

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of the research question, purpose of the study, the significance of the study, the definition of key term, scope and limitation of the study.

A. Background of the Study

The teacher is one of the factors in the preparation of education which has an important role in the strategy to give direction to students to form a better person than before. In education, teachers are the most influential component in the creation of good and quality educational processes and outcomes. Teachers have a very strategic role in strategy to realize national development goals, especially in the field of education, so they need to be developed as dignified and professional (Mulyasa : 2007)

Apart from all the existing subjects, language teachers are also quite a special concern, this is related to students' abilities about language and are not only proficient in theory, but also proficient in practicing it. They are expected to be able to use good language in everyday life. Language itself is something that is considered important, because language has a unique and human character that is used to distinguish it from other creatures. Language is also a part of the communication system (Mulyasa : 2007). Often students tend not to know why English is important to them and their interest in learning English only relies on their teacher

This is what then becomes a challenge for English teachers to make students have in English to give students a sense of interest in English which is often considered difficult for some students. This fear then triggers the difficulty of learning English, especially at the junior high school level. Teachers need to give students an understanding in advance about English, which is not entirely scary and very difficult. Apart from that, the teacher also needs to deliver material according. By understanding material related to English language, students can understand how to learn easily related to English.

If the previous student has not understood about English learning, especially for the pronunciation of some words that are considered quite difficult and understand how to apply things, then he will be quite difficult when it comes to learning more about English. In general, in carrying out the learning process, especially learning English, a person is influenced by various factors that can influence and motivate a person to be more enthusiastic in the learning process. There are various types of motivation in humans and the elements that can influence it, especially motivation in learning and being interested in new things from one's self. Motivation has an important role in guiding and directing someone in implementing behavior in accordance with what has been taught.

The purpose of this study was to study English teacher strategies to improve students' motivation in learning English at Mts Al Huda Bandung Tulungagung to be precise in grades 7, 8 and 9 in full-day classes. This is because Mts Al Huda Bandung has two types of classes and two learning

systems, regular classes, namely classes that are the same as other classes in general with learning methods that are almost the same as other classes in other schools. And the second learning system or second class is called the full-day class, this full-day class is unique than the regular class. This is clearly the first of the students occupying a class which in the 2022/2023 school year is only filled with no more than 20 people. At the beginning of implementing the full-day class system, this class was an accelerated class or class skip, so students only needed 2 years to graduate from junior high school level education. For the implementation of full-day classes Mts Al Huda it self is the first school in the Bandung area to use this full-day class learning system, so this is a reference for other schools to improve the quality of education.

So from this case it is known that the quality of learning and the quality of understanding of students who are in this full-day class are much better than the regular class in general as well as the of students in English, therefore, researchers try to investigate what strategies are used by English teacher to improve student motivation in learning English that are in accordance with the conditions of students at Mts Al Huda Bandung. And the uniqueness of this teacher's strategy is about the teacher's strategy make students can learn to the maximum and have sufficient learning experience makes them motivated in English learning.

B. Focus and Research Questions

Research focus: English Teachers' strategy and Students' motivation to learn English.

This research is focused on the strategy made by English teachers to provide students' motivation to learn English of MTs Al Huda Bandung students to be able to implement English in daily life. The research questions are:

1. What is the strategy of English teachers to improve student's motivation in learning English at Mts Al Huda Bandung?
2. How are the strategy employed by the teacher contributive to student motivation in learning english?

C. Purpose of the Study

- a. To explain the strategies of English teachers in improving students' motivation in Learning English of students at MTs Al Huda Bandung
- b. To explain the strategies employed by the teacher contributive to student motivation in Learning English at MTs Al Huda Bandung.

D. Significance of the Study

With the achievement of these objectives, the expected usefulness of research are:

- 1) For school principals, the results of this research can be used as a basis or standard in formulating policies related to students, so that schools can quickly solve problems related to fostering students in learning English.
- 2) For teachers, the results of this study can be used as additional ideas and motivation for teachers to carry out and maximize their roles well, so that students will be more active in learning English and can be perfectly embedded in students.

- 3) For students, the results of this study can be used as a means of introspection towards the achievement of learning objectives conveyed by the teacher, especially those related to improving students' motivation to learn English.

