

CHAPTER I

INTRODUCTION

1.1. Background of Study

Education is a conscious effort deliberately designed by the government to achieve predetermined goals. One of the goals of education itself is to improve the quality of human resources. Mastery of English among people around the world is very important. English is one of the most dominant languages used for various communications throughout the world (Aini, 2020). There are many activities or strategies that lecturers or teachers can use to facilitate students, such as; posing questions before reading the text, illustrating material related to student background, using cooperative learning and think pair sharing (McNamara: Aini, 2020).

However, one of the efforts made to improve the quality of human resources is through the learning process in schools (Saherti, 2018: 89). English as an international language plays an important role in preparing students to communicate, adapt and contribute in an increasingly globally connected world. In Indonesia, learning English has become an integral part of the middle and high school education curriculum. However, the level of student proficiency in English is still a challenge faced by many schools.

One of the factors that influences English learning outcomes is the level of student motivation in participating in the teaching and learning process. Gintings (2019: 86) states that motivation is something that encourages participants to learn

or master the subject matter they are taking, so motivation is very important so that they as students have the enthusiasm and willingness to study the subject matter they are taking, including English. High motivation can encourage students to actively participate in learning, seek deeper understanding, and strive to achieve better performance. However, low motivation can hinder the learning process and reduce students' interest in English.

In this context, teacher strategies in the teaching and learning process in an educational approach require a series of teaching methods to achieve learning goals. To implement learning methods requires a series of needs that a teacher must have. A teaching program organized by a teacher in a face-to-face meeting can be carried out using various methods such as lectures, group discussions, and questions and answers (Gulo, 2020: 189). The teacher's role in creating a motivating and interesting learning environment is very important. Teachers play a key role in designing effective learning strategies to increase students' motivation in learning English. These strategies include a variety of teaching approaches, interaction techniques, and use of relevant resources, all of which contribute to creating a fun, supportive, and inspiring learning environment.

Based on preliminary research I conducted at SMAN 1 Indrapuri in class XI, the level of students' English language skills was relatively low. Although English language learning has become an integral part of the curriculum, students' fluency levels are still a challenge. This is reflected in the results of evaluations and exams which show low achievement in speaking, writing, listening and reading skills in English. The problem of low English language skills at SMAN 1 Indrapuri class XI

is quite complex and can be influenced by several factors. One of them is the lack of focus on developing speaking, writing, listening and reading skills in the English curriculum. A curriculum that may be too dense with theoretical material or does not emphasize direct practice can be the main cause of students' low level of English proficiency.

Another problem is the variation in students' levels of motivation in participating in the English learning process. Some students may have high motivation and enthusiasm for learning English, while others may experience low motivation, which may affect their active participation and academic performance. Factors influencing student motivation need to be better understood to identify effective strategies for increasing motivation in each student group

Research conducted by Munir et al (2022) aims to explain the strategies used by English teachers at MTsN 6 Tanah Datar in increasing student motivation in online English learning. The method is descriptive qualitative with case studies, using observations and interviews with students as data sources. Three English teachers at MTsN 6 Tanah Datar were selected as informants through purposive sampling. The strategies used include providing video material, accepting assignments at any time, providing concise material, using learning games, giving praise or rewards, and conveying the learning process.

Furthermore, research conducted by Jaya, (2022) aims to find English teachers' strategies for increasing students' learning motivation. Through qualitative descriptive methods, three English teachers and first level students from the Cake

English Course Kampung English Pare Mataram were the data sources. Observations, interviews, and questionnaires were used to collect data. Strategies such as speeches, discussions, questions and answers, punishments and rewards, homework, group work, and use of media are used. The research strategy was proven to be effective in increasing students' learning motivation moderately. Students' positive responses to these strategies can also be seen from their participation in learning activities.

Lastly, research conducted by Hadi, (2022) This research examines student motivation and teacher motivation strategies in learning English in the tenth grade of MA Maarif Grabag and SMK Islam Sudirman. Qualitative methods are used by collecting data through observation, questionnaires and interviews. The results show that student motivation varies, with moderate levels at SMK Islam Sudirman and MA Maarif. Teacher motivation strategies were rated as good for MA Maarif and moderate for SMK Islam Sudirman. Teachers tend to apply strategies based on field practice rather than theory, and student motivation is influenced by intrinsic factors. The suggestion from this research is that teachers should better understand and apply motivation theories to increase student motivation in learning English.

However, by understanding strategies that have been proven successful in increasing student motivation in learning English, schools and teachers can adopt the right approach to face the challenges of teaching English at SMAN 1 Indrapuri. It is also hoped that this analysis can make a positive contribution in developing innovative and effective teaching methods to improve English learning outcomes at SMAN 1 Indrapuri, so that students can better prepare themselves to face

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competition at the global level and take an active role in an increasingly connected society. international.

Based on this, researcher conducted research related to "**Analysis of teacher strategies in increasing student motivation at SMAN 1 Indrapuri.**" The results of this study will explain the strategies used by teachers to increase student motivation at SMAN 1 Indrapuri.

1.2. Problem of Study

Based on the description above, the formulation of the problem in this study is, What are the strategies used by teachers to increase students' motivation at SMAN 1 Indrapuri?

1.3. Purpose of Study

Based on the description above, the purpose of this research is to know the strategies used by teachers in increasing student motivation at SMAN 1 Indrapuri.

1.4. Significance of Study

Research on the analysis of teacher strategies in increasing student motivation in learning English in high school has several interests that are very relevant and have a positive impact, including improving the quality of learning, optimizing student potential, increasing student interest, improving English communication skills, contributing to educational research, improve the quality of teaching, contribute to improving the curriculum, and increase student competitiveness.

1.5. Scope of Study

This study focusses on teacher strategies in increasing student motivation at SMAN 1 Indrapuri. Researchers conducted research on English teachers at SMAN 1 Indrapuri.

The scope of this research will help provide a comprehensive picture of teacher strategies in increasing student motivation in learning English in high school. Through a deep understanding of best practices and challenges faced, this research is expected to make a positive contribution.

1.6. Definition of Term.

a. Strategy.

According to J. R. David quoted by Sanjaya (2018: 128) that in the world of education strategy can be interpreted as a plan, method or series of activities designed to achieve a particular educational goal.

b. Motivation

Sardiman (2019: 73) suggests that motivation is a change in energy within a person which is marked by the appearance of a feeling and is preceded by a response to a goal.