CHAPTER I

INTRODUCTION

This chapter provides some important information about the present research. In this part, background of the research, research questions, aims of the research, significances of the research, limitation of problem, research methodology, clarification of terms, and organization of the paper are described.

1.1 Background

Gardner (2004) states that:

Any second language program has linguistic and non-linguistic goals. The linguistic goals focus on increasing students' competences in four language skills (listening, speaking, reading and writing). On the other hand, the non-linguistic goals emphasize some aspects such as students' understanding of other community, students' desire to continue studying the language, and students' interest in learning other languages.

It is an accepted knowledge that the goals are hard to be reached. Sadjad (2006) argues that success in learning English is influenced by several factors. They are teachers, classroom situations, levels of language anxiety, learning strategies, and students' motivation. It is in line with Djamarah (2002) and Slameto (1988) who categorizes factors influencing the success in learning into external and internal factors. The external factors include environments and instruments which consist of curriculum, facilities, and teachers. The internal

factors include physical and psychological conditions of the students. One element of the psychological factors is student's motivation.

Gardner and Lambert (1972) in Rahman (2005) see motivation in terms of the overall goal or orientation. Gardner (1985) in Abisamra (2002) notes that motivation is concerned with the question, 'Why does an organism behave as it does?' He claims that motivation involves four aspects. They are a goal, an effort, a desire to attain the goal, and favorable attitude toward the activity in question. The same notion is proposed by Brown (2001: 72) who defines motivation as "the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit." On the other hand, Mc. Donald in Djamarah (2002:114) states, "Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction". While, in terms of education, as cited by Widyaningsih (2006) Blassie and Jones (1976) argues that motivation refers to the students' needs, drives, interest and goals.

Moreover, in this research, student's motivation is defined as a set of reasons for engaging student in learning English. The reasons can be student's basic needs, goals, state of being, or ideals that are desirable.

Once more, as mentioned by the experts above, student's motivation is related to student's success in learning. Student's success in learning can be defined as student's achievement in subjects learned. Some achievements can be seen through student's mark or score, for example through student's summative test score which describe student's mastery of material taught in class.

To get a good score, of course, students need intelligences, but in fact, without the motivation in learning they cannot maximize their potencies. As Djamarah (2002) proposes, without the motivation, there might be no success because there might be no learning activity at all.

In learning English, each student has different motivation especially in terms of its strength.

It would be difficult to measure the levels of students' motivation because there are many factors which affect students' commitment to study. Health, physical tiredness, home backgrounds, events in their personal lives, previous educational experiences, personality and the onset of adolescence, are just some of the factors that can affect how students with their motivation appear in class (Littlejohn 2001).

The ninth graders of SMP Negeri 1 Pacet, Cianjur also have different motivation indexes in learning English because they come from different backgrounds and they may have different priorities of needs, goals, and desires. Fortunately, Gardner (1958; 1985; 2004) designs an instrument called *Attitude/Motivation Test Battery (AMTB)* to discover the index of someone's motivation and attitude toward a foreign language. This research uses the modified AMTB to measure students' motivation indexes in learning English.

If the strength of student's motivation correlates to student's achievement, it is important for teachers to know their students' motivation indexes. As Djamarah (2002) claims, one of the main causes of the failure in teaching and learning process is the teachers who do not know their students well. Teachers need to be reminded about the importance of students' motivation in learning as one characteristic of students that should be raised.

Teachers need to be reminded that students are not always intrinsically motivated, they sometimes need motivating situations which are created by the teachers in each class, and teachers need to be suggested to manage the class carefully because the reason why motivation disappears from students may lie in their experiences of their English classes (Littlejohn 2001).

"Does student's motivation index correlate to student's achievement score in English class?" This is the question raised in this research.

1.2 Research Questions

In this research, the problems can be formulated as follows:

a. Is there any correlation between students' motivation indexes and students' achievement scores in English class?

b. If there is, how significant is the correlation coefficient between them?

1.3 Aims of Research

This research aims to know:

a. Whether there is any correlation between students' motivation indexes and students' achievement scores in English class.

b. How significant the correlation coefficient between them.

1.4 Significance of Research

The research is expected to:

a. Provide information about the correlation between students' motivation indexes and students' achievement scores in English class.

b. Provide information about the significant of the correlation coefficient between them.

1.5 Limitation of Problem

The research focuses on the correlation which students' motivation indexes and students' achievement scores in English class may have and the significance of its correlation coefficient.

1.6 Research Method

This research employs correlational method since this research aims to investigate the existence and the degree of the correlation between students' motivation indexes (X variable) and students' achievement scores (Y variable) in English class.

The research is stated as follow:

$$X \longrightarrow Y$$

Gay (1982) and Sukardi (2004) claim that the correlational research is included into the ex-postfacto research because when the researcher begins the observation, the variables (X and Y) have already occurred in the natural setting without any treatment or manipulation given by the researcher to the variables.

On the other hand, Nazir (1999) as cited by Sukardi (2004) argues that correlational research is part of descriptive research because however, the research tries to describe a phenomenon or a present condition in quantitative context which is reflected into variable.

1.7 Population and Sample

The population of this research is the ninth graders of SMP Negeri 1 Pacet, Cianjur. The number of population is 80 students.

The samples are chosen randomly by the researcher. The number of samples is determined by using Taro Yamane formula. After the calculation, the number of samples is 44 students.

1.8 Data Collection

Some of data collected are primary data and the rest are secondary data. The instruments used in collecting data are:

a. Questionnaire

This research uses a closed-questionnaire which arranged by using modified Likert scale. The statements in the questionnaire are adapted from The Attitude/Motivation Test Battery by Gardner (2004) and intended to investigate the students' motivation indexes (X variable).

b. Students' achievement record.

This instrument is used to collect the students' summative test scores in English subject (Y variable).

1.9 Data Analysis

There are several steps in analyzing the data. The first step is scoring students' responses in the questionnaires. The second is testing validity and reliability of the questionnaire. The third is calculating the frequency and

percentage of each response per item. The fourth is determining the classification of students' motivation indexes. The next is testing the normality of data distribution. After that, calculating the correlation coefficient is conducted. The last step is making interpretation from research findings.

1.10 Clarification of Terms

Motivation in this research refers to a set of reasons for engaging students in learning English. The reasons can be students' basic needs, goals, state of being, or ideals that are desirable.

Students' motivation indexes refer to the level or quality of how well students are motivated in learning English.

Achievement is defined as the success gained by the students in their English class. In this research, the achievement refers to students' summative test scores in English subject.

Correlation refers to a connection between students' motivation indexes and students' achievement scores in English subject.

1.11 Organization of Paper

This paper is organized into five chapters. The first chapter is introductory remark which covers background of the research, formulation of problem, aims of the research, significance of the research, limitation of problem, research methodology, clarification of terms, and organization of the paper.

The second chapter is about theoretical foundation, which covers the analysis of theories and previous research, which are relevant to the present research.

The third chapter is methodology which includes an explicit description on research method, population and sample, technique in collecting data and data analysis that have been briefly introduced in Chapter I.

The fourth chapter is findings and discussion. It describes the result of collecting data, analyzing data, and interpretation on the data collected.

The last chapter is conclusion and suggestion. This chapter describes general interpretation toward all research findings, and suggestion, which is an implication that is drawn from the process of the research.