

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

Motivation is important in the English language learning process to affect the students. Dornyei (1998) stated that motivation is one of the key factors influencing the level and success of second/foreign language learning (L2). According to Kaboody (2013), “Motivation plays a significant role in the rate and success of second-and foreign-language learning in general and, in particular, in classroom language learning” (p. 45). Therefore, motivation plays an important role in the learning process because, with good motivation, it is easy for students to achieve learning goals.

Dealing with students’ motivation to learn English can be described as something that pushes students to learn English. According to Dornyei and Ushioda (2011), “Key components of L2 motivation are there: motivational intensity or effort, desire to learn the language and attitude toward language learning” (p. 41). It means there are three key components of L2 motivation. Motivational intensity or effort is the extent of students’ endeavours to attain goals. Desire to learn the language is the extent of students’ willingness to learn the language, and attitude toward learning the language is students’ perspective toward learning the language, which could be positive or negative. Students need motivation to improve learning, whether from themselves (intrinsic) or others (extrinsic).

The students who are intrinsically motivated learners seek activity for the feelings associated with exploring new ideas and developing knowledge of the sensations associated with attempting to master the task or achieve a goal. In contrast, the students who are Extrinsicly motivated learners aim to obtain a better career opportunity, praise or recognition from the teacher, or even to prove that one is a good learners (Kaboody, 2013).

The researcher observed an English teacher in one of the junior high schools in Tasikmalaya. The researcher saw that some students seemed to be less interested in learning. Some are daydreaming, talking to their classmates and so on. In consideration, the teacher gives challenges, for example, making sentences in English and playing several games or quizzes. The students who accomplished the challenge got prizes from teachers in the form of extra grades or snacks. The prizes, extra grades or snacks are aimed at motivating students to stay focused on learning.

The previous study by Pahlavannejad and Bostani (2013, p. 6) discussed some ways to motivate students, such as giving them rewards, giving them chances to take the role in the class, and letting them know about the assessment to increase the students' external motivation. They found that applying those simple ways can increase the student's motivation. Similar to their study, the current study is about motivation, but there are differences in purpose. This research investigates students' perceptions of motivational strategies used by the teacher in an EFL classroom.

## **1.2 Formulation Of The Problem**

The researcher formulated a research question to be discussed in further discussion as follows: What are motivational strategies used by the teacher in an EFL classroom?

## **1.3 Operational Definitions**

To avoid any misunderstanding about the terms set out in this research, the researcher explains some definitions related to the title as follows :

**1.3.1 Motivational Strategies :** The techniques, tactics, or approaches to encourage students to participate in teaching-learning process, such as teacher should be a good model for students, teachers should establish good relationship with students, teachers should creating a pleasant atmosphere in the classroom, and teachers should give clear intruction about how to carry a task.

**1.3.2 Students' Perception:** The process by which the students respond and feel how the teacher motivates students in the English classroom.

## **1.4 Aims of The Research**

This research aims to find out students' perceptions of motivational strategies used by the teacher in an EFL classroom.

## **1.5 Uses of the Research**

The uses of the research are categorized into theoretical, practical, and empirical uses.

### **1.5.1 Theoretical Use**

This research supports the existing theories about motivation, especially motivational strategies used by the teacher in an EFL classroom.

### **1.5.2 Empirical Use**

This research adds knowledge and information to the researcher about students' perceptions of motivational strategies used by the teacher in an EFL classroom.

### **1.5.3 Practical use**

This research shows students' perceptions of motivational strategies used by the teacher in an EFL classroom. The ways can be teachers' consideration to treat the students to increase their motivation. The advantages of this research for teachers are the impact of motivational strategies in learning English activities and, for students, the kinds of motivational strategies used by the teacher in teaching English