CHAPTER I

INTRODUCTION

1.1 Background of the Research

Many people think that motivation is something that can make people want to do things to reach what they want. Actually, there are many opinions about motivation. For example according to Wells (2011), motivation is an important thing which drives people’s activity systems on an occasion. Then, according to Gardner (2005), motivation is a facet which involves cognitive, affective, and behavioral component. These can be concluded that in learning process, motivation will be an important thing that can drive people into doing somethings for learning which might involve the students’ cognitive, affective and behavioral aspects. In addition, this can also be said that motivation is the key to learning.

Motivation is one of important things which can impact to someone’s success in language learning. As an important thing, motivation is needed by every student in learning or studying something especially like learning a foreign language. Learning a foreign language is not easy since everything will be new for the learners such as the vocabularies, the meaning, the component of the language, the grammar, etc. That is why motivations will influence the student's attitude. Students who do not have motivation but a good facility and supporting condition, environment, and people around will do less than students who have motivation although the facility and environment are not supporting. Then, students who have motivation in learning English will do everything as an effort
to understand about English and try to get the good score. This show that motivation toward leaning English is very important to students. Additionally, students with a motivation will do some effort to fulfill their satisfaction in learning the language, while students with no motivation will do nothing for that.

Then, as it is known that in Indonesia the foreign language like English, could only get in formal education place mostly start from Junior High School. This also will make the students feel shocked because they students will get the lesson for a demanding process and will impact to their score at school. This could make the students feel stress if the students do not have motivation to face that (Woolfok, 1993).

Additionally, the researcher wants to make a research about motivation in one of Pondok Pesantren in Jambi. In this Pondok Pesantren, the students have studied English beside Arabic as the foreign language. In this school, the teachers told that most students are motivated to study English. During the learning process, the students look have more spirit to learn English. Most students will excited to raise their hands and give some questions to ask about something they do not understand about the lesson. Then, the students will also raise their hand if there is a discussion or presentation about the English learning process in the class. This brief description about the situations in the Pondok Pesantren when the students are in the class to learn English encourage the researcher want to conduct her research to see about the students’ motivation and attitude in learning English. that is why the researcher wants to conduct a research entitled: “Students’ Attitude toward Learning English as A Foreign Language at one of Pondok Pesantren in Jambi”.
1.2 Research Questions

This research question for this research is:

1. What are the students’ attitude in learning English as a foreign language?

1.3 Purposes of the Research

This research is constructed to describe the students’ attitude in learning English as a foreign language.

1.4 Limitation of the Research

This research was conducted in qualitative design with a case study approach to the students at one of junior high school in Muaro Jambi. The participants were 6 students whose English score more than 70 in their school report. The data were collected by using demographic questionnaire and interview.

1.5 Significance of the Research

It is hoped that the result of this research can provide some information about students’ attitudes in learning English as a foreign language for the teachers. Then, for the students hopefully it can be used to be input for them so that can motivate the unmotivated students to learn English as the foreign language.