

# **CHAPTER I**

## **INTRODUCTION**

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

### **A. Background of The Research**

In this modern era, technological developments make the scope of communication wide open. Humans can communicate with others around the world with unlimited access. Therefore, we are required to understand and learn foreign languages. With mastery of foreign languages humans can communicate with others easily. It cannot be denied that we need it in various aspects of life in this global era. As well as for trade communications, understanding foreign language books and others.

Besides that, there are still many aspects that require someone to understand foreign languages, such as in the world of work. In the current era, many companies or work agencies prioritize people with proficiency in foreign languages to be accepted in the recruitment of employees in the office. Then in the world of education it is almost the same. The ability to master a foreign language is a criterion that must be met if he wants a scholarship during his education, especially English, which is stated as a global language (Crystal, 2003:2).

The important of master foreign language reinforced by Crystal (2003: 3) statement that English acts as a global or world language because English is learned and used as a means of communication in various countries either as a first language, a second language, or as a foreign language. Izzan and Mahfudin (2007:1) also affirmed by the statement said English is an international language that used for inter-state relations and used to deepen and develop science, because most of the science books imported from abroad. Based on each statement can know that English is meaningful to be interconnection language for connecting most people in the world.

In Indonesia, in the world of education, based on Law 1989 Chapter IX Section 39 English is a compulsory language to learn from elementary school to university level. In addition, the 1989 Law on Education, Chapter XI, Section 42, and Paragraph 2 also allows for the possibility of using English as a medium of instruction, with the proviso that this is needed for developing knowledge of a particular subject or vocational skill. This proves that one of Indonesia's great visions in terms of education is to support communication with the hope that the Indonesian people will not be left behind in various aspects of the world due to the problem of stuttering foreign languages. Thus learning English material must be massively delivered to learners. Because with education that is delivered as a whole, learners can capture and understand English fluently. However, learners find it difficult to learn English due to the rules; order of the words, pronunciation, and it is a language that is full of contradiction (Oxford Royale Academy).

It takes some stimulus or strategy that can increase the level of learning of learners. Strategy is science of stratagem, sense or a ruse to achieve the aims and objectives that have been planned (Anwar, 2001:450). Meanwhile, Cambridge Dictionary defines strategy as a detailed plan for achieving success in situations such as war, business, industry, or sport; or the skill of planning for such situations. In teaching and learning process, an efficient growth of knowledge inside and outside of school is only possible if students have skills which initiate, guide and control the search for information and later on it's processing and storage; which is called strategy (Wagner and Monk, 2013). Stone and Morris, in Issac (2010) defines that strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. In summary, strategy is a detailed plan for achieving success in a teaching and learning process. Especially in English, which is a foreign language, strategy becomes an important part for achieving a success in teaching process.

Aside from the strategies implemented by the teachers, the success of mastering English in teaching and learning English comes from the various factors such as from the teacher, students, and also motivation (Shulha, 2013:3). Therefore, one of the important factors to support the success of learning English is motivation. Michael Jucious stated that motivation is stimulating someone or oneself to get a desired course of action or to push the right bottom to get a desired reaction. Motivation is defined as the process

that initiates, guides, and maintains goal-oriented behaviors (Goyal, 2015). Dorney (2001:2) said that motivation is related to one of the most basic aspects of the human mind and it has a very important role in determining success or failure in every learning situation. From the preliminary research done by the researcher in 9<sup>th</sup>-15<sup>th</sup> February 2021, it is found that the students in class 7 of MTS Darussulaimaniyah Durenan Trenggalek is not enthusiastic in learning English. From the observation done, they are not motivated to learn because they feel that English language is difficult to learn. However, the English teacher in MTs Darissulaimaniyyah Durenan has high passions to teach English eventhough he only teaches for less than two years. These passions, later, made him search for different kinds of strategies to make students motivated in learning English.

Motivation is one of the most influential factors of all individual differences in language learning (compared to learning style, aptitude and age) when learning outcomes are considered (Dornyei, 2001). From this, it can be said that the role of motivation in learning something new is inevitable. Motivation can stimulate, initiate and guide the students to keep their goal-oriented behaviours in the learning process, thus making them learn something rather quickly. Dornyei (2001) also points out that regardless of learners' ability, aptitude and intelligence, with a strong motivation to learn a language, students will be able to learn effectively.

In response of background of the research above, it can be known that certain strategy used by the teacher can result in the improvement of students'

motivation to learn English language. Therefore, this study aims to know what are the teaching strategies used by the teacher to develop students' motivation in learning English, and how the strategies develop students' motivation in learning English. In addition, the researcher set the title **“Teacher’s strategies to develop student’s motivation in learning English at MTs Darissulaimaniyyah Durenan”** to be appointed in this research.

#### **B. Research Problems**

The research questions below are obtained from background of the research.

1. What are strategies used by the teacher to develop students' motivation in learning English at MTs Darissulaimaniyyah Durenan?
2. How does the teacher's strategy develop students' motivation in learning English at MTs Darissulaimaniyyah Durenan?

#### **C. Research Objectives**

1. To know what are strategies used by the teacher to develop student's motivation in learning English at MTs Darissulaimaniyyah Durenan?
2. To know how teacher's strategies develop student's motivation in learning English at MTs Darissulaimaniyyah Durenan?

#### **D. Significance of The Study**

1. English Teacher

The study can be used as the reference about strategies used by the teacher to develop the students' motivation in learning English.

## 2. Further Researcher

Especially for them who study on EFL as future researcher. The researcher hopes that this research can help the university students to find new ideas and motivations in developing other research in teacher's strategy to motivate students in learning English. It is also hoped that the research will give and present enough information about related topic. It is hoped that the research can be the reference for the researcher.

## **E. Scope and Limitation of The Research**

Based on the identification of the background of the research, this study will focus on what strategies are used by the teacher to increase students' motivation in learning English in school. It also focuses on how the teacher's strategies can develop students' motivation in learning English. First, the researcher will identify the teacher's strategy to develop students' motivation in learning English, thus to know how the strategy used can develop students motivation in learning English. The analysis will be based on the teacher's interview answers and the observation done in the classroom. Limitation: the study was conducted on the students and teacher in the seventh grade at MTs Darissulaimaniyyah Durenan.

## **F. Definition of Key Terms**

Based on the research, this point is very important to provide more understanding of the research being carried out.

### 1. Motivation

The term motivation that is used in this research is based on Kenneth T. Henson (1999:373) who stated that motivation is a student's interest in doing academic work and learning academic material.

## 2. Strategies

The term strategies that is used in this research is based on Anwar (2001:450) who stated that strategy is science of stratagem, sense or a ruse to achieve the aims and objectives that have been planned.

## 3. Learning English as foreign language

The term learning English as foreign language in this research is based on Brown (2007) who define that learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction", in this case is English as foreign language