

## CHAPTER I

### INTRODUCTION

This chapter is opened and started line of this research that holds introducing highlight points of research as; background of the study, the scope of the study, research question, the purpose of study, significance of the study, and the definition of key terms.

#### 1.1 Background of Study

The aim of the teaching-learning process will be achieved if the students are engaged, enthusiastic and active in a learning activity. Motivation has a significant role to direct the students' behavior in a learning activity. It will change their way of learning in classroom. According to Brophy (2004), motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops. Students' motivation can be aroused by understanding the goal and the concept of learning activity. Motivated student's will give more effort in their learning activities. As defined by Ur (1991), he defines that "motivated learner" is one who is willing or even eager to invest effort in learning activities and to progress. Therefore, students should keep up their motivation in learning. Students who have certain goals will motivate them to achieve it and give more contribution to learn better. Motivation also influences students' achievement in the learning process.

Various studies have found that motivation is very strongly related to achievement in language teaching (Ur, 1991, p.274). It means that students with low motivation will face the difficulties in the learning process while students with

high motivation can reach learning's objective easily. On the other hand, Motivation of pre-service teacher has been viewed as a main factor that starts, shapes, and sustains behaviors of human being (Locke & Latham, 2004). Latham and Pinder (2005) define work motivation as "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration" (p. 486). Reasonably, career decision process is complex due to existing of various motivations that affect an individual's actions. It can be argued those individuals' abilities, interests; values, options; advice and opinions of family and friends can all play a role, in some degree, in orienting young people toward certain profession. So, it is reasonable to state that teaching career choice might be affected by these factors. In the past, research on the motivation for becoming a teacher has focused on motives that concern pre-service teachers' values and interest in teaching profession (Fokkens-Bruinsma & Canrinus, 2011).

English as a Foreign Language (EFL) has grown rapidly in Indonesia over the past few decades due to the demands of globalization. This phenomenon has also led to the growth of English teacher education programs in Indonesia. The program is designed to meet the country's need for quality EFL teachers. With the increasing demand for English in Indonesia and the increasing number of teacher education programs, many high school graduates are interested in taking English teacher education programs to become teachers. Undergraduate students who take this type of training to become teachers are called pre-service teachers. One of the important elements that may contribute towards providing quality teachers is their motivation. As Dornyei (2011, p. 158) put it, "if a teacher is motivated to teach,

there is a good chance that his or her students will be motivated to learn.” Hence therefore, it is critical to ensure that there are active teachers who can provide motivational teaching.

Attractive high quality teachers have been a concern for policy makers over decades (Richardson and Watt, 2016, p. 275). It leads to the notion that pre-service teachers must also have motivation in teaching so that they can influence their students' learning positively. However, despite its potential importance, less attention is given to research on pre-service teacher motivation (Richardson and Watt, 2016, p. 276). In fact, understanding pre-service teachers' motivation is important as the information can help design pre-service teachers programs that can maintain their motivation to become teachers.

The role of learner motivation in the acquisition of languages other than their own has been the subject of controversy in applied linguistics. Typically, second language acquisition (SLA) theorists tend to group motivation together with various aspects of personality and emotions as "affective" factors that play a role in language acquisition. Hence, motivation is the key to success in a learning process. This event is in line with the opinion of Harmer (2001, p. 3), “It seems reasonable to state that the motivation that students bring to class is the single biggest factor influencing their success. Consequently, highly motivated students have higher achievement in learning English as a second language than those who have lower motivation. Motivation is one of the most important factors in the teaching and learning process.

Motivation is the wrench of success in learning process. There are certain definitions of motivation from some experts. As mentioned by Hayikaleng, Nair

&Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning and make pre-service teacher success in their learning. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa (Alizadeh, 2016). Besides, Tambunan&Siregar (2016) also states that motivation and educational achievements as reflected in grade point average are positively correlated at all levels of schooling, elementary through college.

According to Sternbergh (2005), motivation is very important in success learning, and without motivation, students will never try to be more active in learning. Motivation is one of the most important aspects in education that must be mastered by student's teacher. According to Adams, H. P., & Dickey, F. G. (1956)the teacher's roles include: become a leader, supervisor, motivator, and counselor. As Zimmerman put it "students are motivated to learn about a topic tend to engage in activities they believe will help them learn, such as attending be careful with instructions, mentally organize, and practice the material to be learned, taking notes to facilitate further learning, checking level understanding, and ask for help when they do not understand the material (as quoted In Pintrinch, 2008, p.5)".

Mihalas, et al. (2009) argues that they notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher's relations to their students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the

student can trust the teacher, respects him or her and that the communication goes well (Mihalas, et al., 2009).

