CHAPTER I

INTRODUCTION

In this chapter presents the introduction of the study. They are include: background of the study, research question, research objective, significance of the study and definition of the key terms.

A. Background

Unmotivated students become one of the problems in a learning process. This is a special concern that must be faced by a teacher. A teacher must have efforts when faced with these students. The first thing is to know the character of students who are not motivated, namely feeling insecure, worried, feeling that there is no future with a lesson, not attaching importance to learning, do not know what to do because they do not understand the instructions given by the teacher, feel ashamed to be involved in learning, not doing assignments from the teacher (Sugiarti, 2020).

Students who are not motivated also have reasons why they can be unmotivated. According to Chevis (2018) in general there are several reasons students are not motivated, namely feeling uninterested in a lesson, having a bad morning or afternoon, finding it difficult to learn so they consider the lesson something heavy, not paying attention to the teacher and being embarrassed to ask help, do not have lesson notes, can not hear when learning is taking place, do not

have stationery, do not have appropriate notebooks, and do not have lists for the future.

The condition of students who are not motivated can be identified by the teacher through observing and approaching students. Through these observations and approaches a teacher can diagnose student learning readiness. As in the independent curriculum where a teacher has to make a diagnosis of his students, one of which is a diagnosis of motivation (Kurka, 2022). The application of this diagnosis aims to identify the competencies, strengths, weaknesses of students. The results of this diagnosis can be used by the teacher as a reference in planning learning according to the learning needs of students.

Yulianda and Aini (2022) stated during the COVID-19 period it shows that students learning motivation will affect their learning achievement. Even though now that COVID-19 is no longer epidemic, the conditions afterward still need to be considered. Motivation of students need to be increased again, we can not let the low motivation from the pandemic carry over to the current learning period which is called post-pandemic, especially motivation in English subjects. This is because English is an international language and is also very important for students as a provision for the future. If the English achievement of students is lacking, it is likely that students will find it difficult in the future for them in the world of work. CIPS (Center for Indonesian Policy Studies) (2022) research showed that 55% employers will offer better packages to applicants with good English skills. In addition, salary increases and career advancement will be obtained more quickly.

In English subject there are students who are less motivated. They are not motivated due to various factors. From a study conducted by Ludjan (2020), it is found that there were internal and external factors that made students not motivated to learn English. Internal factors are interest and trust while external factors are teachers, peers, and facilities. These motivational factors affect learning outcomes, namely the ability of students. If students have good motivation, their learning outcomes will also get good results, but conversely if students have poor motivation or in other words are not motivated, then learning outcomes will be poor.

In another study conducted by Sultra and Baharudin (2018), it is found factors that made students unmotivated or low motivation were due to an unsupportive environment for learning English. These students do not get a good home and school environment. The home environment is the environment in which he lives, namely with his parents or those who care for him, including the facilities owned at his home, while the school environment includes school facilities, teachers and friends. If the things that support motivation are not good, it will eventually make students feel reluctant or do not care about learning English.

From the two studies, there are similarities in motivational factors, namely teachers and facilities. Thus, these factors become factors that need to be considered by teachers, especially English teachers. Judging from the fact now that many state schools already have facilities from the government, what needs to be considered is the teacher efforts in teaching in the classroom how to deal with

students who are not motivated when learning takes place. Along with the development of the times, the character of students will also be different, so the researcher wants to dig deeper into the efforts of English teachers in motivating their students with the characters that students currently have.

The teacher efforts are one of the factors that determine the success of the learning process in schools. The teacher efforts determine whether or not students are motivated to participate in a lesson. This is in accordance with theory of Kaur (2019) that the teacher task apart from being a teacher is also to act as a motivator for his students. Because of this, if the teacher maximizes his efforts in motivating his students, of course he will not get bored and in the end the interest and motivation of students to learn will increase.

Apart from the teacher factor, recently from the learning system students and teachers must be faced with adapting to new learning habits due to the impact of COVID-19. Face-to-face learning is starting to be re-enforced from previously carried out online learning due to preventing the transmission of the virus. This adaptation also has a decreasing impact on students learning motivation so that their learning outcomes are less than optimal. As in the study of Suttrisno (2021) states that during the pandemic, students' motivation to learn decreased because students felt dependent on the environment that helped them so they did not have the awareness to want to be able to. This also happened at SMAN 6 Kediri, as the researcher already knows from making previous observations.