E. Scope and Limitation of the Study

The scope of this research is about the teacher's strategy in motivating students in English learning. In this study, researchers will investigate the strategies used by teachers using active learning strategies taken from Bonwell & Eison's theory that teachers can use in class. Due to the reasons previously explained, the researcher will be aware of the movement of English teachers to use strategies to motivate students to learn English without measuring how far the strategies are developed. Furthermore, this research is limited to two English teachers at Mts Al Huda Bandung Tulungagung in the 2022-2023 school year. The researcher chose the two teachers because the researcher wanted to research from grades 7, 8 and 9.

F. Definition of Terms

In order to avoid misunderstandings and provide a clear picture in understanding the terms contained in this title, namely " strategy of English Teachers in Improving Students' Learning Motivation in Learning English at MTs Al Huda Bandung" the authors provide limitations and affirmations of terms that clear, namely as follows:

1. Conceptual Affirmation

a. Teacher Strategy

(Salim, Moh. Haitami, dan Samsul Kurniawan. 2012) explain strategy is condition to convey an intention, reason, endeavor. strategy here mean that will be made by an educator to guide and improve students' motivation to learn English.

(Salim, Moh. Haitami, dan Samsul Kurniawan. 2012) adults who are responsible for providing guidance, direction and examples to students in their physical and spiritual development in order to reach maturity, able to carry out their duties as caliphs on earth, as social beings, and as individuals who are able to stand alone. So a teacher does not only teach material in front of the class, but someone who organizes learning programs and manages classes so that students can learn comfortably so that students will later reach a level of understanding, practice a science and reach a maturity level as the ultimate goal of the educational process.

One of the insights that teachers need to have is about the "teaching and learning strategy" which is an outline of the course of action in order to achieve the goals outlined. By having a strategy, a teacher will have guidelines in acting with regard to various alternative choices that may and should be taken. So that teaching and learning activities can take place in a systematic, directed, smooth and effective. an opposite of teaching and learning activities that are carried out without a strategy, meaning that these activities are carried

out without clear guidelines and directions, so that they can cause deviations which in the end can result in not achieving the goals outlined,(Salim, Moh. Haitami, dan Samsul Kurniawan. 2012)

b. Students Motivation

This review of self-report motivational measures will focus on a brief assessment of measures designed to investigate various constructs of motivation for academics and in learning situations. Consequently, some authors argue that methodological advances in motivation research are stagnant and that this results from and contributes to theoretical fragmentation due to a lack of progress in the elaboration and validation of motivational constructs Ryan (Richard.M. and Deci Edward.LLearning, 2000)

Learning is a process that must be done by each individual to gain knowledge. So what is meant by learning motivation here is a cause that encourages someone to have a certain drive that makes have a strong desire to learn something.

c. English In our life Today

English has become a second language which is an international language. Along with the development of technology and the times, every Indonesian needs to learn English. It can be said that by learning English, we can compete with others in this increasingly sophisticated era. In that era, everyone is required to be able to master

science and technology, full of competitive atmosphere in various fields (Yulia Agustin:2011)

2. Operational Confirmation

Based on the conceptual confirmation above, what is meant by the strategy of English teachers in improving students' motivation to learn English is the strategy made by teachers and schools to improve the quality in learning English of their students. . In providing motivation, a teacher must try with all available abilities to direct students' attention to certain targets. With this encouragement in students, the initiative will arise with the reasons why he is pursuing English lessons. To generate learning motivation for them, a teacher must try to motivate students through the selection of strategies that will be used in the learning process, the use of media in learning and the development of factors that support it. The more the strategy made by the English teacher improves, the learning activities of English and students' motivation will improve, and vice versa, if the strategy made by the English teacher is not optimal, the activities and motivation in student learning will also be less than optimal. (Tuan, L. T. 2012).

G. Discussion Systematics

To facilitate understanding related to the preparation of this research, it is necessary to have a clear systematic discussion, namely:

- a. The initial section consists of: a title sheet, and a table of contents.

- b. The main part consists of: research context, research focus and questions, research objectives, research uses, definitions of terms, and previous research.
- c. Research methods consist of: research design, presence of researchers, research locations, data sources, data collection techniques, data analysis techniques, checking the validity of data, and research stages.
- d. The final part consists of: a bibliography.