In addition, English learners are becoming younger and younger in learning English. English has been a compulsory subject in secondary schools for a long time. As for students, students need motivation in learning foreign languages. In addition, teachers must know various kinds of theories. One of them is psychological theory in the process of learning English or other foreign languages to encourage and improve learning English. Student motivation plays an important role in learning English. Indeed, the role of learner motivation in learning has been investigated by many researchers interested in this field of study.

Gardner (1985) seems to support this idea and points out that motivation in language learning is very important. He pointed out that the motivation to learn a foreign language contains four aspects: goals, business behavior, desire to achieve goals and attitudes. Students who have a strong learning motivation to take the right and positive attitude towards studies and strive to master English with clear goals and desires and consequently get better grades. It is true that motivation is such a basic factor in language learning that no teacher could avoid being concerned with students' motivation. Therefore, teachers and students also pay more attention to motivation, which can drive students to learn English actively.

English language was first taught in Indonesia in 1914. Since 1950 English has been declared as first foreign language in Indonesia until this present time (Lauder, 2008). Even though the status of English in Indonesia is as

foreign language but, English is learnt in various levels of schools, from kindergarten, primary school, junior high school, senior high school, and college. Despite of English language is an obligatory subject to Indonesian students, it does not mean students learn English only to follow the house's rule, but they have reasons to learn it and the reasons that they have made, became their motivation to master it even better. Motivation drives students to learn English, and they may have various types of motivation in learning English (Hanyeq, Suhatmady, & Syamdianita, 2018).

In the learning process, the teacher has a very important role, namely determined effective learning methods and supported students to get valuable learning experiences. The teacher attention to the learning process in the classroom can affect student's achievement and learning outcomes, because the right learning method in the learning process can improve student's activity and learning outcomes. Thus the application of the right learning model in the classroom will inspire students to participate actively in learning English. The learning process is more teacher-centered than students, this is because teachers use conventional learning methods, and are less varied. For example, the teacher, notes, listening, question and answer methods are always used, which result in passive students feel bored and lacking enthusiasm in the learning process. A solution is needed to overcome the problem faced by a teacher using interesting learning media, unitizing games, and make a several groups.

Based on the research of data takers on February 29 2019, there are still many students of class X<sup>1</sup> Accounting in vocational high schools, one of vocational schools in Kendari by students who have lack motivation to learn

English. This can be seen when students feel bored and sleepy in class. Researchers feel the need to apply this technique so that students feel motivated in learning English. The technique of dividing small groups or large groups and playing games was chosen to solve this problem because sharing groups and games is one technique to increase student motivation. Game solving is a technique used at the beginning of class or at the end of class, firstly to reduce tension and anxiety, to make students more active in speaking, to increase students' vocabulary, to listen and to be able to involve class members.

Student's activity is very essential since it can improve the learning competencies that we expect. This activity built through the games they do because every student has equal opportunities, obligations and rights. The competitive spirit of the students who honed through this game which also fosters self-confidence. Language learning requires an active process, so it must be maintain this activity by creating meaningful activities (Herpratiwi, p. 2009). Games can improve active communication between students by using Amato (1988, p. 4) states that the game will provide opportunities for quiet and shy students to express their ideas. It is in line with Hadfield (1984, p. 5) who states that a game is an activity with rules, a goal, and an element of fun.

One of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student. Inviting students to play while learning turns out to provide many benefits for teachers and students; are 1) for teachers: the teacher will find it easier to explain a learning material if applied in the form of games, the teacher can also make the classroom atmosphere more comfortable life, and The teacher will get a separate achievement where the

teacher is able to make all students participate actively during the teaching and learning process in the classroom. In addition, for students; Students will more easily understand the subject matter being studied because presented in the form of a game. (a) The game can reduce or even eliminate boredom of students learning in the classroom. (b) Students can find it easier and faster remember the learning material. Students become active in class. (c) Students will have a sense of solidarity and sportsmanship among his friends.

From a whole explanation above can be illustrated that motivation is the combination of the tempt plus desire which gives the reasons for people's actions, desires, and needs to obtain the objective of learning towards an objective. According to Lai (2011), motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016).

Through the study of learning theories and their historical development, teachers must gain insight into the harmony and conflict that prevails in current educational theories (Kusumawati, 2014). Unfortunately, the students' motivation in Indonesia is still low since sometimes they lack of confidence. It is mostly because sometimes teachers do not understand their student' feelings about English. Therefore, it is useful to help readers especially teachers to find out students' motivation and their reasons for it. It is because without desire to learn, it



is very difficult for students to acquire it effective learning (Alizadeh, 2016). It can be said that teachers should be aware of the significance in motivating students and intensifying their motivation.

## **1.2 Scope of the Study**

In this researcher, the researcher focused on students' motivation in learning English with pre-service teacher. This study was conducted at one of X<sup>1</sup> accounting of one of vocational schools in Kendari. It consists of thirty-five students, which would be taken thirty-one students as the subject of research.

