

CHAPTER I

INTRODUCTION

In this chapter the researcher will discuss the Research Context, Research Focus, Research Objectives, Research Significance, Research Limitation and Definition of Key Terms.

1.1 Research Context

English has become an international language of communication or a global language used in various fields of life, from education, technology, economics, diplomacy, to social media. In today's era of globalization, the ability to communicate in English has become an essential requirement that supports the mobility of academics and professionals across countries. English is not only a communication tool, but also a medium for accessing knowledge and building international networks. In Indonesia, English learning has been officially accommodated through legislation. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System states that foreign languages, especially English, must be taught as an effort to equip students with global communication skills. Furthermore, Regulation of the Minister of Education and Culture No. 22 of 2006 states that English is part of the curriculum structure of educational units as a compulsory subject at the secondary education level. At the Senior High School (SMA) level, English is taught for three years as a compulsory subject. Learning objectives include the main empathy skills: listening, speaking, reading, and writing. The material taught becomes increasingly complex as the grade level increases, with an emphasis on mastery of various texts and the ability

to convey ideas effectively. However, despite formal English instruction, not all students demonstrate optimal levels of mastery and motivation to learn.

Especially for eleventh-grade students, learning motivation is a crucial aspect. They are in the midst of a transitional phase of cognitive, social, and affective development, and are beginning to focus on further study options and preparation for graduation exams. At this stage, learning motivation influences students' readiness to face academic challenges, including mastering English as preparation for college or the world of work. Based on the results of initial interviews and observations, it was found that the motivation levels of eleventh-grade students in learning English vary widely, with some showing high enthusiasm, while others are less active, tend to be passive, and have limited vocabulary mastery. This is in line with Mrs. Arini's statement that:

"Students initially have varying motivations, some with low motivation and some with high motivation. For those with low motivation, we provide an understanding of learning and the benefits of learning English. So they must have goals to achieve. Furthermore, I provide interesting material related to everyday life. If students find it useful, they will be interested. Furthermore, I take a personal approach to students who don't understand, and I also provide positive feedback when students complete assignments. That's the strategy I use to increase students' low motivation." (INT – Mrs. ART - November 13, 2024 - SMAN 1 Blitar)

The selection of SMA Negeri 1 Blitar as the research location was based on several considerations. First, this school is a pioneering school with an active implementation of the Independent Curriculum. Second, SMA Negeri 1 Blitar has a strong academic and extracurricular track record, supported by comprehensive

learning facilities. Third, this school demonstrates a pattern of successful English language learning based on academic grades, student TOEFL scores, and student involvement in international activities and English competitions. Compared to several other schools in Greater Blitar, SMA Negeri 1 Blitar shows more significant progress in English language mastery and systematically building student motivation.

Through preliminary studies, interviews with teachers and students, and classroom observations, a unique phenomenon was discovered that demonstrates how certain learning strategies can increase previously low student motivation. For example, a personal discussion approach and group discussions, the use of interactive media such as Telegram, and direct practice with native speakers successfully built students' confidence in speaking and expressing opinions. Furthermore, activities such as drama production and group presentations provided a space for students to express their creativity and build sustainable intrinsic motivation.

To address this pressing and novel issue, the author reviewed previous research conducted by Jaryati (2016), which showed that students with high internal motivation tend to be more active and achieve higher levels. Meanwhile, a study by Maulizar (2019) revealed that high-achieving students maintain their learning motivation through clear academic goals and a supportive learning environment. Rizki's (2024) research focused on teacher strategies for addressing low student learning motivation through contextual approaches and hands-on practice. In contrast, recent research at SMAN 1 Blitar specifically explored the motivation of eleventh-grade students, who have unique cognitive, social, and affective

developmental characteristics that directly impact their preparation for further study. Previous studies have also not explored how experiential learning strategies and technology can impact student learning motivation. Furthermore, previous research has not highlighted the characteristics of leading schools, such as SMAN 1 Blitar, which already has an American Field Service (AFS) program, TOEFL, and a podcast venue. This makes it an ideal setting for in-depth research on student learning motivation.

1.2 Research Focus

Based on the description in the context of study, the focus of this study is:

“How Students Grade Eleventh of SMA N 1 Motivation in Improving English Learning Ability”

This focus is elaborated into the following sub-focuses:

1. How are the internal and external motivational factors that influence Class XI students at SMAN 1 Blitar in their efforts to learn English?
2. What strategies can Class XI students at SMAN 1 Blitar employ to enhance their motivation for learning English?
3. What strategies do teachers at SMAN 1 Blitar use to enhance student motivation in learning English?
4. How does motivation influence the improvement of the English learning process at SMA N 1 Blitar?
5. In what ways does student motivation contribute to the enhancement of the English learning result at SMAN 1 Blitar?

1.3 Research Objectives

Based on the above research sub-foci, the objectives of this research are:

1. to describe the internal and external motivational factors that influence Class XI students at SMA Negeri 1 Blitar in their efforts to learn English
2. To describe the strategies Class XI students at SMA Negeri 1 Blitar employ to enhance their motivation for learning English
3. To describe the strategies teachers use to increase student motivation at SMA N 1 Blitar
4. To describe how motivation influences the improvement of the English learning process at SMA N 1 Blitar
5. To describe ways that the student's motivation contributes to the enhancement of the English learning result at SMA Negeri 1 Blitar

1.4 Research Significance

Research hope that this research will have two major benefits:

1.4.1 Theoretical Significance

- a. The results of this research will contribute to the goal theory developed by Carol Dweck in terms of determining the types of motivational goals set by students
- b. That the results of this research open a wider horizon of knowledge about motivation that is connected to the research context

1.4.2 Practical Significance

- a. School

The findings of this study support the development of inclusive learning environments that are responsive to student needs. By facilitating contextual and

experiential learning, schools can design more adaptive learning policies and foster a culture of learning based on academic goals and intrinsic motivation.

b. Teacher

The results of this research contribute to options for teachers to identify types of motivation that can be implemented in English language learning to improve students' English proficiency.

c. Student

The results of this research contribute to how students who have low motivation and are less confident in their field to master English can follow in the footsteps of students who have high motivation and self-confidence, how to become better at mastering English and good at all subjects at school.

