

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study and the reason why the researcher chose to conduct this topic. In addition, the researcher also explains formulation of research question, and purposes of the study. The significance of the study, scope and limitation of the study and definition of key terms are also explained in this chapter.

A. Background of the Study

English is an international language. According to Ilyosovna (2020), the importance of English in the global world cannot be ignored considering that English is the most commonly used language in the world. So, this makes English one of the most frequently used languages in the world. Even outside of English-speaking countries, many people can and understand English. In the age of globalization, English is particularly vital in international communication as well as the development of education, politics, the economy, and tourism (Nurhayati et al., 2018). In the field of education, learning English can broaden students' horizons and increase intelligence. Because English is an international language, there are many learning resources such as articles, books and journals that use English. Therefore, learning English is beneficial for students to access more knowledge. However, in the world of education, English has a structure or language rules that must be followed by students (Nurhayati, 2020). So in order to help students master English, the teacher has an important role as educator. According to Jainiyah et al. (2023), one essential activity that needs to be included in learning activities is the function that teachers have in helping students become more motivated to learn. Teachers are responsible not just for delivering and transmitting knowledge, but also for motivating students to learn. It is expected of teachers to keep up their

excellent instruction and motivate pupils to learn in order to sustain their passion for learning (Nurhayati et al., 2022).

Motivation plays an important role in the teaching and learning process for both teachers and students. Rianto in Laka et al. (2020), defines that motivation is something that moves a person or group to do or not do something. While Wardani et al. (2020) states that motivation is a human drive or impulse that can influence, direct, and organize action. This has to do with making an attempt to satisfy felt needs—both material and spiritual. When it comes to learning activities, learning motivation refers to the general force that moves students to create, guarantee, and give direction for learning activities in order to meet the desired learning objectives.

Motivation already exists within each individual and also can arise because it is stimulated by external factors. Maryam (2016) says, internal motivation can be defined as the desire to devote all energy to achieve a specific goal. And based on the fulfilment of their needs, a person will race to make efforts so that in the end they can meet what they need and manifest in the form of certain behaviours. And extrinsic factors are factors that come from outside the individual, including the social environment, curriculum, supporting facilities, and so on (Shalahuddin in Permana, 2017).

Furthermore, Khoirotuliulla (2022) explained that students' learning motivation can be influenced by several factors, namely internal factors and external factors. Internal factors include physiological and psychological aspects of students. Meanwhile, external factors come from the social environment and non-social environment. Therefore, teachers need to pay attention to the condition of students and the teaching environment in order to motivate students to learn.

Based on what Nurhayati (2018) stated, educators and teachers must always develop their abilities, knowledge, thinking, and attention. Meanwhile, Ratiah (2022) stated that teachers as educators must improve

their skills and abilities in teaching both in terms of material and classroom management. The teacher can be equated as a travel guide who is responsible for the smooth journey of students in the learning process based on knowledge and experience. In the learning process of students, of course, there are several things that influence such as motivation, maturity, the relationship between students and teachers, verbal abilities, a sense of security and the teacher's skills in communicating or interacting with students are important factors for teachers in the learning process.

Teacher strategies are general approaches to teaching that apply across a range of content areas and are used to fulfil a variety of learning objectives. A teacher must understand about learning and teaching strategies. Strategy is one of the effective ways used by a teacher in increasing student learning motivation, because by using the right strategy, students will be motivated to learn and not get bored with the subject matter delivered by the teacher (Ratiah, 2022). Therefore, teachers need to use interesting strategy, because traditional strategy typically cause students to get fatigued and uninterested because the approaches are dull, dismal, or uninteresting, and the reciprocal action between students and professors becomes tedious, leaving them exhausted and jaded (Nurhayati, 2022).

After understanding several definitions above, it can be concluded that motivation has an important role in the learning process. A teacher must be able to foster students' learning motivation so that learning objectives can be achieved. Therefore, a teacher is expected to use the appropriate teaching strategy so that the learning results can be obtained optimally.

MTs Miftahul Huda is one of the junior high schools in Tulungagung. When the researcher did an internship, the researcher found a case where students had low enthusiasm in learning English. So researchers conducted a pre-survey to find out more about this phenomenon. During the observation, there are many students who

consider English a difficult subject. The result of interview, students stated this because due to the obvious differences between Indonesian language and English language, especially in the pronunciation of vocabulary and sentence patterns. Based on pre-survey observations, teachers themselves are still trying to adapt to the newly implemented independent curriculum at school which requires teachers to be more innovative and creative. Meanwhile, there is a lack of facilities provided by the school to support English learning. Even so, the teachers have done their best to motivate their students. And based on this phenomenon, the researcher conducted a study regarding the strategies used by English teachers to motivate students at MTs Miftahul Huda Ngunut Tulungagung.

