

## CHAPTER ONE

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### INTRODUCTION

This chapter presents some information of this research which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitations of the Study, and Organization of the Study.

#### 1.1. Background of the Study

It has been believed that motivation plays an important role in language teaching and learning (Crookes & Schmidt. 1991, p. 469). Therefore, according to Dörnyei (2001, p. 5) teacher has to know that whatever he or she does in class has to motivate the learners. In recent time, learners tend to feel bored with teacher's ways of teaching. Some learners think it is monotone, unattractive, and they will likely become demotivated in doing their studies (Lamb, 2007). Therefore, there are some types of Motivational Teaching Practice (MTP) that can be apply. As Dörnyei (2001, p. 29) states that MTP is one of the Motivational Teaching Strategies that systematizes the application of motivation into a circular system comprising four phases.

Those phases create the basic motivational conditions; generating initial motivation; maintaining and protecting motivation; and encouraging positive retrospective self-evaluation. Teacher has to make sure these strategies trigger the learners' motivation (Dörnyei, 2001, p. 29)

Studies have been conducted to explore Motivational Teaching Practice and how teacher and the learner themselves see it through their own perceptions. Astuti (2013, 2016), performed multiple case studies on Motivational Teaching Strategies. Both of her studies applied Dörnyei's theory about Motivational Teaching Practices together with his four phases of motivational teaching practice. She investigated on how teacher implemented Motivational Teaching Practice and the learners' reaction in the High School context. She discovered that the key factor to learners' motivation is the teacher and the teacher has to create an interesting learning process (Astuti, 2013, p. 15).

Both of Astuti's research provide us with evidence of what Motivational Teaching Practice teachers can use to motivate learners from both the teachers' and learners' point of view. The success of using these strategies, especially in the High School context. Aside from that fact, we have to know what would happen if it is applied in Junior High School context. This issue can be seen from the interpretation of Motivational Teaching Practice and the learners' reaction to those strategies.

Having observed the facts above, it is concluded that MTP is significant and effective in language learning process. Moreover, we can enrich the

theory of MTP by studying the learner responses. Ever since the researcher conducted a learning process, she notices that motivation becomes her source of willingness to learn. Motivation makes her feel more confident and it elevates the researcher self-esteem. Motivation is important to be introduced when the learner is still young. The previous research only sees what happened to High School learners. Thus, the researcher intends to find out the learning progress and the learner responses on motivation in the context of Junior High School.

### **1.2. Statement of the Problems**

Based on the topic of this thesis, the problems are formulated as follows:

1. What aspects of Motivational Teaching Practice can be found at the 8<sup>th</sup> grade based on Teacher's perspective of X Junior High School in Bandung that can help the Teaching of English Language?
2. What are the 8<sup>th</sup> grade learners' perspective of Motivational Teaching Practice at X Junior High School in Bandung?

### **1.3. Purpose of the Study**

Based on the statement of the problems mentioned above, the purposes of the research iare explained below:

1. Find out which Motivational Teaching Practice can be found in 8<sup>th</sup> grade based on Teacher's perspective of X Junior High School

2. Find out the learners' perceptions of Motivational Teaching Practice at X Junior High School in Bandung.

#### **1.4. Significance of the Study**

The result of this research will provide theoretical and practical aspects of significance to Junior High School teachers about the aspects of Motivational Teaching Practice. Theoretically, this research aims to explain the aspects of MTP and the learners' perception of it. This research offers information and suggestions about the aspects of MTP that motivate the learners on their studies.

#### **1.5. Limitation of the Study**

In this research, the researcher has three limitations. First, this research covers all aspects of MTP but only in 8<sup>th</sup> grade. Therefore, the coverage of this research is small. Second, this research was conducted by using mixed-method. A questionnaire and focus group interview were used to obtain the data for this research. This research took one questionnaire from one English teacher with five years' experience of teaching. Ms. A teaches four classes only in 8<sup>th</sup> grade in X Junior High School. Third, this research is only conducted on junior school teacher and learners.

#### **1.6. Organization of the Study**

The research is organized into five chapters. Chapter One is Introduction, which provides information about Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the study, Limitation of the Study, and Organization of the Study. Chapter Two is Theoretical Foundation, which focuses on some theories related to the topic of this study. Chapter Three is Research Methodology, which presents Research Design, Data Collection Technique and Data Analysis. Chapter Four is the result and findings discovered by the researcher. Chapter Five is the conclusion of the research. In addition to these chapters, there is Bibliography, a list of the references that the researcher consults for this thesis. Lastly is Appendices, which consist of four tables showing activities a teacher can do in MTP, the teacher questionnaire, the teacher's consent form, the learners' consent forms, the learners' interview question list, four transcriptions of the learner interviews, four coding of the learners' interview.