

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is essential in our lives because it is the primary way humans communicate and interact. It is not easy to do any activities without language. The language is spoken as an international language known as English. That is why English is taught in any educational program, and it has been one of the essential subjects. In Indonesia, English is a compulsory subject for students. However, some students think that English is not essential because they do not use English daily. Their learning environment may not allow them to practice the English language. Therefore, students become unmotivated when they learn the language. It means that their motivation plays a crucial role in English Learning.

Motivation is considered to be an essential element in language learning. Most teachers would agree that it has a crucial role in determining success or failure in any learning situation. According to Dornyei (2001:2), motivation is related to one of the essential aspects of the human mind. Furthermore, he explained that language learners who want to learn a foreign language (i.e., motivated) would master an excellent working knowledge of it as a minimum, regardless of their language aptitude. In addition, when the students do not have motivation, they do not have a goal or desire in learning. They are also bored and inattentive in learning. They are unlikely to benefit from the educational program, even its effectiveness

(Abdullah et al., 2019:58). Hence, motivation can be a fundamental factor affecting students' academic outcomes.

In motivating the students, teacher's motivation is also should be seen as an important thing. If the teachers don't have a motivation in teaching, they definitely can't help their students to improve the motivation itself because unmotivated teachers tend to being unclear in delivering the lesson, has a low self-confidence in teaching and do not enjoy what they do. As Kalyar and Ahmad (2018: 91) state that teacher motivation acts as a crucial element necessary for optimal students' motivation in the learning because highly motivated teachers appear to be more engaged in and satisfied with their teaching than those with lower levels of motivation. In addition, they explain that teacher interest is an important component of teacher motivation which in turn contribute to high academic performance in both teachers and students. That is why students' low motivation can be influenced by the teachers' motivation.

On the other hand, students' motivation can be different from one to another. Some of the students are highly motivated, and some are unmotivated. Students who enter with low motivation tend to be not enthusiastic in learning, and it is not easy to promote enthusiasm in students. Krashen (1982:31) notes that performers with high motivation generally do better in language learning. Otherwise, Alderman (2004:5) describes that unmotivated students tend do not to have goals, sit passively in class, turn in no homework, do not keep up with their notebooks, do not take final exams or the state-required proficiency tests seriously, resist new

approaches to learning that require the use of critical thinking skills, and preferring to use worksheets as they have in the past.

Therefore, the teacher's role is needed in the learning and teaching process. A good teacher should have a capacity to perform his/her roles depend on different circumstances effectively. According to Harmer (2007), a teacher has five roles in managing a class. One of them is teacher as prompter or motivator. The characteristics of this role are about how the teacher is able to encourage and motivate students to participate in the learning process by making suggestions on how to proceed in an activity (Harmer, 2007:109). In addition, Anderman (2004:1) states that as a motivator, the teachers have a role and duty in establishing the classroom structure and instruction that provides the environment for optimal motivation, engagement, and learning. So, it can be known that enhancing students' motivation is the teacher's task. It is for leading the students to be successful in English learning.

As Hadfield & Dornyei (2014:1) states if motivation is a crucial feature of successful learning, teaching skills in motivating learners should be seen as central to teaching effectiveness. That is why English teachers need to find suitable strategies to deal with unmotivated students. According to Dornyei (2001:28), motivational strategies promote the individual's goal-related behavior. He also stated that motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. A great teacher who recognizes their students' motivation is necessary for success in

learning. The teacher definitely will find the best motivational strategies that can be applied in the classroom. Without the strategies, the students' motivation cannot be improved quickly. Therefore, the teachers' motivational strategies are also essential and the student's motivation.

Many studies have been done on motivational strategies, and here the researcher will show several previous studies that focused on it.

A previous study was conducted by Abdullah, Ghafri, & Yahyai (2019) with the research title, "A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers." The researchers explored the best motivational teaching strategies that encourage students to learn English in their studies. The findings showed that a motivational teaching strategy could not be used in any classroom without a helpful environment and an interactive, enjoyable and exciting environment such as playing games. However, developing motivation was difficult for teachers because every student was diverse. They learn differently.

Then the following previous study was, "Exploring Motivational Strategies of Successful Teachers," written by Astuti (2016). Her study explored how teachers implemented motivational teaching strategies and the impact on student's motivation in an Indonesian high school context. The research findings indicated that each teacher had unique strategies to motivate their students. Most of the teachers' strategies were supportive classroom atmosphere, selection of learning resources and activities, the usefulness of English, and the way feedback was given.

Another study was conducted by Boonstra, Aschoff, Denessen, Aelterman, & Haerens (2020). The research title was "Fostering Student Engagement with Motivating Teaching: An Observation Study of Teacher and Student Behaviors." Their study aimed to describe how motivating teaching behaviors can foster students' Engagement. The results showed that the motivational teaching strategy used by the teacher was focused on the students' enthusiasm. The learning and teaching process started with high levels of enthusiasm. After about ten to fifteen minutes, they activated their students by offering room for experimenting and support while students worked on assignments.

