

CHAPTER I

INTRODUCTION

This chapter discusses about background of study, statement of problem, purpose of study, significance/benefit of study, scope and limitation, and definition of key terms.

A. Background of Study

Every student should have a goal that must be achieved in English learning, both short-term goals and long-term goals that can make them have a change after they follow an educational process given by their teacher. A teacher should provide encouragement that students must be able to motivate themselves to improve their achievement in learning. The encouragement that a teacher should give will not be able to change individual attitudes or behaviors to be able to improve their ways of learning if there is no individual role in it because all of them will have a relationship that can provide an added value in enhancing learning achievement.

The act of pushing someone or oneself to take a particular course of action or to push the correct button to elicit the desired reaction is known as motivation. The ability to tap into the enormous motivational potential of visual and mental imagery has opened up a new route for enhancing motivation via the creation and refinement of self-relevant imagery (Safdari, 2021). Motivation has an important function in learning, especially in English learning. The more motivated students are, the more worthwhile the study of a foreign language will be (Rakhimova, 2021). Students' motivation in learning English can be a valuable source of knowledge and insight

for implementing relevant programs or activities to provide a more stimulating learning environment.

Related to learning motivation, Brown (2000), said that there is two types of motivation, namely intrinsic and extrinsic motivation. These types of motivation come from the person itself or certain things around him/her. The act of the person may be influenced in some way by intrinsic and extrinsic motivation.

Activities that are intrinsically motivated have no obvious reward other than the action itself (Brown, 2000). For example, new things because interesting, time with friends because want to enjoy time with them, clean our room because of a hobby, or drawing and painting because it makes us feel calm and happy. Azzahro' et al. (2021) stated that intrinsic motivation is critical to the adaption process that assimilates or combines components of someone's open internal experience and information with new knowledge. People appear to participate in activities for the sake of participation rather than for the goal of receiving an extrinsic benefit. Internally rewarding results, such as emotions of competence and self-determination, are the goal of intrinsically motivated acts which contrast to extrinsic motivation.

On the other hand, extrinsically motivated acts are performed in the expectation of getting a reward from outside (Brown, 2000). According to Sari (2018), Extrinsic motivation refers to active motivations that work as a result of external stimuli. Money, awards, grades, and even certain sorts of positive feedback are examples of extrinsic incentives. Even while many intrinsic benefits can accrue to people who perceive penalty avoidance as a challenge that might develop their

feelings of competence and self-determination, behaviors undertaken purely to avoid punishment are also extrinsically motivated. It shows that extrinsic motivation has an effect on intrinsic motivation.

According to Gardner (1985), motivation distinguished into two part, namely integrative motivation and instrumental motivation. Someone who has been integratively motivated wants to adapt and follow the culture of the community through language. The person performs an action with a desire that comes from oneself. It can be said that integrative motivation arises from self-determination. In the other hand, instrumental motivation has a contrast with integrative motivation. When it comes to performing an action, instrumental motivation has a specific objective in mind. People who are instrumentally motivated perform an action in order to achieve something for a specific purpose. This stands true for how someone learns a foreign language, especially English.

In EFL learning, instrumental motivation is driven when a person learns a language to receive a useful incentive (Sari, 2019). This incentive is a practical reason for learning the language. The incentives are to get more experience, get a high-paying job, be able to speak everywhere they go, or doing their hobbies, like K-Pop.

Faiza (2020) stated that the K-popers can implement their English ability in order to interact with their Bias (fan's favorite member in group) or with their International Fandom Community in social medias and platforms. Based on this case, the idol has brought several impact to their fans, such as Indonesian K-popers,

to increase their motivation to learn English with pleasure by link the Korean culture or the Korean Wave as a reference for learning English.

Korean Wave or known as *Hallyu* is a term that refers to the spread of Korean pop culture globally. It has dominated the industry, not only in terms of entertainment but also in terms of lifestyle, fashion, and even culinary (Faiza, 2020). The increased interest in Korean pop culture prompted the Korean Tourism Organization to conduct a survey of 12,085 visitors from 102 countries who visited www.visitkorea.co.kr in June 2011 (Sobur et al., 2018). Hallyu is centered on K-pop (Korean pop music). K-pop is fast gaining popularity, and many individuals have become instant K-pop fans. Addictive melodies, distinct musical styles, sleek choreography, and attractive entertainers are all important features of K-pop that have caused it to quickly take over the world (Faiza, 2020). Besides the increasing level of interest of people around the world in K-pop, many of them even take part in its industry.

There are many foreigners who become singers and become idols (members of K-pop groups) who active in K-pop industry. For example Bang Chan (Straykids) and Felix (Straykids) from Australia, Jacob (The Boyz) from Canada, Minnie (G-idle) from Thailand, Dita (Secret Number) from Indonesia, etc. A K-pop group can be formed with some Korean members and foreign members. Such as a group called Got7 which consist 4 Korean members, 1 American member, 1 Chinese member, and 1 Thailand member. One of the reason of the formation is to gain interest of global fans in international market.

