

# **CHAPTER I**

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### 1.1 Background of the study

Realizing that English is one of the most important languages in the world, the government of Indonesia places English as one of the compulsory subjects in every school from elementary school to university. Besides, most of pre schools in Indonesia also teach their students English as early as possible. It means that all of the students in every school are taught English as a foreign language.

This condition makes some students feel forced in learning English. They only learn English at school by following the curriculum, but they do not have any interests or motivation in learning the language. According to Brophy (1998:10), school attendance is compulsory, and curriculum content and learning activities are selected primarily on the basis of what society believes students need to learn, not on the basis of what students would choose if given the opportunity to do so. In another word, it is hard for the students to just enjoy an activity and “go with the flow” when the activity is compulsory and their performance will be evaluated, especially if they fear that their effort will not be successful. Therefore, not all the students have the same interest in learning English. There are some internal factors that are likely to influence language acquisition; they are ability, learning strategy, personality, and motivation (Fred R. Eckman, 1969:173). That is why in this case, motivation becomes the factor which is needed by the students

for their English learning because it can influence their English achievement. According to Eckman (1969:174), motivation is a complex set of factors, internal to the learner but showing close ties with his environment, that has considerable influence on the acquisition of communicative competence.

After experiencing her teaching practice (PPL) at SMPK St. Agnes Surabaya, the writer found out that many students of that school did not get satisfying marks on their English subject. It might be caused by the lack of motivation in learning English. In this case, a teacher also has an important role in the classroom in motivating the students and maintaining the motivation to be active in learning English, so that the students can be encouraged to learn well. It is supported by Dornyei (2001:27), that every teacher who thinks of the long-term development of his/her students has a responsibility to motivate his/her students in learning.

Based on the reasons above, the writer wants to observe the English classroom activities of SMPK St. Agnes Surabaya. Here, she wants to make comparisons between the practices and the provided theories of how to motivate the students in learning English. It is done in order to find out how the English teachers of SMPK St. Agnes Surabaya motivate the students in learning English.

## **1.2 Statement of The Problem**

Based on the above background of the study, the writer states the main problem as follow:

“How do the English teachers of SMPK St. Agnes Surabaya motivate the students and maintain the motivation in learning English actively?”

This main problem can be divided into two sub problems:

1. How does the junior English teacher of SMPK St. Agnes Surabaya motivate the students and maintain the motivation in learning English?
2. How does the senior English teacher of SMPK St. Agnes Surabaya motivate the students and maintain the motivation in learning English?

### **1.3 Objective of The Study**

This study is done to find out how the English teachers of SMPK St. Agnes Surabaya motivate the students and maintain the motivation in learning English actively.

### **1.4 Significance of The Study**

The writer hopes that the result of this study will give some useful contributions to English teachers in motivating their students and maintaining the motivation in learning English, so that they can create teaching-learning activities more lively, enjoyable, and successful.

### **1.5 Limitation of The Study**

Since there are a lot of factors that influence the success of language learning, here the writer limits the study to the motivation only as one of the factors. The writer only discusses the motivation strategies used by the English

teacher of SMPK St. Agnes to motivate the students and maintain the motivation to learn English.

## **1.6 Theoretical Framework**

This study is based on the theory of motivation in the classroom which include the factors affecting the success of language learning, kinds of motivation, the need of motivation, and some suggested strategies of how to motivate the students and maintain the motivation in learning English. Here, the writer used some theories of motivation that adopted from some experts.

## **1.7 Definition of The Key Term**

There are several key terms to be defined before going further to the discussion, they are:

- 1.7.1 Motivation. Motivation is an inner drive, impulse, emotion, desire or need that moves one to a particular action. (Brown, 1980:112)
- 1.7.2 Learning. Learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. (Brown, 1980:7)