

## **CHAPTER I**

### **INTRODUCTION**

This chapter explained a set of rationalizations related to the research started from the Background of the study, and then the research question, thirdly there is the research objective, and finally there is the significance of the research.

#### **A. Background of the study**

The variables that encourage or impede the desire to engage in conduct are the subject of motivation. In education, the issue of creating conditions for students to achieve to the best of their abilities in a classroom context is known as motivation. To get students interested in the process of learning English, motivation is crucial. Students' motivation and English achievement are correlated with teachers' motivation and their usage of motivating tactics (Gardner. 2009:25).

Based on my experience when implementing the *Kampus Mengajar* program batch 4 in elementary schools for 4 months, it prohibited me from thinking that it was important to motivate students when studying. Especially in learning English, because at the elementary school where I was assigned students had never studied English at all. Therefore, when I started to open additional tutoring in grade 5 all of these students did not want to learn English because they didn't understand English, English is difficult, and learning English is boring. This phenomenon made me even more excited to ban English learning at that school.

Brophy (2004:4) observed that because forms of motivation to learn and the best methods for doing so frequently occur together in the classroom setting, it can be challenging to distinguish between motives, goals, and strategies in situations that require intentional learning of cognitive content (such as the content of this book). The concept of student motivation is used to explain the extent to which students give different endeavors their full attention and effort.

On the first day of teaching at the elementary school, I was still having a hard time because the students weren't very interested in learning English and were not excited. This motivated me to carry out pre-tests on all students to find out the extent of students' abilities in learning English. After I saw the results of the pre-test, it really made me sad because there were students who did not answer correctly at all and other students only got 1 or 2 questions correct.

At the beginning of teaching, the material that I taught according to students was not interesting because they felt bored with the material that I taught. Because, what they expect when learning English with me can make them excited. This phenomenon made me think even louder to teach them with various teaching techniques so that they can understand properly and correctly.

Therefore, in this thesis I will describe how my efforts in motivating students to learn English. I will also explain what efforts I have made and what impact they have on student learning.

## **B. Research Question**

Based on the background of the study above, the researcher is present myself as a phenomenon to be studied. The research question that guided this study was: What are the roles of English teacher in students' language learning motivation and achievement?

## **C. Research Objective**

The objective of this research is:

I want to analyze the efforts that I do to motivate students to learn English so that their achievement can increase. Specifically:

- a. Explain what I can do;
- b. Identify whether this has an impact on student learning, based on the research that I did.

#### **D. The Significant of the Research**

From this research, the researcher hopes this research will be useful for:

- a. *Researcher*: The findings of this study are anticipated to be particularly helpful for pre-service teachers or teachers in training as a resource or inspiration for those looking to conduct research in a related field.
- b. *Teachers*: It makes the teaching and learning process of English interesting. The results of this study can be used as input for teachers of Elementary School 3 Kepongpongan and other educators to pay attention to their students' motivation in learning English.
- c. *Further researchers*: Can help when implementing increased motivation for students so that they get an achievement.