There are several previous studies that have similar themes. Such as research conducted by Aprilia with the title "Teacher's Strategies in Motivating Students to learn English at Junior High School 01 Ngunut Tulungagung" in 2020. The purpose of the study was to find out English teacher's strategies to motivate students to learn English at Junior High School 01 Ngunut Tulungagung, and how English teachers' strategies contribute to students' motivation in learning English at Junior High School 01 Ngunut Tulungagung.

Another researcher, Listyanti, also discussed a similar topic in 2022 with the title "The Teacher's Strategies in Motivating Students in Learning English at the Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022". This research aims to find out the teacher's strategies in motivating students in learning English at the second grade of MTs N 4 Klaten in the academic year 2021/2022 and what motivational strategies are often used by students in learning English at the second grade of MTs N 4 Klaten in the academic year 2021/2022.

In addition, Khalimah conducted a study with the title "English Teachers' Strategies to Improve Students' Motivation in Learning English at Mts Al Huda Bandung Tulungagung" in 2023. The purpose of this study is to explain the English teacher's strategy in improving students'

motivation in learning English at MTs Al Huda Bandung, and to explain the strategies used by teachers contribute to students' motivation in learning English at MTs Al Huda Bandung.

After reviewing some of the previous studies, researcher found research gaps that can be analysed more deeply. Researcher realised that the previous studies did not examine more specifically related to supporting factors and limiting factors of English teachers in motivating students. Therefore, in this study, the researcher discusses about the supporting factors and limiting factors for English teachers in motivating students. Other than that, this study also has novelty by implementing research about teaching strategies by teachers to motivate students' learning in English teachers of Islamic secondary schools, namely MTs Miftahul Huda Ngunut. And based on this background, researchers conducted research with the title "English Teacher's Strategies in Motivating Students at MTs Miftahul Huda Ngunut Tulungagung".

B. Formulation of Research Question

Based on the background above, the researcher the problems to be discussed:

1. What are the strategies used by English teachers in motivating students at MTs Miftahul Huda Ngunut Tulungagung?
2. What are the supporting factors for English teachers in motivating students at MTs Miftahul Huda Ngunut Tulungagung?
3. What are the limiting factors for English teachers in motivating students at MTs Miftahul Huda Ngunut Tulungagung?

C. Purposes of the Study

Based on the formulation of the research research question above, the purposes of this study are:

1. To find out the English teacher's strategy in motivating students at MTs Miftahul Huda Ngunut Tulungagung.

2. To find out the supporting factors for English teachers in motivating students at MTs Miftahul Huda Ngunut Tulungagung.
3. To find out the limiting factors for English teachers in motivating students at MTs Miftahul Huda Ngunut Tulungagung.

D. Significance of the Study

The results of this study are expected to provide benefits, both theoretically and practically.

1. Theoretically

This research is expected to contribute to the understanding of the strategies used by English teachers to motivate students at MTs Miftahul Huda Ngunut Tulungagung.

2. Practically

- 1) Students: Researchers hope that students can be more motivated to learn English with the best strategies and get good grades.
- 2) Teachers: The researcher hopes that teachers can improve their teaching methods using suitable teaching strategies and help students to improve their English language skills.
- 3) Researcher: The researcher hopes that this study can be used as a source of knowledge and help future researchers who use the same theme.

E. Scope and Limitation of the Study

This research focuses on the teaching strategies used by English teachers in motivating students at MTs Miftahul Huda Ngunut Tulungagung. The limitation of this research is English teachers at MTs Miftahul Huda Ngunut Tulungagung.

F. Definition of Key Term

- Strategy** : strategy is an important action taken when doing something, such as making a long-term plan consisting of policies and ways of acting to achieve certain goals. Strategy is also useful for making steps that need to be taken by a person or company to achieve the expected goals.
- Teaching Strategy** : are ways used by teachers in delivering learning materials so that learning objectives can be achieved.
- Motivation** : something that moves individuals or groups to do something in order to achieve certain goals.
- Learning Motivation** : is the force that moves students in the process of learning activities to achieve the expected goals.