

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Pesantren (Islamic Boarding School) is one of the oldest schools in Indonesia that is based on the fundamentals of Islam. The students who study in *pesantren* are called *santri*. This boarding school does not only teach about religion but also encourage the *santri* to gain the knowledge of the world issue. There is a definition of boarding school stated by Kusnadi (2017).

Boarding schools are one of Indonesia's oldest Islamic educational institutions which became a central for pure religious activities (*tafaqquh fi ad-din*) to spread Islam. The boarding school's education system was based, practiced, and led by the values based on the fundamentals of Islam. These Islamic values became one with contextual structure or the applied social reality in everyday lives. (Kusnadi, 2017, p. 103)

Pesantren's educational system will strengthen the values of Islam in the *santris'* lives to be good Islam *santris*. Nurjaman & Sahida (2013) added that the learning system of *pesantren* is not only about attending classes every morning and leaving in the afternoon but also about learning the value of Islam as learning language is not always about memorizing grammar and structure but also about the

way to use the language. That might be the reason why the *santris* are obliged to stay in the school dormitory for some specific time. It can be stated that *pesantren* teaches its students to have strong basic of Islam and it helps the *santri* to have the values of Islam applied in their daily lives. It is not only about everything written in the book but also the way to apply it in real life.

People might think that *pesantren* only teaches its students Arabic as *Al-Quran* (Islamic Bible) uses Arabic as its main language. The *santris* have the opportunity to learn Arabic because Arabic is the main language used in the learning system in *pesantren*. In fact, *pesantren* teaches not only Arabic but also English language. In Pondok Pesantren Askhabul Kahfi Gunungpati, the *santris* are given the opportunity to choose whether they want to learn English as their extracurricular or not. English is considered as an important language to share information about the world. According to Rafli (2017), learning English should be a great concern for schools because English is a way that students can use to know about the science globally and it cannot be denied that science is controlled by those Westerners who in fact use English. It means that English is a global language to learn and by using English, the *santris* will be able to communicate with people all over the world.

In learning a foreign language especially English the students might face some difficulties. It could be because of the way of teaching, limited facilities and the reluctances to adopt another foreign language other than Arabic. They need motivation in order to be willing to learn a foreign language. Long, Ming, & Chen (2013) stated that motivation has been an important factor which influences the success of the second language learning. In other words, when the students have the motivation to learn they will have the efforts to understand in a better way.

Some studies on motivation have been conducted by some researchers. The first study was done by The Patterns of Adaptive Learning Scales (PALS) in (2000) as cited by Saeed & Zyngier (2012) which was conducted to identify the motivations that the students have based on their own perception. This research used focus group and the respondents were chosen using purposive sampling. The participants of the research were 5 boys and 5 girls who showed different types of motivation (such as the intrinsic, extrinsic or the mixed motivation type) and selected to figure out what kinds of motivation they use. They attended a group class for more than 45 minutes then they were asked about their motivation. The data was recorded and then analyzed. As a result, two students were found extrinsically motivated while the other 8 students indicated that they were all intrinsically and

also extrinsically motivated. The two students might only want to get good scores because they only need approval from the teacher and also parents. Meanwhile, the other 8 students showed interest in learning new skills and concepts in the classroom but it is quite hard to decide whether they tend more to intrinsic motivation or extrinsic motivation.

The second study about motivation was also done by Long et al., in 2013 entitled “The Study of Student Motivation on English Learning in Junior Middle School – A Case Study of No.5 Middle School in Gejiu”. This study was conducted to measure both psychological and social variables which affect the students in learning English. The variables discussed here range from the learning interest, students’ goal, different types of motivation, encouragement from the parents and other kinds of attributions. This study uses questionnaire which has been translated into Chinese to 45 students as the respondents who mostly come from countryside. They consist of 24 boys and 21 girls whose ages range from 13 to 15 and they were grouped into two groups of middle level students and also other students. As a result, the middle school students have low English learning motivation and most of them have instrumental motivation.

The third study about motivation came from Wimolmas (2012) entitled “A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International

Institute of Technology (SIIT), Thammasat University”. This research was conducted to find the level of motivations and figure out what types of motivation that the students had. It used questionnaire for 30 students in the second semester Sirindhorn International Institute of Technology (SIIT), Thammasat University in 2012 academic year. This questionnaire was given during the normal classes and the data were analyzed by using SPSS. From the result, it showed that the students had higher level of the instrumental motivation than the integrative motivation.

Another study was conducted by Wang (1993) in order to investigate further about the factors that affect the Chinese ESL learner in doing the language acquisition in Hong Kong. This research was done by using questionnaire with 45 ESL students as the respondents. The result showed that most of the students who learn English were to obtain better jobs in the future and also to improve the social status and also salary. In other words, most of the students were instrumentally motivated and they had difficulties in acquiring something compared to those who were integratively motivated.

Similarly, the writer wants to do the research about motivation in Pondok Pesantren Askhabul Kahfi Gunungpati because English is not a compulsory subject there. Therefore, it must be interesting to know their motivation to take English as their extracurricular class.

In this study, the writer wants to analyze the *santris'* motivations in learning English at Pondok Pesantren Askhabul Kahfi Gunungpati. By finding out the motivations of the *santris*, it is expected that the materials of English class can meet the needs of the *santris*.

1.2. Field of the Study

The field of the study is Second Language Acquisition.

1.3. Scope of the Study

The study focuses on the motivation of 42 *santris* of Pondok Pesantren Askhabul Kahfi Gunungpati grade 10, 11 and 12 who take English class for their extracurricular.

1.4. Problems of the Study

In order to get a great result of this analysis, the following problems have been formulated:

1. What are the degrees of motivations of the *santris* to learn English at Pondok Pesantren Askhabul Kahfi Gunungpati?
2. What are the dominant factors that motivate the *santris'* to learn English in their extracurricular class?

1.5. Objectives of the Study

The problems of the study above lead the writer to the following study objectives:

1. To find out the degrees of motivations that *santris* have to learn English at Pondok Pesantren Askhabul Kahfi Gunungpati.
2. To figure out the dominant factors that motivate the *santris* to learn English in their extracurricular class.

1.6. Significance of the Study

The writer decides to analyze the motivation in learning English for *santri* at Pondok Pesantren Ashkabal Kahfi Gunungpati. The writer hopes this study could give some information for the readers related to motivations in learning English.

1.7. Definition of Terms

Some terms which are used in this study are:

1. Motivation

To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated towards an end is considered motivated. (Deci & Ryan, 2008)

2. *Santri*

There are two concepts of the word '*santri*' which was derived from Sanskrit language 'Shastri' that means the ability to read and write. Therefore, *santri* is a literacy person because of his knowledge concerning to the Holy Scripture. Second, '*santri*' also came from Javanese language which means 'cantrik' or a person who goes a long with a teacher wherever he goes in order to acquire knowledge and also skill from him who pursues a course from a teacher. (Zulfiqar & Tahir, 2015)

3. Pondok Pesantren

In Indonesian language, the word 'pondok' means room, hut, or tiny house with emphasize on the simplicity of the building. 'Pesantren' basically means the place for '*santri*' (or students) to learn. (Kusnadi, 2017)

