

## CHAPTER I

### INTRODUCTION

#### A. Background

Motivation is one of many concepts that can make the students succeed in language learning. It is the most used concept for explaining the failure or success of a learner (Chalak, 2010). As a person who usually interacts with the students, the teacher should be able to motivate them. Thus, by knowing the strategies in motivating the students will make student-teachers' easier to teach them. It happens because there is encouragement in motivating the students to learn more. As Gardner, 2001 stated, a motivated individual makes an effort to learn the language such as doing their homework, participating in class, wants to learn the language, and will enjoy learning the language.

The roles of the teachers are as a tutor, an educator, and a model. In addition, teachers are also a facilitator, mediator, evaluator and motivator (Sanjaya, 2007:21). Teacher as a motivator plays a role to encourage and increase student interest and motivation. There is an influence of the teacher's role as a motivator on student learning motivation (Sugiasih, 2015).

Student-teacher is a college student who is learning to teach. As future teachers they have to learn how to motivate and should be able to have strategies in motivating the students in order to obtain the expected result.

Students' motivation is influenced by teachers' learning approach (James & Photini, 1999). Further, student-teachers should learn about Pedagogical Content Knowledge (PCK). PCK is the combination of two important components, namely Content Knowledge (CK) and Pedagogical Knowledge (PK). In addition, PCK is the combination of content knowledge and teachers' ability in choosing strategy to deliver a learning material to the students, thus helping students to learn the learning material (Susanta, 2013). By understanding the content and pedagogical knowledge teachers have been able to build students' motivation in a learning process and the teachers will be able to design an interesting learning. It means that students are motivated and inspired to study continuously wherever and whenever they are. Thus, PCK and students' motivation have the same important position in a learning process. We have gained this knowledge from several subjects of study such as School Based Internship, Methodology in ELT and Reflective Micro-Teaching. These knowledge are very useful for student-teachers to enhance students' motivation.

Based on the previous explanation, this research is interested in student-teacher strategies in motivating the student in EFL Classroom. Contributing factors to language learning are complex, the role of motivation in achievement is a particularly interesting issue that deserves to be studied (Bernard, 2010). Hence, strategies in motivating students should be explored as one of the essential variables for triggering students' motivation.

This study provides us with evidence of what motivational strategies student-teachers can use when motivating students from the student-teacher point of view.

## **B. Formulation of the Problem**

Based on the background, the research question is formulated as follows, “What are the strategies used by student-teachers in motivating the students in EFL Classroom?”

## **C. Operational Definitions**

To avoid misinterpretation of the research, it is important to explain the operational definitions, as follows:

1. Student-Teachers’ : Three university students’ enrolled in teacher education programs and do the teaching activity
2. Strategies : The way or activity that student teacher designed to achieve a major or overall aims for students in learning English

3. Motivating : Provide students with motivation for doing something that the student-teacher gives, like an act or utterance in order to reach the goals in learning English.

#### **D. Aim of the Research**

This research aims to know what are the strategies used by student-teachers in order to motivate their students in the learning process to have more motivation in learning English.

#### **E. Significances of the Research**

##### **1. Theoretical Use**

This research contributes to the body of knowledge and expands the strategies in motivating the students in learning English.

##### **2. Practical Use**

The result of this research is to help student-teachers' who are teaching while studying in university in order to motivate their students in learning English. The researcher also hopes the result of this research is a feedback for the next student-teachers' in order to improve the ability of

teaching and learning process by realizing their strategies. Besides that, this research would be expected to provide useful information for the next researcher who wants to have research in the same field.

### **3. Empirical Use**

This research provides useful insight to help student-teachers' improve their proficiency in preparing the strategies to motivate the students in learning English. Moreover, the description of the strategies in teaching can help the teacher candidate who read this research to explore various ways to motivate the students.