CHAPTER I
INTRODUCTION

This chapter presents background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English is an international language, meaning that it is used for communication among people in the world. It has been seen a massive increase in English language teaching all over the world, because English has become international language, not only in schools but also in factories and elsewhere. The knowledge of English is required by many employers and in many other parts of people’s life. However, learning and understanding English are not easy as learning and understanding our own language because English is purely a foreign language for Indonesian students. Therefore, learning English is important to success in the future.

In spite of this, Indonesian students are not always enthusiastic to learn English. They need a motivation. As Brown (2001: 59) state, motivation is one of principles in language learning. So, motivation is an important aspect for learner to learn a language. Therefore, the writer was interested in focusing the study on students’ motivation. The motivation will be studied here is English Department
student’s motivation in choosing an elective subject at University of Muhammadiyah Malang.

Elective subjects in the English Department at University of Muhammadiyah Malang include: Business English, English for Young Leaner, and Translation. Each elective course is divided into two stages. The first stage consists of two credits, and the second stage consists of four credits.

*Business English* (*BE*) aims to give its students basic knowledge of management, company and hotel theories as well as business communication theories. If the students join this class as the optional course, they have to accomplish two credits of *BE* compulsory course (*BE I*) which is given at the fifth semester. It focuses on the theory of management and hotel. Afterward, it continues to *BE II*, the sixth semester students will get practical experience and basic knowledge of hotel and communication. It also provides students with practical management and hotel in apprenticeship.

*English for Young Learners* (*EYL*) is intended to train its students to be English teachers for children. *EYL I* is given to the sixth semester students. It has purposes to explain theories about the knowledge of philosophy and psychology of learning English to young learners, and some issues about curriculum, policy and syllabus of English teaching to young learners. Then, *EYL II* is taught to the seventh semester students. The purposes are to enlarge students understanding toward teaching of EYL into the teaching of all language skills and components, and to introduce the appropriate methods and techniques to teach EYL. This stage also
develops students’ skills to practice teaching EYL. The students are demanded to make the lesson plan of EYL and to teach young learners using develop methods, techniques and media based on students’ characteristics, and to determine the proper procedure of evaluation based on students’ basic competence.

*Translation* is aimed to train its students to be qualified translators and interpreters. *Translation I* is given to the fifth semester. It is designed to provide students with knowledge of translation theories and concepts and their skills in translating from English into Indonesian. The focus of this course is on translation practice. After passing *Translation I*, the next stage is *Translation II* which is taught at the sixth semester. This stage has purposes to develop the students’ knowledge of translation theories and concepts and their skills in oral translation (interpretation).

A previous related study has been conducted by Handayani (2007). She investigated the motivation of the seventh semester students of choosing BE as their elective courses in *The Motivation of English Department Students of the University of Muhammadiyah Malang in Choosing Business English as the Optimal Course*. She informed that there were two factors which motivated the seventh semester students in choosing BE, they were intrinsic and extrinsic factors. The intrinsic factor covers: (1) the students’ own desire; (2) their wish to improve their skills in Business English; (3) the awareness that this subject was very important to reach their ambition; (4) *BE* was their favorite subject; (5) they thought that the course was the easiest subject compared with the other optional courses; and (6) they thought that the subject was more enjoyable than the other optional courses. The extrinsic factor
covers: (1) they chose the course because their favorite lecturer teaches it; (2) their score of the subject was better than that of the other optional courses; (3) they chose it because they just followed their friends who take the same course; and (4) they chose the subject because they wanted to follow their parents’ obsession. In addition, it was found that out of 61 students of the seventh semester who chose this subject, 20 students (32.8%) had very high motivation in learning this subject; 37 students (60.6%) had high motivation; and 4 students (6.6%) had moderate motivation. The mean score of the motivation was 38. From the percentage above, Handayani (2007) concluded that English Department students had high motivation in learning BE subject.

Since the previous researcher studied and focused only on one elective course, this study tries to focus on the three elective courses. Here, the elective courses includes EYL, BE, and Translation. That’s why the writer conducted the study entitles A Study on the English Department Student’s Motivation In Choosing Three Elective Subjects at University of Muhammadiyah Malang.

1.2 Statements of the Problem

Based on the background of the study above, the researcher formulates the problems as follows:

1. How are the English Department students’ motivations in choosing EYL?

2. How are the English Department students’ motivations in choosing BE?
3. How are the English Department students’ motivations in choosing Translation?

4. What are the types of English Department students’ motivations in choosing an elective subject?

1.3 Objectives of the Study

Relating to the statements of the problem, the objectives of the study are as follows:

1. To know the English Department students’ motivations in choosing EYL.

2. To know the English Department students’ motivations in choosing BE.

3. To know the English Department students’ motivations in choosing Translation.

4. To identify the types of English Department students’ motivations in choosing an elective subject.

1.4 Significance of the Study

This research has theoretical and practical significance for students and teachers. Theoretically, it is intended to give contributions to the English Department of University of Muhammadiyah Malang. Specifically, the result can be used as a reference for the elective courses lecturers to improve their techniques in teaching the courses by considering the students’ motivations in choosing a particular elective course. Practically, this study is expected to give feedback to English Department of
University of Muhammadiyah Malang to set up the policy related to the elective courses. It can be used as a consideration in designing curriculum such as teaching material, teaching objective, teaching process, and et cetera.

1.5 Scope and Limitation

The scope of this study is the elective course chosen by the seventh semester students and their motivations of choosing it. This study is limited to the seventh semester students at English Department of University of Muhammadiyah Malang. The data will be taken from the seventh semester students of academic year 2009-2010.

The scope of this study is the students’ motivation to choose elective courses in the seventh semester. Actually there are four elective subjects, namely: American studies, English for Young Learner, Business English, and Translation. Since American studies had few devotees, it was omitted. Therefore, this study is limited to the three elective subjects, namely: English for Young Learner, Business English, and Translation.

1.6 Definition of the Key Terms

Definition of key term is made in order to avoid misunderstanding of the concept that is used in this study. To avoid misunderstanding, there are several key terms that must be clarified related to the study.
*Elective courses* are the courses that can be chosen by English Department students as their elective courses; they consist of American Studies, Business English (BE), English for Young Learners (EYL), and Translation (English Department Curriculum, 2008-2009).

*Motivation* is the reasons why people behave the way they do (Santrock, 2001: 394).