Based on the results of the research initial observations that the writer did with X-5 students at SMAN 6 Kediri, the writer saw students who were very enthusiastic about learning English, but there were also students who were not enthusiastic about participating. From the attitudes of these students, none other than the motivational factors they have.

In addition, the researcher also observed English teachers who were very good at communicating with their students. At the beginning of the lesson, he always greeted his students friendly and opened the class in an interesting way. Therefore, the writer tended to examine more deeply what efforts that English teachers gave to motivate their students who were not motivated so that they became motivated again.

The explanation above shows the need to conduct case studies related to teacher efforts in motivating students who are not motivated. In previous research, it highlighted the COVID-19 learning model, namely using online learning or before the presence of COVID-19 with face-to-face learning. However, seeing the current learning conditions that have started to return to normal, namely face to face. Of course there are differences in the character of students so it is necessary to make new adjustments. So this study explores the efforts of teachers made during the post-pandemic period, as well as to find out students' perceptions of the efforts made by English teachers.

Based on this case, the researcher conducted this research to find out what efforts were being made to motivate students to learn English during this post-

pandemic period. For this reason, the researcher conducted interviews with English teachers at the 10th grade level of senior high school. The researcher hopes that it can become a reference to increase motivation of students to learn English.

B. Research Question

The problems that are analyzed in this research, are :

1. What are the English teacher's efforts dealing with unmotivated students in post pandemic at SMAN 6 Kediri?
2. What are the students perception dealing with English teacher's efforts in motivated the students?

C. Research Objective

This research aims:

1. To explore the English teacher's efforts dealing with unmotivated students in post pandemic at SMAN 6 Kediri
2. To investigate the students perception dealing with English teacher's efforts in motivated the students

D. Significant of the Research

The results of the research is expected to give the benefit both theoretically and practically:

1. Theoritically significances

The result of this study is expected to give a worthy contribution to science in teaching and learning English dealing with unmotivated students. Motivation is very important part in learning English, especially in post pandemic. The information about effort in teaching English dealing with unmotivated students can make people who are interested in learning English understand about the various of teacher efforts in teaching the unmotivated students.

2. Pratically significances

Practically, the research of this study can be useful for the students, English teacher, the reader, the researcher, and the others.

a. For the students, it can develop their motivation and strategies dealing with their low motivation when learn about English. Therefore, they can be easier to be interested and motivated in their learning English and become independent learners in post pandemic.

b. For the English teacher, this research will help the teachers to design appropriate materials and activities in teaching to improve students' motivation. It means learning strategies can be easy for English teachers in the teaching process, especially on changing learning styles face to face learning to be online learning then reface to face face in post pandemic which can improve students motivation in learning English.

c. For the reader, the reader will know what are the efforts used by the English teacher at SMAN 6 Kediri in learning English dealing with unmotivated students.

d. For the researcher, this research will be one of the experiences in writing English while the researcher is studying in the English Department Student and it can be useful as a reference for her teaching in the future.

e. For the others, this research will be one of reference in their similar topic.

E. Limitation of the Scope

To limit the discussion of the problem about unmotivated students, therefore the researcher limits the efforts of teachers in the post-pandemic period. The researcher considers that there are other efforts in learning by the teacher. In the examination of unmotivated students, the researcher took a sample of 10th grade. This was because 10th grade implemented online classes and after the pandemic applied face-to-face learning for the first time.

F. Definition of Key Terms

It is needed to explain the key words of the research to avoid some misunderstanding. The researcher explained the definitions as the sentence below:

1. English Teacher's Efforts

   English teacher's effort is like a challenge for the English teacher to create something unique during the learning proccess. English Teachers's effort is

the way to solve the problem and how to teach English in the classroom and to improve their student English ability.

2. Unmotivated Students

Unmotivated is having no interest in work or other activity. Students is someone who is studying at a school or college. Unmotivated students mean that someone who is studying with no interest at school or college.

3. Post Pandemic

Post pandemic is the phase when most people have some immunity to a new virus. A pandemi stated by WHO and howefer the post pandemic stated by WHO too. Specifically, post pandemic in terms of changing english learning efforts.