

CHAPTER I

INTRODUCTION

A. Background of Study

This study investigates the students' motivation in selecting ELT, as their study programme. Moreover, according to Weiner (1990) cited Elliot et al. (2000), motivation is defined as an internal condition that awakens us to action, encourages us to achieve certain goals, and keeps us interested in certain activities. According to Uno (2009), motivation can be interpreted as an internal and external impulse in a person who is indicated by the existence; desires and interests; encouragement and need; hopes and aspirations; appreciation and respect.

Students' motivation, however, differs from one person to another. In general, the students' motivation is shaped by two factors, that is intrinsic (internal) motivation and extrinsic (external) motivation. Based on Gorman (2004), external motivation tends to be a tangible reward like money or a prize, while internal motivation tends to be a feeling of satisfaction, like accomplishment or achievement. The interaction of external and internal motivation can be further explained by Expectancy theory, originally put forward by V.H. Vroom in 1964, which suggests that we are motivated to perform a behaviour based on the expectation that we receive some sort of reward as the end result. The theory suggests that the probability that one behaves a certain way depends on two things: the desirability of the end result and the perception of the relationship between the behaviour and the end result Gorman (2004).

In regard with teaching learning process, motivation is a key instrument on the students' success of their learning. It means the success of learning depends on how high students' motivation is. This is due to that motivation drives learners in reaching their learning goal. Having recognised that motivation plays an important

role on the success of learning, this study focuses on getting a better understanding of students' motivation of selecting ELT as their study programme. In more specific, this study is aimed at exploring internal and external factors which shape the students' motivation in selecting ELT as their study programme.

B. Scope and Limitation

The scope of this research is based on students' selecting ELT as their study and the limitation of this research are understanding students' motivation why they selecting ELT as their study programme.

C. Research Questions

Based on the background of the research, the researcher has formulated the following research questions:

1. What is Internal factors which contribute on the students' motivation in selecting ELT as their study programme?
2. What is External factors which contribute on the students' motivation in selecting ELT as their study programme?

D. Purposes of the Study

There are two as purposes of this research:

1. To find out the Internal factors which contribute on the students' motivation in selecting ELT as their programme.
2. To find out the External factors which contribute on the students' motivation in selecting ELT as their programme.

E. Significant of the Study

This research give the beneficial contributions to the school of English education, about how important the motivations, there is internal and external students' motivation to achieve their study. The findings of this study are expected to give contributions for the

English teachers, English learners, other researchers and the researcher itself.

1. For the Teacher

The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can give information for the English teacher can be applied to students' as well.

2. For the Students'

This study may be helpful to the students', and useful for students' get the opportunities to improve their motivation specify in selecting ELT as their study programme.

3. The Researcher

It get new knowledge and experience in understanding students' motivation beside on the requirement for the degree of Bachelor of Education.

4. The Other Researchers

This study can be used for the references for developing effective strategy in teaching English.