

Chapter One

Introduction

This chapter consists of five sub chapters. The first sub chapter provides the background of the study to expound the reason why the researcher chose the topic. In the second sub chapter, the statement of the problem is defined, followed by the research questions and objectives of the study. The significances for the parties that might be benefitted from this research are in the subchapter of significance of the study. The last sub chapter presents the outline of the research.

Background of the Study

Motivation is one of the important factors in the process of learning. According to Sternbergh (2005), motivation is very important in the success of study, and without motivation, students would never seek to learn. Motivation in learning is something that moves or encourages students to learn or master the subject matter that is being studied. Students with high motivation will try hard and do a variety of positive ways to get maximum results. Motivation will determine the intensity of the students' efforts to learn. Therefore, the more motivation that students have, the more likely they will obtain the objective of their learning.

Motivation is among the aspects of education that must be mastered by teachers. Based on Adams and Decey (1986), the roles of the teacher including becoming a leader, supervisor, motivator, and counselor. The different roles of teacher emerge due to the fact that teachers are the ones who have a close relation

with the students, and they can be a big influence to students' motivation. The study from Wright, Horn and Sanders (1997) concluded that teacher is the most important factor in influencing students in learning. There are some ways that teachers can do to improve student' motivation such as by allocating some times in the lesson time to conduct a motivational session. Another way is by giving a reward to the students so that students will be more motivated in the learning process (Baranek,1996).

In an Indonesian' education context, English becomes one of the compulsory subject that is tested in the national exam. Based on the 2013 curriculum (K13), English lessons start to be implemented in Junior High School with 40 minutes of time allocation per lesson (Ministerial Regulation of Education and Culture number 68 year 2013). Based on the syllabus, the materials include some basics English lesson, such as greeting and expression, genre text, short functional text, tense, and grammar.

In an English Language Education Department (ELED) in one private university in Yogyakarta, students are prepared to be a future teacher. They are also called as pre-service teachers. Based on the curriculum 2013 at that department, pre-service teachers have to conduct internship program from the first semester to sixth semester. Internship program is an activity of doing coaching and teaching practice in real school situation. Littke (2004) defined internships as the real work integrated into the everyday world of the school. In the internship program, pre-service teachers are given the opportunity to apply and practice the

knowledge such as the teaching strategies and how to create a lesson plan that they gain from the courses into a real teaching situation.

The students' assignment at school for internship program is determined by that department. In the first -year, pre-service teachers do the internship programs at Elementary School. In the second year, pre-service teachers do the internship program in Junior High School. In the third year, pre-service teacher do the internship program at Senior High School. Therefore, the students will have different coaching and teaching experiences starting from teaching elementary school to senior high school students.

Based on the researcher's experience, during the internship program, there are some problems faced by pre-service teachers of that department decreasing students' motivation. The problem is related to the students' motivation in learning English. The researcher is the student of that department who also was join internship program. Researcher faced some problems may hamper the teaching English process. The first problem is the lack of school facility i.e. there is no sufficient media to teach particular material that requires projector or audio equipment. The second problem is classroom condition which also influences students' motivation. A poor condition of a classroom in fact has a serious impact to students learning process. Uline and Tschannen-Moranin (2007) said that the narrow and uncomfortable classroom will lead to the distraction of students' focus, and this will create a negative classroom atmosphere that will decrease students' motivation (Kormos & Lukóczy, 2004). The third is the teachers' performance. Sudjana (2002) showed that 76.6% of student learning outcomes are

influenced by the performance of teachers. Sudjana (2002) also revealed that teachers who lack of creative teaching method will make students to be low motivated. The teachers' knowledge about the material being delivered is also an influencing factor in increasing students' motivation toward English learning.

The last problem that influences students' motivation is students' interest in learning English. Many students are not too interested to learn English, because they claimed that English is a difficult subject to learn. The results of study from Runita and Yunan (2013) at *Polytechnic* state of Bandung showed that 60% of students stated that the English was difficult, in contrast to 4% of students stated that it was easy to understand. It also found that 72% of students have not mastered English well. The students who are not interested in learning English will feel that English is difficult and this may lead to the failure in achieving a good skill and mark in English. Those four factors, consequently, become big problems for pre-service teacher to teach English.

Based on the several points of the problems above, the researcher is interested in using the topic about the motivation for this research. This research focuses to find the strategies that by pre-service teacher use to increase junior high school students' motivation. The pre-service teacher also needs recommended strategies to increase Junior High School students' motivation to learn English.

Statement and Limitation of the Problem

Motivation is an important factor for a successful learning. That is why, in order to achieve a successful learning, students should have enough motivation. The level of motivation can influence students' level of achievement. According to Zyngier (2008), motivation is important because of faithful appointment can lead to higher academic achievement during the student life. In regard with the students' motivation in learning, there are some factors that may affect the students' motivation, namely: lack of school facility, classroom condition issue, and teachers' teaching performance.

That department gives the opportunity for the pre-service teachers to contribute in internship program. Internship programs is the activities of teaching in the real situation. During the internship programs, pre-service teacher at that department faced some problems, including the problems with students' motivation to learn English. Therefore, providing the strategies to teacher and pre-service teacher on how to increase students' motivation in learning English is important thing to do, and this is the reasons why this research is worth to do. In this research, the researcher focuses in finding the strategies of pre-service teachers to increase junior high school students' motivation to learn English. The researcher is interested in researching strategies to increase junior high school students' motivation because motivation is important in a successful learning.

Research Questions

In this research, the researcher has formulated a question. The researcher only has one research question. The research question of this research is “what are the strategies that pre-service teacher uses to increase students’ motivation to learn English?”

Objectives of the Research

In this research, the researcher has one objective of the research. The objective of the research is to find out the strategies that are used by pre-service teachers to increase students’ motivation to learn English. The researcher knows the motivation is important in learning so the researcher also know the strategies to increase student’s motivation.

Significance of the Study

This research also provides some significances of the research. The researcher hopes this research can give a benefit for the pre-service teacher and teacher, other researcher and institution. The significances of this research are:

Pre-service teacher and teachers. This research gives the information to the teacher and pre-service teachers about the strategies to increase students’ motivation to learn English. Pre-service teacher and teacher can choose the frequently use strategy by pre-service teacher in learning English. Furthermore, the pre-service teacher and teacher can used strategy to increase students’ motivation to learn English

Other researchers. This research can be used as a reference for other researchers who are interested to conduct a further study. Other researcher might be interested in conducting experimental research to examine how effective the strategies used by teacher to increase students' motivation are.

Institution. This research aims to find out the strategies used by pre-service teacher to increase students' motivation. By looking at the finding of this research, the institution can train the pre-service teachers to overcome the problems related to students motivation that may they face in the internship programs.

Outline of the Research

This research consists of five chapters which have main points in every chapter, they are: Chapter one is Introduction. The introduction consists of the background of the study, statement and limitation of the problem, research questions, objectives of the study, significances of the study, and outline of the research. Chapter two is Literature Review. The literature review consists of theories about motivations, internship programs, students who are low motivation to learn English, strategies to increase student's motivation to learn English, review of related studies and conceptual framework. Chapter three is Research Methodology. This chapter consists of research design, research setting, participant and instrument of the research, data collection methods, and data analysis. Chapter four is Finding and discussion on the collected data. This

chapter consists of the data description, findings, and discussion. Chapter five is Conclusion. This chapter concludes the content and the result of the research.