CHAPTER I

INTRODUCTION

A. Background

Motivational strategies are important to stimulate activities in learning English as a foreign language particularly for secondary school students. Most of the students may be frightened to learn English because of shame and lack of confidence when they speak English. It has to be more motivation required to continue pursuing their goals even though they would face difficulties. The teacher should give high motivation to her students to learn English because they just learn the new things with the intention of developing English communicative skills of the students. Dornyei (2001) stated, "Teachers' skills in motivating learners should be seen as central to teaching effectiveness" (p. 116). Teachers have the responsibility to provide opportunities for learning and to encourage language learners to realize their potential and maximize their progress.

Based on the experience in the teaching practicum, it is found that there are several motivational strategies in English language learning, for example the used of setting a personal example with own behaviour, creating a pleasant, relaxed atmosphere in the classroom, presenting the task properly, developing a good relationship with the learners, increasing the learners' linguistic self-confidence, making the language classes interesting, promoting learner autonomy, personalizing the learning process, increasing the learners' goal-orientedness and

familiarizing learners with the target language culture. This strategy really influences on the students' enthusiasm and their process of learning English. Motivational strategies are perceived to be successful strategies employed in a second foreign language classroom. Sugita & Takeuchi (2010) assumed, "Motivational strategies are techniques consciously used by EFL teachers as ways to promote language- learning motivation" (p. 24). In addition, it can give influence to the learning style, aptitude and age. Dornyei as cited in Kassing (2011) stated, "In the field of second and foreign language learning, motivation is one of the most influential factors of all individual differences in language learning (compared to learning style, aptitude and age) when learning outcomes are considered" (p. 13). It means that motivation is one of the most fundamental factors for language learning.

The research dealing with motivational strategies is not a rare thing. Many researches have been conducted to explore teaching motivational strategies about "Motivational Strategies and Student Motivation in an EFL Saudi Context." Shousha (2018) concluded, "Motivational strategies like developing a good relationship with the learners (rapport), creating a pleasant, relaxed atmosphere in the classroom (climate), presenting the tasks properly (task) and increasing the learners' linguistic self-confidence are almost of the same importance to both teachers and students" (p. 37). The previous study was conducted to know teachers' and students' perception of Motivational Strategies in Saudi University.

Whereas, this study will be conducted to know pre-service teachers' motivational strategies used in EFL classroom.

B.   Formulation of the Problem

Based on the background, the problem of this research is formulated as follows, "What motivational strategies do pre-service teachers use in EFL classroom?"

C. Aim of the Research

The aim of the research is to know the motivational strategies used by pre-service teachers in EFL classroom.

D. Operational Definitions

To focus on the materials and to avoid misunderstanding, the terms related to the topic of this study are explained, as follows:

1. Pre-service teachers   : They are the third-grade students of English Education Department at Siliwangi University who are performing teaching training at schools.

2. Motivational strategies   : They refer to the ways done by the teachers to push the students to learn English in the classroom, including setting a personal example with your

own behaviour, creating a pleasant, relaxed atmosphere in the classroom, presenting the tasks properly, developing a good relationship with the learners, increasing the learners' linguistic self-confidence, making the language classes interesting, promoting learner autonomy, personalizing the learning process, increasing the learners' goal-orientedness, and familiarizing learners with the target language culture.

3. EFL classroom : It is the process of teaching and learning English as a foreign language at an Indonesia Junior High School.

E. Uses of the Research

This research has several benefits. They are distinguished in three categories: theoretical, practical and empirical uses.

1. Theoretical use

This research gives theoretical information and knowledge to the next researchers about the teaching motivational strategies in EFL classroom.

2. Practical use

This research gives information about how pre-service teachers use motivational strategies in EFL classroom.

3. Empirical use

This research adds the writer's knowledge and experiences about writing a scientific paper and conducting a research.