

CHAPTER I

INTRODUCTION

1.1 Background of Study

Nowadays, learning English is crucial, especially in the field of education. English is frequently used as the primary language amongst individuals from many nations.

Crystal (1987:358) states that, "English is regarded as a global tongue. All five continents Asia, Europe, Australia, Africa, and America have a strong English presence. It is the primary language used in publications, newspapers, airports and air traffic control, academic and business conferences throughout the world, sports, international contests, music, and advertising".

In other words, English is a global language that is spoken in practically every nation and is utilized in every profession. In order to compete in the creation of a world without borders or borderless, one must communicate in English, which may be employed in the economic, social, cultural, educational, and political spheres (Shobikah, 2017:86).

Gunantar (2016:143) stated that: "Due to the idea that English is an international language and the language that people around the world use the most, the government later required people to learn it in all secondary level schools. In addition, other private schools actually taught English to students from elementary school through higher education." For students, English is one of the prerequisites for obtaining Bachelor's degree. Currently, English proficiency is also often used as one of the requirements for applying for a job. In fact, it can be said almost all professional work requires good English competence. In Indonesia,

English is a foreign language which is officially designated as a language part of the national education curriculum and become a necessity in some higher education and employment.

A person who is actively involved in formulating policies and carrying out education is primarily responsible for pursuing educational goals. According to Akbar & Hawadi (2001), there are a variety of elements that might affect both the internal and external aspects that affect students' learning. Students' learning success is influenced by the interplay of these two elements.

As per Suartama (2014:20), through e-learning, The material given to understudies can be gotten to whenever and from anyplace, whenever as well as getting materials that can be advanced or furnished with different sorts support learning assets including mixed media that can be upheld by instructor. In addition, according to Ghiardini (2011:9), e-learning can provide one effective teaching method by incorporating collaborative activities with self-study, personalizing learning paths based on student needs, practicing with related feedback, and using simulations and games.

Inspiration plays a significant part in learning and understudy accomplishment connected with understudies' perspectives, feeling and conduct. Naturally, students who experience difficulties at school exhibit low motivation. By supporting students with rewards or reinforcement for their accomplishments, paying attention to awareness, providing feedback, and making students feel confident in their abilities, teachers must strive to increase student achievement motivation.

Inspiration plays a significant part in the fruitful investigation of language obtaining. One of the most important aspects of learning English, according to many, is motivation, which is defined as "the process whereby goal-directed activity is instigated and sustained" (Pintrich & Schunk, 2002:6). According to Gardner (1985), it is defined as the extent to which people strive to learn a language out of a desire to do so and satisfaction from doing so. Certain theories can explain types of motivation (Second Language Acquisitions). The most popular concept of motivation theory categorize them into intrinsic and extrinsic motivation. This idea came after instrumental and integrative theory, and has been widely accepted in research about academic learning motivation.

Acquiring or teaching a second language is not always based on cognitive considerations, such as learning styles and strategies, but affective nature also plays an important role. If we are asked to formulate a theory inclusion or second language teaching methods only on a cognitive basis consideration, we will definitely take advantage of the most basic side of human behavior (Brown, 2007:165). One of the important learning factors which comes from the affective area is motivation.

Inspiration in learning can be partitioned into two classifications; characteristic inspiration and extraneous inspiration. Harmer, (2001) states that natural inspiration comes from inside the person. Inspiration comes from the inside and the individual and not from outside or outer prizes, like cash or worth. Understudies who have natural inspiration will get joy from it, to be specific the actual errand or from feeling fulfilled in finishing or in any event, doing an undertaking. Then again, extraneous inspiration additionally influences

understudies in learning. According to Harmer (2001), "extrinsic motivation is the result of any" variety of external factors. Reward and punishment are examples of these external factors. Extraneous inspiration doesn't imply that understudies won't get delight from learning or finishing tasks. Simply put, this indicates that even when there is little or no interest in the task at hand, the pleasure they anticipate from some external reward will continue to act as a motivator.

Based on the explanation above, according to the author that motivation is one of the important factors in influencing learning English. motivation is needed by students in undergoing the learning process, dueto the strong will of the people around and the environment in supporting students to do something they like and facilitating them in receiving lessons. Therefore, the authors intend to conduct research on students' motivation in learning English at SMA Negeri 1 Tanah Jawa. The reason for choosing this research is because the writer wants to know the types of students' motivation and to explore the how is student's motivation in learning English in class 10a SMA Negeri 1 Tanah Jawa. The writer also knows the lack of enthusiasm for learning English students when the researcher did teaching practice (ppl) at the previous school for 2 months. Then, the author conducted an initial interview with one of the English teachers at SMA Negeri 1 Tanah Jawa asking about the conditions and situations when learning English in class which said that students were less enthusiastic about learning English in class. In addition, one of the teachers at SMA Negeri 1 Tanah Jawa said that at least students from that school entered PTN majoring in English and there were even years who did not enter PTN majoring in English. As well as the authors read several previous studies that on an

average they want to do something because they get rewards from people around them or teachers in the class so researchers want to know the types of student motivation.

1.2 Problem of Study

According to the background of the study above, the researcher formulates the following research questions:

1. What are the types of students' motivation on studying English at the 10th grade SMA N 1 Tanah jawa ?
2. How is the students' motivation in learning English at 10 grade SMA N 1 Tanah jawa?

1.3 Objective of Study

Based on the problem of the study above, the objectives of the study are:

1. To analyze the types of student's motivation on studying English at 10grade SMA N 1 Tanah jawa.
2. To find out how the motivation of students to learn English at 10 grade SMA N 1 Tanah jawa.

1.4 Scope of Study

This research focused on students in English class at SMA Negeri 1 Tanah Jawa. The researcher limits the scope of this study to investigate the types of motivation and how students are motivated to learn English after the covid19 pandemic. The subjects of this study were students of class X for the 2022/2023 academic year in an odd semester. However, the researcher only took English classes, especially class X IPA 1, with a total of 35 students, 16 male students and 19 female students. 1 English teacher and only 1 class.

1.5 Significance of Study

The results of this study are expected to be theoretically and practically useful.

1. Theoretically

The results of this study provide answers to questions on the formulation of research problems. In addition, this research makes a useful contribution to schools as English language education on how to the importance of motivation, intrinsic and extrinsic motivation in students to achieve their goals study.

2. The research, the are some practically for:

a) The students

This study's conclusion may provide insight into students' intrinsic motivation for learning English. At the point when they know the significant of natural inspiration in learning, understudies would assemble their inspiration without anyone else.

b) The English teacher

The outcome can be utilized to work on their educating to work on the students' inspiration in learning English. Accordingly, they would get great accomplishment in English subject.

c) For other researchers

They can develop good motivation and provide example of broader motivation so that teachers and readers can better apply motivation in the field of English to increase student's willingness to learn English.