

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. The background of the research states the reason why the researcher chooses this topic. The statement of the problem contains a problem found by the researcher at the language training center. The identification and delimitation of the research identify and limit the problem. Besides, the research questions describe specific research objects. The significance of the research for relevant parties in the future. In the last part of this chapter, the researcher mentions the organization of this research.

Background of the Research

Motivation is one of the factors which determines people in doing and learning something and influences people's action to get certain goals. According to Prawira (2016), it is an effort to increase the activity in achieving a certain goal included in the learning activities which needed motivation. Motivation can arise from outside or inside of the person. Besides, it is also necessary in learning process in which motivation encourages people to do something in achieving their goals. In other words, with a diligent effort and especially based on the motivation, a person who study hard will be able to get a good result (Sardiman, 2007). Therefore, motivation is very necessary in the learning process of the students in order to achieve their goals.

In addition, motivation also influences the students in language learning, especially English. English is one of the important languages to be learned for students who should be able to speak English in modern era. Besides, English is the international language, thus it becomes the most widely used language around the world (Rayner, 2003). Additionally, English is used in

technology especially in the use of computer, as all of the instructions and notification in computers use English. Hence, English will be beneficial for the students in the future.

Motivation is very necessary for non-English students in the process of learning English. According to Emda (2017), motivation can serve as an energy change within the person characterized by effective arousal and anticipatory goal reaction. She also stated that motivation will push, move, and direct students to learn. Hence, the existence of the learning motivation greatly affects the success of the learning process.

In addition, students who do not have motivation may have problems in the learning process. That way, it affects non-English major students in learning that is having a lack of motivation in learning English. With regards to the statement mentioned, it will give a negative impact on the students in learning English. Jasmansyah (2012) states several problem students found when learning English which included difficult lessons, difficult to understand, difficult to pronounce, and hard to write. Additionally, they are not confident to speak English in front of other people because of the lack of vocabulary. Accordingly, motivation can be the biggest challenge for the teachers to teach English to the students who are non-English major students. Also, motivation has a very important influence in the learning process.

In this case, the teaching strategies of teachers are needed in students' learning process. Besides, a good teacher will give effect to the students to be motivated or interested in learning English. A teacher must have several strategies for the students to help them in the process of learning English. This is the way to get students to be motivated and interested in language learning, especially English. Hence, learning strategies is an action plan (series of activities) which include the use of methods and the use of various resources or strengths in learning (Sanjaya, 2006).

At one private university in Yogyakarta, there is a language training center (LTC) in which the teachers teach English to non-English major students. The role of LTC is as a center for training and consultant activities and the development of foreign languages for anyone who wants to sharpen their skills and mastery of a foreign language. Besides, LTC also prepares a TOEFL test for the students as one of the requirements for graduation. Additionally, LTC also gives programs for other languages including Mandarin, Japanese, and Arabic.

In the LTC of a private university in Yogyakarta, it is found that some non-English major students are still lacking the motivation to learn English, based on informal interviews that the researcher had done with some students. The students claimed that English is a difficult subject to learn, and this may lead to a failure in English achievements. They also have misunderstanding in some grammars, English spelling, and also pronunciation in learning English. Therefore, motivation is needed in their English learning process.

Based on the background above, the researcher is interested in conducting a research on the topic about teacher strategies in motivating non-English major students to learn English. The researcher is interested to find out how the teachers of LTC at a private university Yogyakarta teach English for non-English students to motivate the students in learning English. In this case, the researcher is interested in investigating the strategies used by LTC teachers to teach the students, so that they become motivated to learn English, because motivation is important for a successful learning.

Statement of the Problem

Motivation is one of the factors to be successful in the learning process. Motivation is very important to the activity in the learning process because it will give encouragement to the students to work hard in the learning process. That way, motivation is necessary for students in the learning process to learn English. Besides, LTC provides a course for the students to study

English, especially for the students who are non-English major students. The students believe that English is a difficult language to learn, and it makes them feel demotivated to learn English. Sometimes, the students misunderstood what the teacher said in English, and it made them feel confused about what they heard during the learning process. Also, the students felt afraid if they had to speak in front of the classroom or when they did the presentation using English. Therefore, after recognizing the problems mentioned, the researcher became interested to do the research.

Delimitation of the Problem

The researcher focuses in finding out the strategies used by LTC teachers to motivate non-English major students to learn English. The researcher is interested to find out the strategies used by LTC teachers to motivate non-English students. Also, the researcher is interested in investigating the strategies used by LTC teachers to teach the students, so that they become motivated to learn English, as motivation is important for a successful learning.

Research Questions

Based on the background of the study, the researcher formulates one research question, which is “what are the strategies used by Language Training Center teachers of a private university in Yogyakarta to motivate non-English major students to learn English?”

Objectives of the Research

In this research, the researcher has one objective. The objective of the research is to find out the strategies used by Language Training Center teachers at a private university in Yogyakarta to motivate non-English students to learn English.

Significances of the Research

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

For pre-service teachers. This research provides information for pre-service teachers to be able to choose and use the strategies to motivate students in learning English, and those can be applied when they become English teachers later. Besides, the results of this research can provide additional information for the pre-service teachers for their teaching and learning process in the form of research data.

For the teachers. This research can provide information about the various strategies to motivate LTC English teachers at a private university in Yogyakarta. From the information of this research, the teachers can select the strategies that are suitable for their students. Besides, this research can be useful for the teachers as a reflection to their teaching.

For other researchers. Other researchers can use the findings of this research as one of the references for further research on the same topic. Therefore, by conducting this research, it can also encourage researchers to conduct researches related to the same area of this study.

The Organization of the Chapter

This research consists of five chapters. The first chapter presents the introduction. In the introduction, there are six parts, namely background of the study, statement of the problem which discusses on the problem students display during the English learning process, and a research question that takes focus from the problem of the students. Moreover, it also contains the objective of the research, significances of the research, and the organization of the research.

Chapter two is the literature review. This chapter highlights some theories and previous studies related to this research. The first part covers on the theories of teacher strategies in

motivating students. The second part explains about the theories of motivation, motivation in learning, and functions of motivation. At the end of chapter two, reviews of related studies and conceptual framework are also discussed briefly.

Chapter three is the methodology. This chapter describe the information on how the research is conducted. Chapter three discusses the research design, research setting, research participants, research instrument, data collecting method, data collecting procedure and also data analysis. Therefore, several theories are also included in this chapter to support the methodology in this research.

Chapter four includes findings and discussion. Besides, this chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also compares the findings with the relevant literature of the research. After that, the researcher describes the finding and discussion obtained from the interview.

Chapter five presents the conclusion, suggestions, and recommendation. This chapter summarizes the research findings and proposes some suggestions and recommendation for teachers to use this as a reference of strategies, language training center to develop and improve teaching strategies in the LTC, and other researchers to use this research as reference to conduct further researches. The researcher also concluded of the research findings related to the research problem. The last part of the chapter contains the suggestion for some parties related to this research.