

CHAPTER I

INTRODUCTION

A. Background of Study

Many students believe that learning English is challenging, which deters them from working hard to becoming better at the language. Considering the significant position of English as a universal language that is spoken in many nations, particularly for communication (Risa Anggraini et al., 2022). Naturally, in order to communicate with people from around the world, Indonesian students must possess at least rudimentary English language skills. In actuality, though, a large number of Indonesian students still speak English with very poor proficiency (Farhani et al., 2020). According to the findings of multiple expert studies, there are a number of reasons why Indonesian students' English proficiency is low, including: 1) They hardly ever use the language in daily life; 2) They get laughed at and teased when they do; 3) They are afraid of making mistakes; 4) They lack confidence; 5) They don't have friends with whom to practice speaking; and many more. It means that mastery of English is a very vital demand for modern society currently since mastery of English makes it easier for someone to broaden their interactions in the worldwide community (Wulansari et al., 2022).

Motivation is inextricably linked to learning English. Otherwise, an individual's motivation level determines whether they are successful or failed in learning English. While there are students who believe that learning English is a challenging topic, these students are very motivated to succeed in their education (Fachraini,

2017). However, because they lack enthusiasm to learn the language, some students believe that studying English is a pointless and boring class. They are failed this topic as a consequence.

In learning English, students also are challenged to understand it since not every student learns English with the same mindset or drive. Some students may struggle to learn English because they lack motivation during the process (Umpung et al., 2023). Students' achievement and their ability to learn English in the classroom might both suffer from low motivation. The fact that learning English is far more challenging than learning any other topic in school makes it a valuable tool for student motivation. Learning English also boosts children's interest and motivation to learn a language (Sekar Pramesty et al., 2022).

According to Akram et al., (2023), the principles of learning motivation have a vital role in motivating students to take action toward their learning, whether as a result of external factors or as internal encouragement to meet learning objectives. There are a number of aspects worth considering when attempting to support students' learning motivation. Scholars have conducted extensive research on the best ways for teachers to foster and develop students' learning motivation because of the enormous benefits that can be realized when these principles are followed and put into practice (M Tanveer et al., 2012).

Even though in order to truly learn English, one must be motivated. Stated differently, the degree of student motivation influences whether or not students believe that English is a difficult and complex topic, in order to increase students'

motivation, which will in turn get them excited about studying to succeed in academic English study (Risda et al., 2022). Meanwhile, a minority of students believe that studying English is pointless and dull. Students that are not motivated to learn English are the source of this. One may argue that motivation is the essential component that is necessary for learning achievement (Fachraini, 2017).

Investigations and studies on English instruction and learning in Indonesia have been conducted. The success of teaching English is thought to be greatly influenced by a number of factors. These elements consist of educators, learners, curricula, instructional resources, and classroom spaces. It is impossible to discuss motivation without also talking about students as a crucial component of learning (Santosa, 2018). Student motivation has historically been thought to be a learning factor that influences students' performance in learning. Learning motivation is a form of society that is present in the mindset of second language learners (L2), with the purpose of learning process efficiently to inspire positive changes in self-confidence (Harmanto et al., 2023). Numerous studies on students' motivation for learning foreign languages demonstrate that this motivation is the primary factor influencing students' performance in acquiring the target language. Because of the importance of language in communication, particularly English as an international language and a lingua franca, English is highly necessary to be taught by pupils, especially to face the global era (Astutik et al., 2019).

A pre-survey at Al-Mukarrom School revealed that the primary underlying issue impeding English learning was: a deficiency in vocabulary competence, the second problem is the inability to put speaking abilities to use, which also make it

difficult to increase vocabulary, the third element is the pupils' disinterest in English-related topics, aside from that. This problem based on the teacher explanation are caused by the situation that the most of student have low motivation in learning English, so the researcher are interested to investigate the factors that cause students' low motivation.

B. Statement of Problem

Based on the background of the study, the statement of problem from this research are:

1. What are the factors influencing students' low motivation in learning English?
2. What does the teacher strategy to increase the students' motivation in learning English?

C. Purpose of the Study

1. The writer wants to know the factors influence students' low motivation in learning English.
2. The writer wants to know the teachers do to increase the students' motivation in learning English.

D. Significance of the Study

It is hoped that this research can provide and add benefits to improve the quality of teaching, as follows:

1. For English Teachers

As an alternative information about what influences students' motivation in learning English. So, it is hoped that the teacher can find solutions from the information obtained.

2. For English Student

To increase motivation in learning English in order to obtain satisfactory results.

3. For Other Researchers

As a suggestion for further research so that it can become a reference for further research.

E. Scope and Limitation

This study focuses on the analysis of factors that influence students' low motivation in learning English in grade 10.

F. Definition of Key Terms

Learning English: A skill-based process that calls for a variety of methods and strategies. In addition to prioritizing learning experiences, self-appreciation, emotional involvement, connected learning with thought power, communicative language use, and learning materials that foster learners' creativity, language learning can make use of knowledge about language systems and use of language that involves institutions, instructors, learners, and spending. (Ajisoko, 2020).

Learning Motivation: The core of learning motivation is providing students learning how to modify their behavior with both internal and external encouragement, generally accompanied by a number of indications or supporting components (Rafiola et al., 2020).

