

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to present some points such as, background of the study, research question, scope of the study, research question, purpose of study, significant of the study, and the last is definition of key terms. Below is the explanation of each point.

A. Background of study

In learning process there are some skills to improve students' motivation in learning skill one of the skills is writing. In essence, Creative Writing becomes the first class that the students have to pass successfully, so they can enroll to their writing classes in upper semesters, write their thesis, and finish their study.

Some conceivable factors can ensure the students' success in their English as a Foreign Language (EFL) writing classrooms. One can be ascribed to the students' motivation in learning their EFL writing since motivation plainly becomes one of primary determinants for students' learning achievement¹ and is regarded as a main factor that influences the success of students' foreign language learning.²

¹ Dornyei, Z., "Motivation and motivating in the foreign language classroom. The Modern Motivational Factors in the Indonesian EFL Writing", *Classroom Language Journal*, Vol. 78 (3), 1994, p. 273- 284.

² Ellis, R, "*The study of second language acquisition. Oxford: Oxford University Press*", 1994.

McDonough, S, "*Psychology in foreign language teaching. George Allen & Unwin: London*", 1983.

Besides, motivation is a primary factor for one's successful learning³ and "most language teachers believe that motivation is a key factor for success in language learning".⁴ With similar views, motivation is also believed to be "a predictor of language-learning success."⁵ Thus, in the context of EFL writing, any attempts to find out insight into what motivates students to write become an essential issue to consider by teachers.⁶

In this study, I specify in EFL students' motivation in learning writing. In particular, the motivation gets them going to achieve their goal in the class, keeps them writing, helps them complete their writing tasks, and makes them believe that they can be successful in their learning.

In the discussion of motivation, Distinguishes ideas between extrinsic and intrinsic motivation and importantly factors influencing each motivation. He believes that intrinsic motivation comes from inside the individual, such as someone's enjoyment to a learning process and wish to make him/her feel better.⁷

³ Harmer, J, "*The practice of English language teaching. Essex: Pearson Education Limited, 2007.*

Reid, G., "*Motivating learners in the classroom: ideas and strategies*", London: Paul Champman Publishing, 2007.

⁴ Kimura, Y., Nakata, Y., & Okumura, T, ." Language learning motivation of EFL learners in Japan-A cross sectional analysis of various learning milieus",. JALT Journal, 2000, p .47-65.

⁵ Gass, S.M & Selinker, L, "*Second language acquisition: An introductory course (2nd ed)*, New Jersey: Lawrence Erlbaum Associates, 2001.

⁶ Tran, L.T, "Learners' motivation and identity in the Vietnamese EFL writing classroom. *English Teaching: Practice and Critique*", Vol. 6(1), 2007, p. 151-163.

⁷ Harmer, J, "*The practice of English language teaching. Essex*", Pearson Education Limited, 2007.

The intrinsic motivation is also related to such factors as “learners’ particular interests and the extent to which they feel personally involved in learning activities”.⁸

Conversely, some external factors affect extrinsic motivation (Harmer, 2007). Goals that students have in their learning, e.g. being able to obtain a better job, can influence their motivation. Students also tend to bring particular attitudes from a particular society in which they live when they decide to study in a class. Interestingly, people who are close to students are another external factor influencing students’ motivation. In that case, the attitudes of students’ parents, siblings, and peers become crucial factors to make them feel motivated to learn.

In the Asia context, based on research by Chunmei Long, Zhu Ming & Liping Chen. The current study investigated the study of student motivation on English learning in junior middle school. There are some limitations of the present their study. It is that many students have a strong motivation in their English learning. Most of them prefer short-term goals to long-term goals. On the other hand, students generally have higher desire and commitment to learning English despite a lot of difficulties facing them. In order to enhance the motivational behaviors of these students, the author provides some suggestions, for example, developing students’ interests in learning English, training learning strategies and promoting students’ self-efficacy.

In another researchs by Tomoharu Takahashi. The current study investigated the motivation of primary and secondary students in Rwanda for learning English.

⁸ Ellis, R, ”*Second language acquisition*”. Oxford: Oxford University, 1997.

It examined motivation types and its transition by grade level. Factor analysis identified five factors underlying motivation types: unwillingness based motivation, intrinsic motivation, anxiety-based motivation, future-oriented motivation, and praise oriented motivation. Results showed that students in Rwanda overall mostly rely on praise oriented motivation, followed by intrinsic motivation, future oriented motivation, anxiety-based motivation, and unwillingness-based motivation.

