

## CHAPTER 1

### INTRODUCTION

In this chapter, the researcher discuss the background of the research, formulation of research problem, objective of the research, significance of the research, scope and limitation of the research, and definition of key term.

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

Humans are social creatures who need each other. To express their feelings and express their desires, humans need language. Language is a means of communication, and communication almost always occurs in all social contexts. Effective communication requires understanding and acknowledging the relationship between language and the people who use it. For example, they tell you when to use slang with friends or formal language with bosses, how to rate a candidate's campaign speech, and whether to shorten emails (Julie S. Amberg: 3).

Along with advances in the field of technology in this modern era, English also functions as the language of instruction in the world of education. Even English is included in the category of subjects that must be studied. In Indonesian education, English is learned from kindergarten to university level. There are even some schools in Indonesia that use English as a means of communication in schools. However, the majority of schools in Indonesia still use Indonesian and their local language in learning activities. This makes it difficult for some students to learn English. In fact, many students also admit that English is a difficult subject to learn. So, this will be a challenge for English teachers, especially at the junior high school level in delivering English subjects.

Motivation is one of the most important factors for successful teaching and learning (Nuramah Hayikaleng and friends, 2016: 479). So, apart from being required to teach English subject matter, English teachers also need to have a unique and effective way of teaching to motivate their students to learn English. It is important for teachers to pay attention to the constraints and abilities of each student. It is very important for teachers to be able to facilitate

their students' interest in learning English (Diana S. Rahman and Wening Sahayu, 2020: 181).

In this study, the researcher used guidelines from several previous studies. The first research is according to Nurul Apriliani (2020) with the title "Teachers' Strategies to Motivate Students in Learning English at SMA Muhammadiyah Singkit". This study aims to describe how the English teacher's strategy to increase motivation to students and describe student responses to the teacher's motivation. The results of this research indicate that: the English teacher techniques to growth motivation to his students are giving reward, giving diffused ridicule, giving suggestions, and giving idol memories. The teacher continually gave reward regardless whether or not the works of students have been top or bad. The teacher gave diffused ridicule simplest to few students. The teacher seldom used it due to the fact she become afraid if she hurt her students' emotions that made them turn out to be lazy to study English. Last the lesson and or whilst the conditions withinside the elegance has been now no longer conducive to preserve the material. The teacher imports idol memories as a part of the material. The strategies to growth motivation given via way of means of the English teacher to the students have been extrinsic motivation (primarily based totally on supply of motivation) and instrumental motivation (primarily based totally at the purpose) in teaching English as media to arouse students of accomplishing the goal. Many tenth students of SMA Muhammadiyah Singkit 2019/2020 academic year have good response to the English teacher motivation.

The second research is according to Alkhansa Munawwarah (2018) in his research with the title "Teacher's Effort in Building Students' Motivation in Learning English". This research has two objectives. The first is to find out the efforts of English teachers in encouraging their students to be motivated to learn English at SMA Teuku Nyak Arif Fatih Bilingual School. And the second goal is to find out how students view the motivational strategies of the English teacher. The results showed that the teacher is the main factor in building student motivation. There are four ways that English teachers do to motivate their students to learn English. These ways are to create basic

motivational conditions, generate initial motivation, nurture and protect, and encourage positive retrospective self-evaluation.

The third research is according to Natasya Prasetyaning Andryastuti (2015) in her research with the title "Teachers' Strategies in Motivating Students in Inclusive School". This research aims to determine the motivational strategies used by teachers to motivate their students who are studying at the Salatiga Inclusion Elementary School. This research become achieved in three inclusive elementary schools in Salatiga: those ones have been SDN Dukuh 2, SDN Sidorejo Kidul 2, and SDN Noborejo 2. It becomes located that each one individual used the identical techniques which have been displaying teachers' care to the students, making two mastering substances and strategies that would entice the students, fending off intimidation, and giving verbal reward. Although they used the identical techniques, however they used the many approaches that would be one-of-a-kind through each teacher. The results showed that teachers used four strategies, namely: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