1.5 Research Scope & Limitation

This study focuses on the English learning motivation of eleventh-grade students at SMAN 1 Blitar, a leading school implementing the Independent Curriculum. The scope of the study includes an exploration of students' internal and external motivation in the context of learning English as a foreign language, particularly speaking skills, which are the focus of development in the latest curriculum. This study also examines the learning strategies implemented by teachers and how students respond to these approaches. The limitations of this study lie in the short duration of the study and the limited number of participants. The researcher only conducted an in-depth interview with one student as a key informant, so the interpretation of learning motivation is individual and cannot be generalized to the entire eleventh-grade population. Furthermore, time constraints led to intensive data collection but not over a long period of time, making this study

exploratory and in-depth in one specific case. Considering these scope and limitations, the results of this study are expected to provide a comprehensive initial overview of motivational factors in English learning in high school and serve as a foundation for further research with a broader scope and more diverse participants.

1.6 Definition of the Key Terms

To avoid misunderstandings in reading this research, researchers should provide definitions of several key terms:

1.6.1 Motivation

Motivation is a psychological symptom in the form of an urge that arises in a person, both consciously and unconsciously, to carry out an action with a specific aim in order to achieve a goal. This statement is in line with the statement put forward by (Suryo, 1988: 196) that motivation is created by oneself because it has a certain goal. However, there are also those who argue that "motivation is an energizing condition of the organism toward the goal of a certain class". It can be interpreted that motivation is a goal and a certain level. In other words, motivation is motivation which is direction and intensity of effort.

1.6.2 Grade Eleventh

According to Sudirman (2003), students are people who come to school to obtain education, and during this period they experience significant development both cognitively and emotionally. Students are individuals who are registered in an educational institution to acquire knowledge. In an educational context, eleventh grade students are students who are in the final stages of upper secondary education, usually aged between 16 and 17 years.

1.6.3 High School Student Motivation

According to Sardiman (2018), learning motivation is defined as "the entire driving force within students which gives rise to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved". This shows that motivation is the key to encouraging students to be active in the learning process. So, high school students' motivation refers to the encouragement that encourages them to be involved in the learning process. This motivation is very important because it can influence students' academic success and personal development. Learning motivation is the overall driving force both from within the student (intrinsic motivation) and from outside (extrinsic motivation) which creates desire and enthusiasm for learning activities to achieve certain goals. This motivation can arise consciously or unconsciously and is a key factor in determining learning success. High school students' motivation is an important factor influencing their academic success. By understanding the types of motivation and their functions, educators can create a learning environment that supports and encourages students to achieve their best potential.

1.6.4 Learning English

The Ministry of Education and Culture explained that the main aim of learning English is to improve students' communication skills in English, both spoken and written. This includes the ability to interpret and express thoughts and feelings through a variety of texts. Mastery of English includes four main skills: speaking, listening, reading, and writing. According to Zaim (2016), these four skills must be mastered by language learners to be able to interact effectively with native speakers.

English is considered a tool for absorbing and developing science, technology and arts and culture. This shows that learning a language is not just about grammar and comprehension, but also about understanding the meaning agreed upon by native speakers.

1.6.5 Learning Ability

According to James Drever (1952:1) ability, the ability to carry out certain actions, both physical and mental, both before and after receiving training. It must be distinguished from talent (talent). See general ability test, special ability test (general ability test, special ability test). According to Chaplin (2000:4), "ability" (ability, skill, talent, capability) is the energy (strength) to carry out an action. Ability can be an innate ability from birth, or the result of training or practice. This understanding can be concluded that ability is the skill or potential to master a skill which is something that is born or is the result of training or practice and is used to do something which is realized through one's actions.

1.6.6 English Learning Ability

According to Zaim (2016), language ability includes four main skills: speaking (speaking), listening (listening), reading (reading), and writing (writing). These four skills must be mastered simultaneously to achieve effective communication. According to Brown (2004), the ability to communicate in English not only includes mastery of grammar and language skills, but also the ability to understand and produce spoken and written texts. This is important for effective interactions in a variety of situations, such as commerce and education.

1.6.7 Single Case Study

According to Yin (2003), a case study is an empirical inquiry that investigates phenomena in real life; when the boundaries between phenomenon and context are not clearly visible and where: multiple sources can be utilized. As an inquiry, a case study does not have to be carried out over a long period of time and does not have to depend on ethnographic data or participant observation. In fact, according to Yin, researchers can conduct valid and high-quality case study research, without having to leave the literature, depending on the case being studied. Yin (2003) also divides case study research in general into 2 (two) types, namely case study research using single and plural/many cases. Apart from that, he also groups them based on the number of units of analysis, namely holistic case study research which uses one unit of analysis and embedded case study research which uses several or many units of analysis. Case study research is called embedded, because it is tied to predetermined units of analysis. The unit of analysis itself is needed to better focus the research on its aims and objectives.