

## CHAPTER I

### INTRODUCTION

This chapter consisted of background of the study, problem of the study, objective of the study, significance of the study, variable of the study, hypothesis, scope and limitation, operational definition of key terms, and framework of discussion.

#### **A. Background of the Study**

English is a popular language over the world.<sup>1</sup> It is almost used by every country in the world as a specific term in every line activity, such as education, economic, politic, technology, health line, trade, etc. It is the mother tongue of nearly 320 million people and another 200 million people use it as a second language.<sup>2</sup> Thus, it is important to mastery to everybody as a requirement to get success life in the mobilization era through finding the new beneficial information and to avoid the backward condition. It is also very useful to establish an international relation for communication purpose and for the exchange of views with different countries of the world.<sup>3</sup> Therefore, English is also called as the international language.

Nowhere, English teaching in Indonesia has been developed from Elementary school up to University. The most teachers tried hard to teach English creatively in order to motivate their students to study English. They used available aids as effectively as possible and think the alternative ways of teaching English.

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<sup>1</sup> Endang Fauziati, *Teaching of English As Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, p.129.

<sup>2</sup> M. F. Patel and Praveen M. Jain, *English Language Teaching*, Jaipur: Sunrise Publishers and Distributors, 2008, p.6.

<sup>3</sup> *Ibid.*

The problem faced by the teacher is that students are not interested in learning English. The low interest in learning process causes the students' attention to the taught material becomes low. It causes some student get less motivation in learning English. Consequently, their low motivation can cause their unsatisfied result in learning. One of the cases that students often underestimate their own capacity in learning English, because they think that English is difficult to learn. It means that they are less motivated in learning English. So they encouraged to have a motivation in learning English.

The other problem also occurs since the lack of enjoyable atmosphere in learning English. It seemed that students feel bored with the routine activities conducted by the teacher. Students' learning motivation should be improved because motivation cannot be separated from teaching learning process and finally it influences the teaching-learning itself. Besides, motivation is an important thing to pick up the students to learn English, the strategies how to learning English is also a factor that determines students' willingness to engage in the lesson and learning activities and their reason for doing so.

Skinner and Belmont stated that student who are motivated in learning process select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during the ongoing action, including enthusiasm, optimism, curiosity, and interest. Whereas less motivated or disengaged students, on the other hand, are passive, do not try hard,

and give up easily in the face of challenge.<sup>4</sup> Then, Guilloteaux stated that she found the students' motivated behaviors such as they are attentive, very active in learning, and eager to volunteer to speak in front of the class.<sup>5</sup> It seems obvious here, motivation is very important in teaching and learning process. Therefore, it is expected to some teachers to have strategies to motivate students in the classroom. Strategies to motivate people also called motivational strategies. As stated by Dornyei<sup>6</sup> "Motivational Strategies are a technique that promotes the individual's goal relate behavior".

Besides motivation, actually, the students needed many factors and facilities to support them in mastering language. One of the factors they have a relationship to mastering language is the appropriate learning strategies. Learning strategies are techniques approach; deliberate the learning and recall of both linguistic and content information. Then, the learning strategies are intention-behavior and thoughts used by learners during learning, so as to better help them understand learn or remember new information.

The subject of English given to the Indonesian students involves vocabulary, listening, structure, reading, and writing. In vocabulary, the students develop their memory in the English vocabulary; in structure, the students learn how to construct the sentences; and in listening and reading, they learn how to use their ears and mouth in communicating in English. Writing is the productive skill

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<sup>4</sup> Cori Brewster and Jennifer Fager, *Increasing Students Engagement and Motivation: From-Time-On-Task to Homework*, Northwest Regional Educational, Library 2000, p. 4.

<sup>5</sup> Marie Jose Guilloteaux, "Motivating Language Learners: A Classroom Oriented Investigation of Teachers' Motivational Practices and The Students' Motivation", *Doctor of Philosophy Degree Thesis*, Nottingham: The University of Nottingham, 2007, p. 161, unpublished.

