

Chapter One

Introduction

In this chapter, the researcher explains the main topic of this research which is about the teachers' challenges to teach low motivated students in the English classroom. This chapter consists of the background of the research, identification of the problem, limitation of the problem, research questions, and significance of the research.

Background of the Research

Motivation comes as a crucial part in learning something new especially in learning English. Mostly, the people have different motivation, and for those people who have high motivation, they have to keep their motivation to get the knowledge easily. However, there are some people who have low motivation. There are several factors which can affect their motivation in learning English. According to Canada, Sakui, and and Cowi (2011), several teachers mentioned that if the students do not have absolute desire to learn English, it is difficult to motivate them. Without having motivation, the learners may not start doing the learning activity at all, and those who have motivation have to be guided until they get a motivation in learning English.

There are several types of students' motivation based on Jafari and Mahadi, (2012) article. Firstly, integrative and instrumental motivation comes as learning language by participating the culture of various people and instrumental motivation. For the reason, the learners learn the language to support the purpose of life related to the occupation or further useful motive Gardner and Bernaus (2008) as cited in Jafari

and Mahadi, 2012). These two types of motivation can control the procedure and outcome of learning. Besides, integrative and instrumental motivations come as the factor for second language learning. Secondly, intrinsic and extrinsic motivations mean that everybody feels that they are attractive and pleasant, so they have the eagerness and interest to take a part in some certain activities. Meanwhile, the students who have intrinsic motivation are inclined to stay with intricate and complicated problems to gain knowledge from their slips and mistakes. Accordingly, they have to know the integration process through one's elements (Walker, 2008).

In English class, there are two types of students who can be seen from their motivation, and the teacher cannot compare the students' motivation such as low motivated student and high motivated student. Motivating EFL students to improve English language skills in the English classroom is often a complex and difficult task which involves multiplicity. Bahous, Beirut, Bacha, Nabhani, and Beirut (2011) stated that the students get encouraging positive and become more motivated in learning English. To build more motivation, the teachers should know the kind of strategies before teaching. In addition, they feel uninterested in the lesson because the material is not interesting so that they do not realize that mastering English will be useful in the future. Therefore, the motivation from their parents and teachers is important to them.

There are several reasons why the students have low motivation in teaching – learning process especially in English class. Basically, many schools have good facilities to make successful teaching – learning, but in the school where the

researcher did internship, there was inadequate facility, and it obstructed teaching – learning process. Amjah (2014) stated that there were some research which showed that 90% of students agreed that they liked their teacher to use ICT and music to support their teaching and learning process because it was fun, enjoyable and easy to understand. Meanwhile, when the researcher did internship in the school, the school did not have LCD projector, language laboratory, and books. For the reason, the teacher should be well-prepared before teaching them. During the internship program, the researcher taught English, and the students were not motivated. Besides, some of them slept while studying, playing mobile phones, and going away from the seat and others. There are some factors which can affect the successful course in teaching and learning process. Schneider (2002) mentioned that quiet, clean, safe, comfortable and healthy environment are crucial components of successful teaching and learning process. Besides, children' breathe is a greater volume of air in proportion to their body weight than adults do. Therefore, every room in the school needs especially good ventilation.

Being a professional teacher is not easy since usually the public has often rather undermined its own status, and “Everyone knows about teaching” (Goodwyn, 2011). Besides, English language learners need a good English teacher for mastering English skill. As the students hope, their English teacher is able to transfer the material clearly and understand easily. The teachers have to require making effective communication in the classroom to build and improve the students' English skill. Being good teacher means that they should have good attitude, caring, flexible, smart,

patient, and creative. One of the students wrote “Effective English language teachers must be open minded and use a variety of methods in teaching without sticking to a particular method. Following this, they must have a positive view towards their students (Shishavan & Sadeghi, 2009, p. 134). As an example, they also added “The teacher should be optimistic and welcome students’ mistakes” (p.134).

As the English teachers, they must have a strategy to deal with students who are low motivated because every student's motivation is different, and the teachers cannot compare each of them. In class, there are two types of motivation such as high motivation and low motivation. Amjah (2014) stated that as the strategy, it is possibly applied in the classroom with the use of printed materials such books and displaying cards and posters as well ICT to support the teachers’ teaching. Besides, they should show videos or pictures using projector and use audio with students. From the statement mentioned, it can help the students to focus and understand the lesson better. Following this, it can also attract the students’ attention and interest in following the lesson effectively and improving their motivation in learning English. Because the students’ motivation is different from one another, the researcher is curious to know how the English teachers teach low motivated students in a senior high school. Therefore, the researcher is interested in conducting a research to investigate the teachers’ strategies in teaching low motivated students in senior high school level.

Identification of the Problem

In this study, the researcher had found some problems in one senior high school in Yogyakarta when the researcher conducted an internship program. Firstly, there are some students who have low motivation in learning English in the classroom and different interests that make them have low motivation in learning. Those mentioned problems are shown when the researcher taught the students as a pre-service teacher during the internship program. Besides, the researcher found that some students did some factors such as sleeping while studying, playing mobile phones, going away from the seat and others.

Delimitation of the Problem

In line with the identification of the problems, this research only focuses on investigating the strategies used by teachers in teaching English and find out the strategies which are mostly used in motivating the students successfully. Besides, the researcher wants to know kind of students' motivation, factors causing students to have different motivation in learning English, strategies used by English teachers in learning English in the classroom and facilities of the school.

Research Questions

Based on the background of the research, this research is intended to answer the following questions.

1. What are the strategies used by the teachers to teach low motivated students in English classroom at a senior high school in Banjar?

2. Which strategies are the most successful in motivating the students?

Objectives of the Research

Based on the research questions, the objectives of the research are formulated as follows:

1. To find out the strategies used by English teachers in teaching low motivated students during teaching and learning process.
2. To find out which strategies are the most successful in motivating the students.

Significance of the Research

This research is expected to give advantages for some parties such as English teacher, pre-service teacher and other researchers. The explanation of the research significance is presented in the following paragraphs.

For English teachers. From this research, the teachers are able to know kinds of students' motivation as the factors causing students to have different motivation in learning English. Besides, the English teachers can know the strategies used by English teachers in learning English in the classroom. In addition, this research can be useful for the teachers as a reflection to their teaching.

For pre-service teachers. By conducting this research, the pre-service teachers are able to know kinds of students' motivation first before teaching the students in the classroom. Also, they can prepare to become real teachers in the future better.

For other researchers. Conducting this research, other researchers can know the strategies used by the teachers to teach low motivated students in learning at senior high school level. Besides, the other researchers can utilize the research findings as the theoretical overview on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research in-depth way.