Currently, the K-pop industry is looking towards the international market. The agency rode the surge of digitization to build regional and global demand for a form of music centered on idol groups, and then pushed their wares onto the global market (Shin, 2019). To gain more interest of global fans they will prepare global promotions such as World Tour, special promotion in another country, for instance Japan Album, English versions of K-pop group songs, etc. Many foreign K-pop idols used to interact with their fans using English or their national language in this promotion or daily content such as live streaming, tweets, etc. on social media platforms.

Global fans, especially EFL fans (who use English as a Foreign Language), mostly use English to keep in touch with them. To fit in with their K-pop community, K-popers (another term to K-pop fans), mainly of the younger generation, are expected to acquire English in order to keep up with the K-pop obsession, the need to learn English rises swiftly (Faiza, 2020).

K-pop can be one of essential thing to learn English as a foreign language in unique way. English can represent their goals in their activities as K-pop fans in a global way. According to Andini & Akhni (2021), fan activism emerges from passion, the desire to express their voice and identity in fandom in response to specific circumstances. Therefore, fans in non-English-speaking country can express their desire freely by English.

Previous research was conducted by Faiza (2020), has used K-popers as object study. It focused on the investigation of the phenomenon of K-pop on Twitter as a learning medium for English. Twitter is the best place to keep up with what's

going on in K-pop and to connect with other K-pop lovers all over the world. Last year, Twitter set a new global record by receiving 5.3 billion K-pop Tweets. In this phenomena, English is in high demand because of the increasing growth of K-pop. The research concentrated on gathering information from K-popers who speak English as a second language (English as a foreign language). The use of K-popers as object study is quite interesting because they are not only interested in K-pop but also learning English, which is an international language, so there is an increase in motivation to improve their skills in this language.

Based on the conditions above, this study focused on the motivation of Indonesian K-pop fans as EFL learners in learning English as a foreign language by observing the global phenomenon of K-pop among Indonesian students. The goal of this study was to discover and analyze Indonesian students' interests in K-pop, examine their relationships with members of the international fandom community and idols, particularly foreign idols, and examine their motivation to learn English as EFL learners.

This research was discovering something that has not been found in previous studies. The gap between this research and previous research was the impact of foreign K-pop idols on Indonesian fans' motivation to learn English. The researcher knew that K-pop fans learned English because of their idols. Therefore, this study was expected to provide recommendations for learning English in terms of the minimal interest and lack of skills of Indonesian students in international language.

B. Statement of the Problem

Based on background of the study above, the statement of the problem in this study are:

1. What are the impacts of foreign K-pop idols on Indonesian fans' English learning motivation?
2. What kinds of aspects that can trigger foreign K-pop idol fans' English learning motivation?
3. How do Indonesian K-pop fans run their motivation for learning English to be able to interact with their idol and international fans?

C. Purpose of the Study

Based on statement of the problem above, the purpose of the study are:

1. To investigate the impact of foreign K-pop idols on Indonesian fans' English learning motivation.
2. To describe kinds of aspects that can trigger foreign K-pop idol fans' English learning motivation.
3. To describe the way Indonesian K-pop fans run their motivation for learning English to be able to interact with their idols and international fans.

D. Significance/Benefit of the Study

This study will be undertaken to find out the impact of foreign K-pop Idols on Indonesian fans' English learning motivation as EFL (English as a Foreign Language). The various sectors of the benefit of this study are follows:

1. The Students

This study will benefit the students in the way to learn English without text book or non-authentic materials. It will help the students, especially K-pop fans, to motivate themselves in English learning.

2. The Teachers

This study will be beneficial to the teachers because through this research, the teachers may discover the kinds of aspects and impacts that can affect students' English learning motivation.

3. The Researcher

The outcome of this study is beneficial to the next researchers because this study may be the one of basis in the case of English learning research motivation which is impacted by various things.

E. Scope and Limitation

The impact of foreign K-pop idols on Indonesian fans' motivation to learn English as EFL (English as a Foreign Language) is the main topic of this study. An observation, documentation, and questionnaire will be used to collect data from selected Indonesian K-pop fans.

This study will not cover the other problems which are not necessarily connected to Indonesian K-pop fans' perspective in the English learning motivation as a foreign language. The respondents should be the Indonesian K-pop fans who are active in social media and K-pop fans platforms.

F. Definition of Key Term

Definition of key terms includes the topic of this research. It also includes the definition about them. The definition of key terms of this research are:

English Learning Motivation : English learning motivation is an act of pushing someone or oneself to learn English intrinsically or extrinsically. Intrinsically motivated students love learning a second or foreign language for its own purpose but extrinsically motivated students are generally convinced by external incentives linked with language study.

EFL : EFL stands for English as a Foreign Language. Learning English in a non-English-speaking country is referred to as EFL. The target audience for EFL is people from countries where English is neither the first language nor the official language, such as China, Japan, and South Korea (Si, 2019).

Foreign K-pop Idol : Foreigners (people around the world except for Korean) who debut as a member of the Korean boy/girl groups (such as Blackpink's Lisa, IVE's Rei, NCT's Ten, etc.).