

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Education is essentially an interaction between educators and students in order to attain educational goals that occur in a certain environment, specifically school (Ina et al., 2019). Education is a conscious and organized attempt to create a learning environment and process in which students actively develop their potential for religious spiritual power, self-control, personality, intelligence, noble character, and skills required by themselves and society. Education is expected to be able to build the integrity of Indonesian as a whole by developing various potentials in an integrated manner. Article 3 of the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System states:

*Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggung jawab.*

The law is the legal basis for the government in order to improve the instructional quality because the estuary of various educational programs is the implementation of quality learning programs.

Meanwhile, achieving effective and good quality learning can be done by increasing science advancement. As a result, there must be a method of thinking that is directed and clear. With so many problems arising, there must be a renewal in an educational environment that leads to learning that encourages students to think creatively. According to Munandar (2009), creative thinking is the ability to uncover several possible solutions to a problem based on given data or information. The more possible solutions to a problem offered, the more creative a person thinks (Trianto, 2007). However, many people believed that creative thinking demands a high level of intelligence. Even though this can be taught to anyone. This is where education plays a role in providing a concept of effective learning.

A person's life skills in learning are effective, not happening by themselves but through an ongoing process. The sustainability of the development of the learning process can actually be observed. This also applies to students, where the development of a student's processing skills during the learning process can be followed or observed. When cooperation with others, active listening, daring to ask, willing to express opinions or answer questions, and creative in finding material concepts are one of the characteristics of life skills. The process of leading to life skills requires practice and requires a process called processing skills.

Processing skills are a very important aspect of learning English. Low processing skills will affect students' motivation to learn at school. Whereas motivation as an inner factor functions to raise, underly, direct learning

actions. Motivation is what determines whether or not it is good to reach goals, therefore the more motivated students are to learn, the more successful they will be. Students that are highly motivated will work hard, appear persistent, and unwilling to give up, actively reading books to enhance their performance and solve problems (Syahrozi et al., 2019). Conversely, students with low learning motivation appear indifferent, easily discouraged, their attention is not focused on lessons, they prefer to disturb class, and they frequently quit courses as a result of having a lot of learning difficulties.(DAĞGÖL, 2013).

As in the reality in the field that researcher obtained when carrying out the internship, there are still many students who do not have process skills during english learning. Therefore, their motivation to learn still seems weak, especially in learning English. The majority of students only receive finished materials from the teacher's explanation, without knowing the raw materials of the English concept itself. Students are passive and teachers are more active in English learning activities. According to Ausubel's (1963) theory, there is an important difference between rote learning and meaningful learning in learning English. In rote learning, students memorize the material they have acquired, without linking it to relevant prior knowledge. Whereas in meaningful learning, the knowledge obtained by students is always associated with relevant knowledge that has been owned or associated with other relevant conditions, so that the English material is more meaningful to students. According to this theory, students

who are passive during english learning will feel bored and less excited to think and learn.

It can be seen when the English learning process takes place that many students daydream on their own, their eyes are not focused, they often ask permission to leave the class and are less enthusiastic about the series of learning activities. So that students do not really master the material provided and will gradually find it difficult to solve various English problems. Difficulties in learning that may cause students to be lazy to learn, bored and low motivation levels. Even though teachers always try to motivate students to always try to learn to seek knowledge.

Furthermore, in this research, researchers examined the learning motivation referred above, which is divided into two groups, namely intrinsic motivation (encouragement from within the students himself) and extrinsic motivation (encouragement that comes from outside the students). These two types of motivation will be tested by researchers to get a description of the level of student learning motivation and what types of learning motivation are more dominant in students, and what learning motivation is weaker. In addition, the researcher would identify the factors that support and affect students' learning motivation in learning English. With the aim of finding a solution so that the goal of quality education can be realized. Thus, it is hoped that it will contribute to schools, especially to English teachers to further motivate students in learning English through more interesting and creative English learning innovations.

The problems in the field are the reason for researchers to analyze in more detail about student motivation in learning English. Because if left unchecked, this will prejudice the image of the school, especially the students themselves because learning motivation greatly influences the level of achievement of quality learning goals. Therefore, as an effort to solve the problems, researcher will conduct research in schools in order to improve the quality of education in Indonesia, with research entitled “**Students’ Motivation in English Language Learning of Eleven Graders at SMAN 1 Ngadiluwih**”

#### **B. Problem of The Study**

Based on the identification and background of the problems described above, the researcher formulates the research problem as follows:

1. What is the level of motivation, and which motivation is more dominant on students in learning English at SMAN 1 Ngadiluwih?
2. What are the supporting factors in English learning process at SMAN 1 Ngadiluwih?
3. What are the factors affecting students difficulties in English learning at SMAN 1 Ngadiluwih?

#### **C. Objective of The Study**

Every activity cannot be separated from the goals that must be met in order for these stages to be clear and directed. The same is true for this study. The research objectives are as follows:

1. To identify the level of motivation, and which motivation is more dominant on students in learning English at SMAN 1 Ngadiluwih.
2. To explore the supporting factors in English learning process at SMAN 1 Ngadiluwih.
3. To reveal the factors affecting students difficulties in English learning at SMAN 1 Ngadiluwih.

#### **D. Significance of The Study**

This research is expected to provide benefits to the field of education, either directly or indirectly, and the benefits of this research are as follows:

1. Theoretical Benefits

The researcher expects that this study will provide an overview of students' motivation to learn English by describing which motivational criteria are more prevalent in students. Furthermore, to be followed up as a reference in presenting English learning, which further encourages students' motivation to learn English. In other words, contributing to English learning in order to achieve optimal quality and learning objectives.

2. Practical benefits

- a. For students, it is hoped that learning English with a more appealing presentation from the teacher can foster students' motivation to learn English. Thus, it will improve the outcomes of English learning, which will affect students' cumulative achievement.

- b. For teachers, it is hoped that the findings of this study will be useful reference as well as a guide for implementing English language learning in senior high schools in order to improve educational quality.
- c. For school, it is intended that the findings of this study would contribute appropriately to the implementation of English learning in the classroom. So that students' learning motivation will grow high, as will their superior accomplishment. Surely, this is going to promote improve the school's image and achievement.
- d. For other researchers, as an inspiration and alternative to developing and improving future research.

#### **E. Scope and Limitation**

Based on the background and problem identification, it is necessary to limit the scope of the research so that it can be more focused on exploring and overcoming current problems. The researcher focused on the description of eleventh grade students' learning motivation in learning English at SMAN 1 Ngadiluwih Academic Year of 2022/2023. The entire class of 2022/2023's eleventh graders served as the subjects of this study. While the types of motivation referred to in this study are intrinsic motivation and extrinsic motivation, it is to be investigated which type of motivation is more prevalent in students. As well as describing the

supporting factors and factors that influence students' difficulties in the process of learning English.

## **F. Definition of Key Terms**

### **1. Learning Motivation**

Motivation has the meaning of an impulse enclosed in a person to move to do something to achieve the desired goal.

Learning is a process or activity carried out by a person to make changes to himself, both long-term and short-term changes.

According to the various definitions of the term above, what is meant by learning motivation is an endeavor to motivate or encourage students to engage in learning activities. With this learning motivation, students will be more enthusiastic in learning without compulsion or pressure from any side, and will be able to overcome their boredom with learning. Motivation to learn is obtained from within oneself and the surrounding environment.

### **2. English Subject**

English is one of the subjects included in adaptive subjects. English subject is one of the subjects taught to improve students' language skills. The basic core of language acquisition is as a tool for communicating.