

Chapter One

Introduction

In this chapter, there are six parts. The first part is the background of the study, the statement of the problem, the delimitation of the problem, the purpose of the study, the significance of the study and the last part is about organization of the chapter. All the explanation is explained below.

Background of the Study

It is widely known that English is the international language in the world. In Indonesia's language teaching and learning, English is taught and studied as a foreign language (EFL) in schools and universities rather than as a second language (L2), which means that learners do not have many chances to use English outside the classrooms in their everyday lives (Liando, Moni, Baldauf & Richard, 2005). Even though English is not commonly used in Indonesian society as a means of communication, it is still seen as a necessity and as the most appropriate foreign language to be taught (Simatupang as cited in Lauder, 2008).

Since English is primarily taught in the classroom in Indonesia, the role of the lecturer as the primary source/facilitator of information and skills in this foreign language learning becomes crucial. An English lecturer is required to not only teach English, but also to make the teaching-learning experience as engaging as possible for the students. Lecturer should have strategies to make the students motivated and enthusiastic to learn. Since human activities are dynamic, one strategies of teaching do not appeal to every students and to every learning background. A strategy that works well in one class cannot fit at all in another, and vice versa.

The students in this study are from non-English language department. The students only study English as a compulsory subject during the first and second semester. English is difficult for some students since it is a foreign language. When it comes to countries where English has little exposure, teaching and learning English as a foreign language is a challenging task (Khan, 2011). Ludjan (2020) argued that there were some students that have opinion that English is fun and they love English. Moreover, many students are uninterested in learning English and find learning English is hard and challenging. As a result, it could be a lecturer's challenge to teach English in the classroom. These phenomena undoubtedly have an impact on student accomplishment, because students' success is determined not only by their learning skills, but also by the motivation they receive from the lecturer.

In the context of learning English as a foreign language, motivation is noticed to play a key role in involving learners in events within and outside the classroom and encouraging achievements (Bernaus, Wilson, & Gardner, 2009). In general, motivation plays an important role in the rate and success of foreign language learning, and particularly in language learning in the classroom. Motivation is known to help the learners apply themselves and persist in their efforts throughout the learning process, which can last for a long time. As cited in Kassing (2011), Dornyei (2001) points out that despite of the skill, aptitude and maturity of learners, students should have high willingness to learn a language to learn effectively.

If lecturers are more aware about the effect of their teaching strategies have on the motivation of students, they will recognise the teaching strategies their students find engaging (Thoonen et al., 2011). Being involved in the learning process affects the motivation of the students to learn the language. The lecturers approaches in teaching English are then critical for involving classroom students. Differences in the understanding of the motivational impact of teaching strategies in an EFL classroom by students and lecturers will contribute significantly to the students' lack of engagement with the language class (Bahous et al., 2011).

In this case, the researcher conducted this study at the college level and aimed to explore what motivational strategies are most commonly used by lecturers in teaching English, and the challenges lecturer faced while implementing the strategies, particularly for English as a foreign language students.

Statement of the Problem

Students should have motivation to take part in the learning process. Motivation is important for all learning processes because it will encourage individuals to work hard for learning success. Lack of motivation in the pedagogical process is becoming a controversial issue. Students who are distracted or unattended or who has no purpose and motivation to study is unlikely to gain benefit from the educational services, regardless of their usefulness.

The comprehensive literature on learning motivation indicates that the lecturer should follow different ways to help English students develop appropriate motives for learning English. Any of certain methods may be used to inspire

students positively. In reality students have different skill, different ability and different motivation in learning English and the way the lecturers teach in the classroom must be different. It is the job for the lecturer to use and find the techniques for teaching that are comfortable with types of student learning. A great language lecturer still needs to expand the forms and techniques of teaching that they are already using and experiment with other innovative methods of teaching.

Moreover, the status of English course in university in Indonesia is just a compulsory subject, but students need to pass this subject. To graduate from the college, the students have to pass the TOEFL test, and students have to reach a certain determined score. For example, the Economy Faculty, the students have to reach minimum 450 score of TOEFL as one of the requirement to graduate. There are more possibilities that students did not have enough motivation to learn the language. Motivation inspires people to work hard in order to reach a goal; it makes them perseverant and concentrated.

The lecturers must have various methods in teaching to help learners or students improve their language skill. This study aims to shed light on the best motivational teaching methods that lecturer use to encourage students to learn English and develop their language competencies from the perspective of the lecturer. Furthermore, it emphasizes the difficulties that lecturer faced while implementing these strategies.

Delimitation of the problem

The researcher delimits the study based on some points. The first is the researcher focuses on the lecturer motivational strategies that teach non-English major. Moreover, the researcher wants to know the challenges that the lecturers encounter in motivating the students in learning.

Research Questions

Based on the background and the problems above, the reasearcher investigates two research questions in this study. The researcher formulates two research questions as follows:

1. What motivational teaching strategies are applied by the EFL lecturers in the classrom at one private university in Yogyakarta?
2. What are the challenges that the lecturers encounter in motivating the students in learning?

The Purpose of the Study

In this research, the researcher has two objectives of the research. The objective of the research is to find out the motivational strategies used by EFL lecturers the challenges that the lecturers encounter in motivating the students in learning. The researcher knows that every lecturer has different ways or techniques in teaching English. Thus, this study is intended to know the strategies used by the lecturer, and some challenges that the lecturers encounter in motivating the students in learning

The Significance of the Study

This research also provides some significances of the research. The researcher hopes this research can give benefit for the lecturer, other the researcher and institution. The significances of this research are:

Lecturer. This research might gives benefit for the lecturer to give them the strategy to motivate students in teaching and learning process.

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

Institution. This research aims to find out the motivational teaching strategies and the challenges used by EFL lecturers to increase students' motivation. By looking at the finding of this research, the institution can hold a programme or training of lecturer professional development for the lecturer so they can overcome the challenges they faced related to strategies in increasing students motivation in learning English.

Organization of the Chapter

This research consists of five chapters. In the first chapter, it elaborates about the introduction of the research. The introduction consists of background and statement of the problem. There are two research questions. The first is what motivational teaching strategies are applied by the EFL lecturers in the classrom at one private university in Yogyakarta. The second is the challenges that the lecturers encounter in motivating the students in learning. The second chapter explains about

the literature review, reviews of related studies and conceptual framework. On the third chapter, it discusses about research methodology which consists of research design, research setting and participants, instrument of the research, data collection technique, as well as data analysis. The fourth chapter the findings and discussion based on the data collection are presented. The fifth chapter includes the conclusion and recommendation for the lecturers, other the researcher, and for the institution.