<sup>6</sup> Zoltan Dornyei, *Motivational Strategies*, p. 28.

in the written mode. It is more complicated than it seems at first and often seems to be the hardest of the skills even for native speakers of a language. Since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is regarded to be the most complex ability to be acquired by the EFL learner. In “English Teaching Forum” also admit that writing is early a complex process, and competence writing is frequently accepted as being the last language skill to be acquired. This becomes problematic in English Curriculum as all the four language skill must be taught to the learner from the early stage of their writing. It means that writing skill is practiced at the same time the students have to acquire the other skills.<sup>7</sup>

Good writing didn't happen by accident. Writing can be difficult and time-consuming for many students, but like any complex job, writing is easier if the students have the right tools.<sup>8</sup> Language learning strategies are the tools writers use to do their work. Successful writers use mental procedures to control the production of writing. Oxford stated that one commonly uses technical definition says that learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval. And the use of information. This definition, while helpful, does not fully convey the excitement or richness of learning strategies. It is useful to expand this definition by saying that language learning strategies are specific action taken by the learner to make learning easier, faster, more

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<sup>7</sup> Sri Mulatsih, *Message Ideational Meaning Organization in The Students' Personal Recounts A Case Study Of English Department Students of Faculty of Languages and Letters Dian Nuswantoro University*, Semarang, ASEAN EFL journal Volume 138. 2008. p.2.

<sup>8</sup> James L. Collins, *Writing Strategies*, State University of New York, Buffalo, (online) (<http://gse.buffalo.edu/org/writingstrategies/>) accessed on 3 June 2016.

enjoyable, more self-directed, more effective, and more transferable to the new situation.<sup>9</sup> By applying language learning strategies in writing, the students could be easily when they ordered by a teacher to write a text.

In this study, the writer want to know is there any correlation between learning motivation and writing learning strategies, it is expected for the students to have the motivation to improve their ability, especially the process of writing. They can change their techniques or strategy of learning or to be better than ever, or they can discuss to their English teacher. Surely, it is will help the students to motivate themselves to reach a better understanding.

That's why the writer interested to find out the correlation between learning motivation and writing learning strategies. This study is conducted entitled : **Correlation between students' learning motivation and writing learning strategies of English department at IAIN Palangka Raya.**

There are some reasons to choose the topic. First, learning motivation is important because students' motivation plays an important role in the conceptual change process, critical thinking, and a key factor in successful learning. Second, learning strategies also the main tool to improve the students' motivation and the students' progress. Third, as already known, writing is one of the most complex skill. So, the students need to prepare a strategy to make a good product of writing. Successful writers use mental procedures to control the production of writing.<sup>10</sup> Then, as the writer know, no researcher conduct this study before, especially in

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<sup>9</sup> Rebecca L. Oxford, *Language Learning Strategies, What Every Teacher Should Know*, Newbury House Publisher, New York, p.8.

<sup>10</sup> James L. Collins, *Writing Strategies*, State University of New York, Buffalo, (online) (<http://gse.buffalo.edu/org/writingstrategies/>) accessed on 3 June 2016

the correlation between language learning strategies and writing strategies. So that's why the writer interested to know is there any correlation between language learning motivation and writing learning strategies of English Education Study Program students' at IAIN Palangkaraya. Which located on G.Obos Raya street, Palangka Raya.

### **B. Problem of The Study**

According to the background above, the writer formulates the problem of the study : is there any correlation between students' learning motivation and writing learning strategies of English department at IAIN Palangkaraya ?

### **C. Objective of the Study**

The purpose of this study is to find out : the correlation between students' motivation and writing learning strategies.

### **D. Significance of The Study**

The study has two significances. The first is theoretical significance and the second is practical significance.

#### **1. Theoretical significant**

This study supports the theories of motivation and writing learning strategy, the especially correlation between language learning motivation and writing learning strategies, so the students can increase their English by learning language motivation and writing learning strategies.