Based from previous studies on the strategies of English teachers in motivating their students to learn English, none of these researches have specially discussed intrinsic and extrinsic motivation strategies. Therefore, this research is different from previous studies. In this research, the researcher only focused on the strategy of the English teacher in motivating his students by using motivation in the form of intrinsic motivation and extrinsic motivation, and discussed the students' responses regarding the motivational strategies given by the English teachers. The researcher gets references from the experiences that the researcher gets through internship programs one and two at MTs Darul Falah Bendiljati Kulon. The researcher also made observation once again to strengthen the researcher's belief to carry out this research. It was objectively observed that there were still many students who complained that they did not like English lessons because it was difficult so they needed motivations from their English teacher regarding this and the

researcher see there are students of MTs Darul Falah learn English with enthusiasm. To find out more about how English teachers motivate their students, the author conducted research entitled "TEACHERS' STRATEGIES IN MOTIVATING THEIR STUDENTS IN LEARNING ENGLISH AT MTS DARUL FALAH".

## **B. Formulation of Research Problem**

Based on the background of the study state above. The questions of the research are:

1. What strategy does English teacher use to motivate his students in learning English?
2. What factor trigger English teacher to motivate his students in learning English?

## **C. Objective of the Research**

Based on the research question, the purposes of the study are:

1. To describe the strategy does English teacher use to motivate his students in learning English.
2. To describe trigger factor English teacher to motivate his students in learning English.

## **D. Significance of the Research**

The researcher hopes that this research can give a valuable contribution to the teachers, institution, students and next researchers.

1. Benefit of theory

- a. Teacher

The result of this study is theoretically expected to provide insight for teachers in choosing and determining strategies in carrying out English learning activities in the classroom. And hopefully this research can be taken into consideration by teachers in motivating

their students to be happy and like English so that learning activities can run effectively and conducive.

b. Institution

For the institution, this research can be taken into consideration in conveying English learning to students, whether they are students from the English Education department or from other majors.

2. Practical benefit

a. Student

The result of this study is practically expected to provide motivation for students on the importance of learning English.

b. Further researcher

For further researcher, it can be used as a reference in conducting further research. Researcher can also conduct research on the same topic with different methods, different kind of motivation, number of students and school levels. In addition, research results can also be used as information to develop similar research.

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

The scope of this research is focused on knowing the strategies of English teachers in motivating their students to learn English. The limitation of this research is that it only focuses on the strategy of English teachers in motivating their students to learn English by using intrinsic motivation and extrinsic motivation.

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

In order to have a better understanding and avoid misinterpretation, the researcher presents the definition of key term applied in this research. The details are:

### **1. Teacher**

UU no. 16 Year 2005 on Teachers and Lecturers (Article 1) states that: "The teacher is a professional education with the primary

task of educating, teaching, guiding, directing, train, assess and evaluate learners in formal education, in primary education and secondary education".

## **2. Student**

The definition of students according to the general provisions of the Republic of Indonesia Law no. 20 of 2003 concerning the National Education System is a member of the community who tries to develop their potential through a learning process that is available at certain paths, levels, and types of education. Thus, students are people who have the choice to pursue knowledge in accordance with the ideals and hopes of the future.

## **3. Motivation**

Motivation is an impulse that arises in a person consciously or unconsciously to take an action with a specific goal. For those of you who are not excited or sad, a word of motivation might be able to get you back on your feet.

## **4. Learning**

The key process in human behaviour is learning. Because learning is an act of obtaining (Brown, 2000: 7). Learning is relatively permanent but can also be forgotten. Learning can be defined as a process to gain new understanding, knowledge, behaviour, skills, values, attitudes, and preferences (Richard Gross, 2013).

## **5. English**

English is a global language in this world. We can hear it on television what politicians from all over the world have said. Whenever we travel, we will see various signs and advertisements that are in English. Every time we enter a hotel or restaurant in a foreign city, the people there will understand English, and there will also be menus in English (David Crystal, 2013: 2).