

CHAPTER I

INTRODUCTION

This chapter discussed the background of the research, the problem of the research, the Objective of the research, the operational definition of the research, the significance of the research, Assumption of the Research, and the Scope of research.

1.1 Background of the Research

The English language is a common language all over the world, and the United Nations use it as one of the six official languages (Laiphrakam, Aroonsrimorakot, and Pathom, 2021). As a global language, English plays a great role in many aspects of life. According to Mauranen and Ranta (2009), English has set up its situation as the most widely used language worldwide. In addition, Herlina and Holandyah (2016) added that English is an international language (Marzulina et al., 2019). It is used by many people in the world for different purposes such as to communicate with other people from different countries and to provide a means for exchanging knowledge. In conclusion, it is widely known that English is an international language and it has many interrelations with various aspects of people's lives, especially in the education aspect (Soh and Mohd Sharif, 2021).

Ideally, everyone should learn English therefore a touch of English as a compound subject. Because English is an important international language that can

connect people with the world in various aspects including aspects of education. This has been demonstrated by government regulation that make English subjects a compulsory subject for students to learn from elementary school to high school level. Even at the higher education level, all study programs must provide English courses for 1 or 2 semesters even though the disciplines taken are not related to English. This shows how important it is to master a foreign language, especially English as an introduction to one's academic success or to support a career in the world of work (Sinaga, 2010).

While English cannot be said to be successful, which is shown by most. Students who have been able to learn and like English well. Failure in learning English is caused by many types of research and theories that discuss the teaching and learning English in Indonesia. Most of them argue that there are some factors affect the success in teaching English. Those factors are a teacher, students, curriculum, teaching material, and leaning facilities. Students are one of the important factors. They learn English because of the motivation that they have. The students' motivation will influence their success in learning. One research related to motivation show that students' motivation has an important role in carrying the students becomes a success in English.

In terms of learning English, the students will success in learning if they have a will to learn. This will is called motivation. Motivation plays a vital role in foreign language students' classroom performance (Doenyei, 2001). Motivation has the specific role of raising eagerness, willingness, and gladness in learning. It will determine students' language (Smith, 2012). Motivation can directly influence the frequency of using learning strategies.

According to Suprijono (2009), motivation to learn gives the spirit of learning, direction, and behavior persistence. Learning motivation is a momentous field in language pedagogy since it is seen as one of the key variables contributing to the successful acquisition of a foreign language or second language (Kormos & Csizer, 2010). Two kinds of motivation can influence the learners, namely integrative motivation and instrumental motivation (Gardner & Lambert, 1972). Integrative motivation is an interest in foreign languages, a desire to interact with native speakers of the target language, and a positive attitude toward these people and their culture. On the other hand, instrumental motivation is a desire to study the target language to achieve a pragmatic objective such as improving an individual's future employment opportunities.

However, many previous researchers have suggested that, students may not necessarily possess desired learning motivation. And for survival or convenience reasons for English language learning, students may be inclined toward instrumental motivation which can somehow affect their learning efficiency. With the accepted significance of motivation on language learning, numerous research studies have been conducted among student groups enrolled in various English-medium institutions to determine their dominant types of learning motivation. Interestingly, several researchers have revealed that their researched undergraduate students enrolled in English-medium universities mainly learn English for instrumental reasons. Rahman (2005) confirmed his similar findings of Bangladeshi undergraduate students while Kuiper (2007) presented a similar scenario of Chinese undergraduates studying at New Zealand University.

Considering the causes of motivation, this study will examine the motivation of Thai students. In the process of learning foreign languages that have been carried out by Thai students who are studying English in Jember, they experience several factors that have difficulty in understanding English. This is evidenced by the results of observations of Thai students, they say that the use of Thai language is more often used. Because in their daily environment they communicate in their own language; namely Malay and Thai to facilitate communication.

This study is intended to identify the motivation of Thai students, conducted in a more specific context. So far no specific research studies have been conducted in groups of Thai students majoring in English in Jember, Indonesia. This study, thus, aims to determine the motivation of these Thai students.

The reason above has inspired the writer to conduct a study on Thai student's problems in the process to learn the English Language. Thus, this research is entitled. " Thai Student' motivation in learning English language some university in Indonesia. "

1.2 Problem of the Research

Based on the background described, the problem of this study can be formulated into the question is " What kind of motivation of Thai students in learning English language some university in Jember, From Academic years 2017-2021 ?

1.3 Objective of the Research

Based on the above problem, the objective of study is to know what kind motivation Thai students' in learning English language some university in Jember, from academic years 2017-2020.

1.4 Operational definition of the Research

To understand clearly, what is being discussed on this, these are the definition of research that would like to give below:

1.4.1 Motivation

Motivation is an impulse that makes someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language. It involves an amount of energy from students to engage in action, to do more effort and to always persist in action. Without motivation, a person has no desire to learn the English language. Gardner has distinguished the motivation into two kinds in learning English language.

- a. instrumental motivation is this motivation is the operational cause in studying the language, the examples are promoting for occupation and demanding of language.
- b. Integrative motivation is a motivation that shows prosperous posture in the objective of language.

1.4.2 English Language Learning

Learning is a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors

in certain ways and in certain capacities (Schunk, 2012:3). Then, learning English in this study refers to the process by which English education is important to be taught in order to be able to gain knowledge and English language skills.

1.5 Significances of the Research

Focus on the study of the motivation towards the English language learning of Thai students who are living in Indonesia. This creates a limitation on this study and narrows down the focus as well. The researcher will explore the facts based on the given objects. Nevertheless, there is little chance the research expects that this study will give contribution information to:

1. For students, the research provide an overview or information to Thai students to improve and facilitate second language learning.
2. For Teachers, provide information to the teacher or teaching team English education program about student motivation, so that it can help them to improve the learning process in the classroom.
3. For the Researcher, it is hoped that this study will be of value to other researchers in conducting further research on a similar topic and also obtained basic data based on this research.

1.6 Assumption of Research

In this study, the research assumes that the motivation of Thai students is still low, and the desire of students to learn culture or customs to motivate Thai students in learning English.

1.7 Scope of the Research

This research scope is focused on Thai students' motivation in Learning English language some university in Indonesia. The subjects of this study the researcher focused on Thai students' who studying at Universitas Muhammadiyah Jember, Universitas Jember, and Universitas Islam Negeri (Jember), the researcher took 15 Thai students. There were 4 male and 11 females. From the English department, 2017-2020 Academic Years.