Therefore, based on the previous studies above, the researcher was interested in conducting similar research. Moreover, most of the studies are only seen from the general and the teachers' perspectives, including how teachers handle the classroom and how teachers can help motivate the students in the learning process by using specific motivational strategies. Meanwhile, this study will analyze the teachers' motivational strategies based on Zoltan Dornyei's (2001) theory, called Motivational Teaching Practice (MTP) framework. In addition, most of the researchers in the previous studies chose junior high school and higher education as their subject research. However, the researcher did not choose junior high school or higher education to conduct the research in this study. Senior high school students are the subject of research in this study.

According to Alberts (2004:18), poor motivation to learn is more severe at the high school level than in earlier grades. It means that the students' poor

motivation increases as students move through elementary into high school, especially in senior high school. As motivation decreases, it is more likely that students will have lower achievement. Indeed, some students often come to school eager to learn, but many students also lose their academic motivation as they move through elementary school into high school. Alberts (2004:18) further explains that disengagement from coursework and severe study is expected when many students enter high school. That is why the researcher chose the senior high school level,

especially in the twelfth grade of senior high school to conduct this research. Nevertheless, this study expected that the students' low motivation could be solved using the teachers' motivational strategies. All the students will be motivated easily.

Then, based on the researcher's consideration, the researcher conducted preliminary research at SMA Swasta Imelda Medan. This preliminary research was to know the teacher's ways of motivating students to learn, especially in motivating the twelfth grade of Senior High School students. In the preliminary research, the researcher interviewed the English teacher. The preliminary transcript interview is put in the appendix I. Meanwhile, the brief preliminary data from the interview can be summarized in the table below:

**Table 1.1 Preliminary Data**

<b>Researcher's Questions</b>	<b>Teacher's Response</b>
<b>1. Do you have a student who has a low motivation in learning English?</b>	Yes, there are still some students who have a low motivation. The unmotivated students tend to sit at

	the back of the classroom, and they seem not interested in the learning.
<b>2. What do you think about giving a high score to the students towards their motivation?</b>	Yeah, I think that giving a high score can improve the students' motivation because giving a high score means we give a reward to them.
<b>3. What do you think about creating a group discussion towards the students' motivation?</b>	Creating a group discussion is one of important strategy in motivating the students because through a discussion, they can be motivated by other students. I always applied this strategy.

Based on the data above, the expectation does not show the same as the reality where some students still have low motivation, even though the teacher said that she had implemented some motivational strategies. The teacher stated that unmotivated students tend to sit at the back of the classroom, and they seem not interested in learning. In the interview, the researcher explicitly asked the teacher about two kinds of motivational strategies proposed by Zoltan Dornyei (2001). The teacher agreed to the strategies, and she said that she consistently applied them. The strategies asked by the researcher were giving a high score and creating a group

discussion. The teacher explained that giving a high score means giving a reward and enhancing the students' motivation. She also said that she always created a group task for the students and asked them to work together. This strategy could motivate students because they can be motivated by other students and learn the best way to work in a group. Indeed, as a teacher, it could be challenging for her always to maintain students' motivation to learn and teach English.

As a motivator, the teacher had a significant role in motivating the students in English Learning. Also, it is noted that every teacher has different motivational strategies in enhancing students' motivation. Therefore, based on the statements before, the researcher was interested in conducting a research entitled "The Teachers' Use of Motivational Strategies in Teaching English at SMA Swasta Imelda Medan." In this research, the researcher focused on the kinds of teacher's motivational strategies in enhancing the students' motivation and the ways how the teachers apply the motivational strategies.

## **B. Research Problems**

Based on the background above, the research problems can be formulated as follows:

1. What kinds of motivational strategies do the English teachers use in teaching English at SMA Swasta Imelda Medan?
2. How do the English teachers apply the motivational strategies in teaching English at SMA Swasta Imelda Medan?

## **C. Objectives of the Study**

The objectives of this study can be stated as follows:

1. To describe the kinds of motivational strategies that the English teachers used in teaching English at SMA Swasta Imelda Medan.
2. To describe the ways how the English teachers apply the motivational strategies in teaching English at SMA Swasta Imelda Medan.

#### **D. Scope of the Study**

There are many motivational strategies used in the classroom such as choosing appropriate academic task for the students and evaluating students' progress based on Anderman's theory; rewarding the students by giving score and making an individual or group competition for the students by Sardiman's theory; and some strategies in Motivational Teaching Practice (MTP) by Dornyei's theory. In this study, the researcher analyzed the teachers' motivational strategies based on Zoltan Dornyei (2001) theory, called Motivational Teaching Practice (MTP) framework.

#### **E. Significances of the Study**

The study is expected to have significance in both theoretically and practically.

1. Theoretical Significance
  - a. The result of this research is expected to be used as a reference for further research.
  - b. The result of this research is expected to add information and knowledge to the readers about teachers' motivational strategy in teaching English.
2. Practical Significance

a. For the students

Through this research, hopefully it can be useful to

increase the students' motivation on their learning.

b. For the teachers

- From this research, the researcher expects that the teacher, especially the English teacher can get information and description about motivational strategies.
- It is expected can give a good input to the teacher for designing motivational strategies in teaching English for the students.

c. For the researchers

Hopefully this study can add insight knowledge about motivational strategies and it can be used as reference for future research.