

CHAPTER I

INTRODUCTION

A. Background

Motivation in learning is needed to develop students' abilities to make them able to do even better for their achievements, especially in language learning. Second/foreign language motivation plays a key role in the second language (L2) learning process, because motivation can help learners expand and persist in their effort in an L2 learning process which might extend over a long period of time (Alshehri & Etherington, 2017). Lee and Lin (2018) stated that lack of motivation can cause capable language learners to underperform, even if in the presence of an appropriate curriculum and good teaching practices, for example, students seem less enthusiastic in participating in language learning activities in the classroom due to lack of motivation.

Based on the researcher's experience while doing teaching practice at a junior high school in Tasikmalaya, the teachers often motivate the students to learn, especially one of the English teachers who taught in 7th grade. Based on the results of pre-observation, she often motivates her students in learning English activities, such as giving help and giving rewards to students, so the students want to learn English. This phenomenon has become an issue for the researcher in doing the research.

Previous studies conducted by Lee and Lin (2019) focused on the factors that cause English teachers to use motivational strategies in Hong Kong Polytechnic University. The finding of this study reveals that routine teaching activities and uses of authentic materials are the most dominant factors that teachers do in an EFL classroom in motivating students to learn English. Sucuoglu (2017) focused on motivational strategies performed by teachers in secondary schools in the Turkish Republic of Northern Cyprus. This study finds teachers always encourage risk-taking and accepted mistakes as a natural part of learning. Gbolli & Keamu (2017) investigated the motivational belief and learning strategies used by Liberian junior and senior high school students in connection with their academic performance. The findings indicated that Liberian junior and senior high school students have a variety of motivational beliefs in their efforts to get an education, such as intrinsic goal orientation, extrinsic goal orientation, and self-efficacy for learning and performance. Extrinsic goal orientation got the highest mean. Therefore, extrinsically they are motivated especially focusing on rewards and penalties. In previous studies, there is a gap that the research on the motivational strategies conducted by the English teacher did not consider the impact on students. The previous studies only focus on how teachers conduct motivational strategies in learning English in the classroom without knowing what the impact is on students and most of the research conducted for senior high school and adult learners.

To fill this gap, this study aims to explore information about the kinds of motivational strategies used by the teacher in teaching English and the impact of motivational strategies in learning English activities. This research focuses on 7th grade Junior High School students. The results of this study are expected to contribute to Junior High School teachers, as the input regarding the need of motivational strategies in learning English activities. Junior High School students also have the input, so that they always express their difficulties about learning English, so they can improve their achievement.

B. Formulation of the Problem

Based on the background of the present study mentioned previously, the current research attempts to address following research questions:

1. What kind of motivational strategies are used by the teacher in teaching English?
2. What are the impacts of motivational strategies used by the teacher on the students' English learning?

C. Operational Definition

Motivation : An encouragement that is the basis of a student's enthusiasm to do something to achieve certain goals.

- Motivational Strategies : student's goal-related behavior and encourage the student to participate in teaching and learning activity. The techniques or approaches to promote the
- English Language Learning : A process for gaining new knowledge in improving English language skills including listening, speaking, reading, and writing.
- Junior High School : The educational stages, where students are required to adjust themselves by starting to study a subject matter more specifically in providing subject matter and examinations in each subject.

D. Aim of the Research

The aim of the research is to reveal various kinds of motivational strategies performed by an English teacher during the English teaching and learning process and its impacts on the EFL students.

E. Significances of the Research

- Theoretical use : This study will explore various motivational strategies used by the teacher and the impact on students in language learning.
- Empirical use : This research will reveal the impact of the motivational strategies of English learning conducted by the teacher

on students.

Practice use : To study the impact of motivational strategies on students and to encourage students' motivation in language learning with strategies provided by the teacher. For the teacher, it is very important to have a strategy in language learning.