Lee (2019) highlighted that the most directly link of motivational process to language achievement is self-determination theory. Despite, in EFL Setting, Printer (2019) suggested that fun, novel, interesting and different activities are most likely to develop intrinsic motivation in FL learners. However, there is still limited study that investigates motivation in self-determination theory where the context in language learning particularly in English camp.

The participants in English camp had low-motivation towards English learning in their school institution. Recent study investigated the perceive motivation by EFL learners in English Camp Program using the lens of self-determination theory. A qualitative design applied to collect the data from the students in Islamic boarding school during English camp project for one month.

Thus, this study will contribute as references for the educator to motivate their learners both intrinsically and extrinsically.

1.2 Formulation of the Problem

Considering to the background, then research question to be discussed in the further discussion is “What are the perceived motivation by EFL learners in English Camp Program?”

1.3 Operational Definitions

To avoid misunderstanding, here are the operational definitions of each keyword:

1.3.1 Motivation: Learners’ inclination and desire to study English which develop their target language intrinsically or extrinsically.

1.3.2 Self-Determination Theory: An approach to view the English learners’ behavioral self-regulation and personal development during English Camp Program

1.3.3 English Camp Immersion Program: a program contains of CTL in fun ways which have several activities (i.e. games, singing, drama, and storytelling) by using Immersion method which informally just like in their L1 context and it makes learners in Islamic Boarding School learn the target language which is usually found in EFL/ESL setting.

1.4 Aim of the Research

The aim of the research is to uncover the EFL Learners' perceived motivation during their participation in English Camp Program.

1.5 Uses of the Research

- 5.1. **Theoretical Use:** this study will reveal an empirical insight about how the self-determination theory is represented in EFL learners through English Camp Immersion Activities.
- 5.2. **Empirical Use:** this study will contribute to expand self-determination theory in language learning context.
- 5.3. **Practical Use:** it will contribute to facilitating the educator and motivating the learner in learning English informally