With regard to Indonesian context, related studies have proposed some motivational factors perceived by Indonesian students. For instance, provided some evidence that religiosity becomes an important part in the students' academic life since it appears to predict their motivational goals. Another study, who attempted to explore teachers' and learners' perceptions of motivational teaching strategies in two different high schools in a small town of West Sumatra Indonesia. The findings highlighted the role of the teachers in motivating their students in learning English by building positive relationships with the students and by deciding appropriate teaching materials and strategies to be applied in the classrooms. The study also appears to stress the importance of having a relaxing and encouraging classroom atmosphere as a primary determinant to be successful in foreign language learning. Learning is easiest, most meaningful, and most effective when it takes place in a non-threatening situation.

Although there are many studies that show and illustrate motivation learning English in several studies, not many researchers have explained about writing, therefore make me interested in researching it. Research on student motivation in

learning writing I did at one of senior high school in Kendari, namely SMA Negeri 1 Kendari especially in X MIPA 5. Motivation is something that can, like self-esteem, be global, situational, or task oriented. Motivation is also typically examined in terms of the intrinsic and extrinsic motives of the learner. In addition, the word motivation is derived from motive that means anything that encourages person to act to do something. Therefore, this study seeks to investigate EFL students' motivation learning writing

B. Scope of the Study

This study investigates EFL students' motivation in learning writing at SMA Negeri 1 Kendari especially on X MIPA 5. This study employs questioner that one of media in EFL learning, questioner taken the internet which related to the lesson.

C. Research Questions

In an attempt to contribute to the body of knowledge in EFL students' motivation in learning writing, this study will focus on the following questions as:

1. How does EFL students' motivation in learning writing at SMA Negeri 1 Kendari especially on MIPA 5?

D. Purposes of the Study

The purpose of the study of this research is to know how the EFL students motivation in learning writing at SMA Negeri Kendari especially on X MIPA 5.

E. Significance of the Study

The writer hopes this paper will have the advantages for:

1. For students

The writer hopes this study will be helpful for students in writing skill, they can find their own desire and define their main reasons to learn writing.

2. For teacher

The writer hopes this paper can be used as references to motivate the students to learn English and also to improve the quality of teaching and learning writing.

3. For researcher

The writer hopes this study can be used as a reference for the next researcher.

F. Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following.

Motivation: Motivation as a desire to perform an action is usually defined as having two parts, directional such as directed towards a positive stimulus or away from a negative one, as well as the activated "seeking phase" and consummator "liking phase". This type of motivation has neurobiological roots in the basal ganglia, and mesolimbic, dopaminergic pathways. Activated "seeking" behavior, such as loco-motor activity, is influenced by dopaminergic drugs, and micro dialysis experiments reveal that dopamine is released during the anticipation of a reward. The "wanting behavior" associated with a rewarding stimulus can be increased by microinjections of dopamine and dopaminergic drugs in the and posterior ventral palladium. Opioid injections in this area produce pleasure; however outside of these hedonic hotspots they create an increased

desire. Furthermore, depletion or inhibition of dopamine in neurons of the nucleus accumbens decreases appetitive but not consummator behavior. Dopamine is further implicated in motivation as administration of amphetamine increased the break point in a progressive ratio self-r enforcement schedule. That is, subjects were willing to go to greater lengths (e.g. press a lever more times) to obtain a reward.

This study defines motivation can be said as inner personal drives to do something that appear in his/her mind that influenced by defining factors to reach certain purposes. Motivation is an effort to accomplish related to learns' decisions.⁹ Motivation in this research mean that motivation in English learning by first semester students of SMA Negeri 1 Kendari to achieve their desire to learn English, such as to be able to communicate their ideas to their friends.

Writing: In this study, "Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an

⁹ Keller, J, “ *Motivation design of intruction*”, Hilisdale New Jersey. Lawrence Erlbaum Associates, 1983.

example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal. States that in any kind of activities, writing skill used to express the idea through the written form and learning to write is not just a natural extension of learning to speak a language.¹⁰ In addition, he says that writing is one of the language skills that should be taught at school where students learn on how to arrange and organize sentences. However, most of them find difficulty to write.

Learning: In this study, learning is an interactive process between an individual and his object or environment. It includes information and knowledge among them.¹¹ The learning in this research means that a process done by students in the class to develop the way of their learning English to get a better change in themselves, who more advance day by day, such as when they try to express their ideas in the class one by one and they write something on their book in a small group who have to be shaped by teacher.

¹⁰ Raimes, *“Techniques in teaching writing”*, USA: Oxford University Press, 1983.

¹¹ Richard, *“Control and Communicational in Mental computation”*. Computational Intellegenci, 2002.