## 2. Practical significant

This study could be used as a basis for administration, management and to plan for efficiency and effectiveness in technical level and to raise technical colleges' competitive abilities to international levels. Also, this study would like to give the description of the correlation between students' language learning motivation and writing learning strategies of English department at IAIN Palangkaraya

Additionally, it could help encourage teachers to select activities and tasks that tap students' language learning motivation and improve their writing achievements.

## E. Variables of The Study

As a correlation study, there are two variables that become the keywords of the study. They consist of :

1. The language learning motivation as variable X.
2. The writing learning strategies as variable Y.

## F. Definition of Key Terms

### 1. Correlation

Correlation is aconnection between two things in which one thing changes as the other does.<sup>11</sup> Correlation designs usually attempt to establish acause-effect relationship between two sets of data. Correlation studies are always particularly hazardous. So often researcher thinks that if they can show a positive correlation

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<sup>11</sup> A S Hornby, *oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000).p.296

between two factors which in *their thinking they deem to be related*, they can *assume* the fact of causality (i.e., that one factor is the cause of the other).<sup>12</sup>

## 2. Learning Motivation

Motivation is a convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex.<sup>13</sup> Learning activity is defined as any activities of an individual organized with the intention to improve knowledge, skills and competence involving reading comprehension.<sup>14</sup>

## 3. Learning Strategy

Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence.<sup>15</sup>

Strategy based on Oxford Advanced Learner's Dictionary there are some definitions:

- a. A plan designed for a particular purpose.
- b. The process of planning something or carrying out a plan in a skillful way.
- c. The art of planning and directing military activity in battle or war.<sup>16</sup>

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<sup>12</sup> Leedy Paul D, *Practical Research: Planning and Design (Third Edition)*, (New York: Macmillan, 1974), p.221.

<sup>13</sup> Zoltan Dornyei, *Motivational in The Language Classroom*, (London: Paul Chapman Publishing, 2001), p.6.

<sup>14</sup> European Commission, *Method and Nomenclatures: Classification of learning activities-Manual*, Luxembourg: European Communities, 2006, p.9.

<sup>15</sup> Rebecca L. Oxford, *Language Learning Strategy*, Boston: Heinle & Heinle publishers, 1990, p.1.

<sup>16</sup> A S Homby, Oxford, *Advanced Learner's Dictionary of current English*, England: Oxford University Press, 1995, p. 1226.



#### 4. Writing strategies

Writing strategy is defined as the sequence in which a writer engages in planning, composing, revising and other writing related activities.

#### **G. Hypothesis of The Study**

There are two hypotheses of the study:

**H<sub>a</sub>** : There is correlation between learning motivation and writing learning strategies of the English Education Study Program Students' at IAIN Palangkaraya.

**H<sub>o</sub>**: There is no correlation between learning motivation and writing learning strategies of the English Education Study Program Students' at IAIN Palangkaraya.

#### **H. Limitation of The Study**

The limitation of this study is only conducted to the English Education Study Program Students' at fifth semester in academic year 2016/2017 at IAIN Palangkaraya. The study limited only to know the correlation between students' language learning motivation which consisted of instrumental motivation, integrative motivation and writing learning strategies of English department at IAIN Palangkaraya.

#### **I. Framework of the Discussion**

Chapter I: This chapter consists of background of the study, problems of the study, the objective of the study, the significance of the study, variables of the study, the definition of key terms, the hypothesis of the study, scope and limitation, and frame of discussion.

- Chapter II: This chapter consists of related study, the definition of motivation, writing strategy, kinds of writing strategies.
- Chapter III: A research methodology. In this chapter consist of the research design, variable of the study, population and sample, research instruments, data collection procedures and data analysis procedures.
- Chapter IV: This chapter explains about the result of the study that consists of the result of the questionnaire and the correlation between students' learning motivation and writing learning strategy of English department at IAIN Palangka Raya.
- Chapter V: This chapter consists of conclusion and suggestion.