

CHAPTER I

INTRODUCTION

This chapter divided into six parts, they were background of the research, purpose of the research, questions of the research, limitation of the research, significance of the research, and definition of the key item.

1.1 Background of The research

Some of English students from rural or another town choose to enroll at English study program in Jambi University. It can be seen from numbers of undergraduates who have decided to choose English study Program as their collage. This phenomenon is very different from the previous years because if we look back most of senior high school graduates choose another program study rather than to enroll at English study Program.

In learning English, students are supported by motivation that encourage them to learn English. Motivation is an important aspect in learning activities includes learning English because it is one of the starting points in second language learning (L2). According to Donyei and Chang (2007), Motivation being one of the key factors determining success in second language (L2) learning.

Jambi University has a faculty of teacher training and education, and one of them is about English study program. For English students, beside they learn and improve their English language they would be also taught how to be an English teacher. Every students have different motivations to take English study program. An English student in choosing

English study program is influenced by three motivations which are Altruistic, Intrinsic, and Extrinsic.

After students took and learned in English study program, they have some motivations that influence them which are altruistic, intrinsic, and extrinsic motivations. First, students wanted to take learning English study program because they like to help others in learn English, sharing the English subject to children and they think that teaching is the noble job as contribution to society about learning English. After that, they interested in applying English subject and the main reason was many senior high school graduates were motivated to enroll the teacher education program to become teacher because the government offered a good starting salary for teachers. This statement was related with Goh and Atputhasamy (2001 as cited in Low, Lim, Ch'ng & Goh, 2011). They investigated the government's efforts to make the teaching profession attractive as a career option that has better prospects of becoming one of the motivations of teachers' students. There is an issuance of rule in UU No. 20 in 2003 about Sisdiknas, UU No. 14 in 2005 about teachers and lecturers and PP No. 74 in 2009 about teacher. A teacher is required to have academic qualifications at least undergraduate degree (S-1), and a teaching certificate in recognition of his or her proffesion. English education is considered to offer great opportunities in the world of work ranging from English teachers to other jobs that requiring English language education as their S1 education. The last, they want improve to get better jobs when they have graduated . Because many big companies require people with English skills to perform their jobs, English gives the students easier access to communicate with others around the world.

In Jambi, the research about the motivation of the English students to chose English study program still limited because many people do not know about what the purpose of the students when they choose English Department as their study program. Especially, what factors that influences students to choose English Study Program. This condition is also affected by researcher's experience after she took English Study Program and learning in English Department. The purpose of this research was to explore the goals and motivations of English Study Program students who choose English Department in one of the public University in Jambi within three factors which are altruistic, intrinsic and extrinsic.

1.2 Purpose of The Research

There were some factors that motivated English student to chose English study program. Based on the researcher's experience, there are motivations that influence her before and after become an English student. Therefore, the researcher interested in measuring and finding the motivation that choosing by English students at one public university in Jambi. The purpose of the research survey was to explore the reason of students' motivation for choosing English Study Program at one public University in Jambi within altruistic, intrinsic, and extrinsic factors theory.

1.3 Questions of the Research

To achieve the purpose of this research based on the background stated above, the following three major research questions below guided the research:

1. What are the highest altruistic motivations that influence the third year English students to choose English study program at one public university in Jambi?

2. What are the highest intrinsic motivations that influence the third year English students to choose English study program at one public university in Jambi?
3. What are the highest extrinsic motivations that influence the third year English students to choose English study program at one public university in Jambi?

1.4 Limitation of the Research

There were some limitations in this research. First, the researcher only focused on the reasons of students' motivations (altruistic, intrinsic, and extrinsic factors) in choosing English study program. Second, the researcher was only chose the third-year English education students. The last was the researcher only got and access there.

1.5 Significance of the Research

The researcher expected that this research would give signifacances for some groups as well as the researcher. Also, this research could help and enrich information in education to determine the influence of motivation what made the English students chose English study program.

Next, this research was useful for researchers and lecturers. This study was hopefully could become an information to opened knowledge about the motivations that influence English students chose English study program. The significance of the result of this study was expected to reveal what motivation underlined English students in choosing English Study Program to recognize why the quantity of English Education Students were dominant in the English study Program, and to give an information to the English Education Program to filtering and embracing the new entrants of English students.

1.6 Definition of Key Terms

The following terms are used in this study and the terms are defined as follows:

Motivation is comes from the word motive which means " encouragement " or " power driving "that exists in a person who causes a person perform an action or activity (Notoatmodjo , 2007). In other words, motivation could be defined as somebody's passion that gives a will to reach something or goals.

English Student is a student who is studying to be a teacher under the supervision of a certified teacher in order to qualify for a degree in education. It refers to all students inteacher education program who learn in English study program.

Altruistic motivation is motivations that deal with social reasons, for examples: want to contribute to society, love to work with children, and a desire to help student succeed (Moran et al. 2001; Low, Lim, Ch'ng, & Goh 2011; Brown, 1992; Kyriacou & Kabori, 1998; Chuene et al, 1999) (e.g. I want to shape future of children). It means that, altruistic motivation is one kind of motivation that related to social environment. It comes with a will of socialized with other people around.

Intrinsic motivation is the reasons that refer to the job activity itself, such as interest in teaching, for the love of the subject, and perceived teaching as a challenging job (Brown, 1992; Kyriacou & Kabori, 1998; Chuene et al., 1999) e.g. the love of the subject or I am interested in teaching activity). Also, it could be defined as a passion that comes from someone who is loving his/her activities. The activities make people dedicate themselves in their job or activities because they love and have a passion in it.

Extrinsic motivation is the motives that cover aspects of the job which are not inherent in the work itself, for examples: no other choice, long holidays, salary. (Brown, 1992; Kyriacou & Koberi, 1998; Chuene et al., 1999; Kyriacou & Coulthard, 2000) e.g. a steady income or salary', and 'time for family'). It means that this kind of motivation appears because of some requirements in life or situation. This motivation push people to do some activities or work because they do really need to do it, no matter they love it or not.