## **1.3 Research Question**

Based on the limitations of the above problems, the problems of this study are formulated as follows:

How was students' motivation in learning English with pre-service teacher?

## **1.4 Purpose of the Study**

The purpose of this study was to determine and describe students' motivation in learning English with pre-service teachers at one of the Kendari vocational high schools, specifically for class X<sup>1</sup> accounting.

## **1.5 Significance of the Study**

The results of this research were expected to give some significance not only theoretically but also practically go to:

First, for students; the results of this study are theoretically useful for students to understand theories about learning motivation in learning English. Meanwhile, as to the practical significance, students' attitudes towards language learning will be greatly influenced by the influence of those closest to them. The attitude of fellow students is also important. If they are critical of a subject or

activity, the student's motivation may be impaired. However, if they are enthusiastic learners, they can take them along. Motivation can encourage students to realize their potential, to increase Student's independence. Motivation determines the level of success or failure of student learning because learning without motivation is difficult to succeed. Learning motivation for students is to foster enthusiasm, eliminate boredom, pursue dreams, foster optimism, and never give up. Learning becomes an activity that must be done because it becomes the capital to live life.

Second, for teachers. It can Increase the spirit and enthusiasm of teachers in teaching. Teachers' concern in the process of teaching and learning is a very important factor in cultivating students' enthusiasm for learning. Educators who are enthusiastic about teaching show interesting expressions in the teaching process, which are reflected in the learning process, so that students can effectively absorb them. It also can develop and create active speaking students with use English

Third, for schools; it is hoped that the school will get a contribution of thought in the effort to increase student motivation and provide input for schools to make improvements to learning so that schools can become an institution that can produce quality graduates.

Forth, for further researchers; the understanding of the concepts of the motivation itself and learning motivation.

## **1.6 Definition of Key Terms**

The purpose of this study is to be defined are listed thefollowing:

Motivation. According to Harmer (2007, p. 98), means “some kind of internal drive which pushes someone to do things in order to achieve something”. Additionally, Winke (2005, p. 4) Argues that motivation refers to Gardner’s model of a socio-educational model of language acquisition. In this model, motivation to learn a foreign language is described as “a complex of construct, involving effort and desire, as well as a favorable attitude toward learning the language at hand” (Gardner, 1985 cited in Dwi Riyanti, 2019, p. 29). The definition is in line with this current research intention, which includes of students’ motivation in the class which handled by pre-service teacher.

Learning English. According to Kaya (2016), learning is the process of acquiring new knowledge, skills, and attitudes through experiences. In addition, learning is the process of gaining the knowledge, skills, and attitudes from experiences that generally can bring changes to the individual. In this study, learning is students’ activities in order to obtain knowledge or skills through reading, listening, writing, speaking in the English language.

Meanwhile, according to Syaiful and Aswan (1997, p. 11) learning is a process behavior change due to experience and practice. What is, the purpose of the activity is changes in behavior, both as to knowledge, skills and attitudes, including natural or personal phenomena. Study activities Teaching, e.g., organizing learning experiences, handling learning activities, teaching, assessing learning processes and outcomes, all of which are included in the scope teacher's responsibility. So, the essence of learning is to change.

Pre-service teacher. The pre-service teacher is defined as the student enrolled in a teacher preparation program that must successfully complete degree

requirements including course work and field experience before being awarded a teaching license (Richards & Schmidt, 2002). In this study, a pre-service teacher is a person who joins teaching practice in school, field studies, school based experience or internship program in school. Unlike in other professions, pre-service teachers tend to bring strong attitudes and beliefs to their preparation of what constitutes good teaching and good teachers from their previous experiences as school students. However pre-service teachers often experience less preparation to teach students with diverse needs and abilities. First, the limited time is given for coaching in pre-service teacher education programs, then, lack of experience in coaching in terms of their own school background, and finally more demands on classroom teachers to effectively include all students. Pre-service teachers are expected to be successful in doing teaching practice.

In spite of the fact that teaching practice is very essential of teacher education programmer, it is faced with number of challenges. Adekunle (2000) in a study identified inadequate time and unserious attitude of student teachers towards the teaching practice programmer which often results to the pre-service teachers not gaining the intended skills, confidence and knowledge needed to cope with classroom situation. Nwanekezi, Okoli and Mezieobi (2011) investigated attitude of student teachers towards teaching practice in the University of Port Harcourt in Nigeria identified inadequate preparation of students for teaching practice, lack of necessary equipment, facilities and materials for the exercise, poor learning environment in relation to poor ventilation, class congestion as well as short practicing period. In a study by Mensah (1991) who investigated problems of teaching practice in initial teacher training teacher training colleges in

Ghana identified negative interaction between supervisor and supervisee often results in frustration and poor performance. He further noted that a good supervisor should establish and maintain productive relationship with his/her supervisee.

