

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

A. Background of the Study

Students' motivation is the one of important elements of language learning. The teacher or instructor thinks and do some studies as an effort to maintain a high level of students' motivation in order to make a whole process more successful. It tends to happen because students' learning motivation are close to suitable learning strategies. It is that the students are more motivated when the teaching strategies meet their interest. It is also how the teacher delivers the material to teach English as foreign language. The students also tend to be motivated when the materials are interesting. The higher motivation they gain, it makes the class fun to teach, more natural and the better result they gain.

Marten & Carey (2000); in Herawati (2013) describes the characteristics of students who are motivated, (1) self-confidence: believing in their ability to do something at school. It is very important to encourage them to more study diligently, (2) value at school: students are more motivated when they believe on what is learned at school is useful and appropriate to the real context, (3) focus: students focused on learning, solve problems, and develop their skills, (4) persistence: students do not easily give up in dealing difficulties in learning, (5) planning and monitoring: students always planned task or learning, they pay attention to their progress while doing the task, (6) study management: students will use the time to learn well, learn more

effectively manage time and prioritize their work. While characteristic of unmotivated students by Marten & Carey, (2000) in Herawati (2013) are, (1) anxiety: when students think about the school and the lessons they feel anxious and nervous about their experiences at school, (2) low control: the reduction caused by the student's motivation on how to avoid the bad and how to do good, (3) failure avoidance: students complete tasks from school just because avoiding bad things, and afraid to disappointing parents or teachers at school, (4) self-sabotage: students delay chores at school, do not pay attention to the teacher, not studying at all, or make a joke in class. Knowing these characteristics is important to make a comparison between the characteristic of students at SMA UII Yogyakarta with the existing theories.

Motivation is the underlying reason for a person's behaviors or actions (Guay et al, 2010 in Lai, 2011 p 4). Furthermore, Gredler, Broussard and Garrison (2004) in Lai (2011) broadly describes motivation as aspects that influence a person to do or not do something. There are two kinds of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is motivation that is influenced by personal enjoyment, a sense of interest, or just pleasure. Senge, Lengnick-Hall and Sanders (1994) in Williams and Williams, (2011) added intrinsic motivation commonly found in the workplace or in the classroom, where students want to get involved (in discussions or learning), curiosity about the material, the challenge of seeking knows about difficulties encountered, and interaction in the discussion with a teacher or friend. While extrinsic motivation is the impulse to do something for rewards like money, grades, or GPA (Lei, 2010, in Williams and Williams, 2011).

Some researchers are often in contrast to distinguish intrinsic motivation and extrinsic motivation. Teachers or instructors consider intrinsic motivation becomes more desirable for better learning than extrinsic motivation (Deci et al, 1999, in Lai, 2011). Students who are intrinsically

motivated to have a lower risk academically compared to students motivated extrinsically (Dean and Dagostino; Daniels; Bye, Pushkar, and Conway; Afzal, et al, 2010, in Lai, 2011). In this context, the researcher catches a phenomenon that some students in SMA UII Yogyakarta were not intrinsically motivated so that extrinsic motivation applied with penalties imposed to the students in that school, so that they would follow the lessons and tasks that were given.

Under-graduated students in Indonesia whose major in educational programs, have to attend field study program (PPL) program that includes both teaching practice and administrative activity at school. This program is an opportunity to establish and develop the professional competencies required by the work of teachers or other education institutions. The government policy No.14 of 2005 about Teachers and Lecturers, Chapter IV, Article 10 and in Government Regulation No.19 of 2005 about Standards of National Education, Chapter VI Section 3 has confirmed the competence of teachers and education personnel. The competencies include: (1) the pedagogic competence, (2) personal competence, (3) professional competence, and (4) social competence. Targets to be achieved is the personality of the prospective of educators who has a set of knowledge, skills, values and attitudes, and patterns of behavior that are required for the profession as well as competent and accurately use them in education and teaching, both at school and outside of school (Hamalik, 2009, in Munandhar, 2016).

The research on the teaching skills of teachers is not the first time conducted. There are already much to discuss on the matter. This research will be focused on the variety of teaching styles pre-service teacher on a field study program (PPL) in SMA UII Yogyakarta and its correlation on students' motivation. Through the interaction between teachers and students in the learning process, the expected results will lead to changes in student behavior so that the intended purpose is achieved. Therefore, in the process of learning that has been planned, the teacher in the

learning process should implement a method, manner and style of teaching that is relevant to the needs. If the teaching styles used by teacher in managing the learning process right, then the chances of obtaining the results of student learning will be more appropriate to motivate students for learning. So that the objectives to be achieved will be realized. In the process of field study program (PPL) implementation, teachers were trained to use appropriate teaching style to the characteristics and needs of students at the school.

Therefore, teachers have to receive appropriate skill in order to mastering the competencies, both through pre-service training and in-service training. One form of training prospective teachers pre-service is through the establishment of basic teaching skills, both theoretically and practically. In practical terms, the teaching skills can be trained through micro teaching activity (Guide Book of Micro Teaching UNY, 2011: 1).

Based on the researcher's field study program (PPL) at Senior High School UII Yogyakarta in 2015, all the students were mostly happy with the situation in the classroom because the pre-service teacher has brought a good environment to the classroom, and they were followed the lesson as well. On the contrary, when the school teachers went to the classroom and teach them, they did not pay attention very well. The school teacher explains the material, and then assigned tasks to them. Unfortunately, teachers did not give direct feedback, the teacher only gave the score that they think was not important. The teachers at the school also less creative in presenting the material, such as using a power point presentation, to take over the student's attention. The teacher at the school also did not try to use authentic materials such as movie, or song, or newspaper article to make the material more interesting. The less passion of teachers in teaching and delivering lessons it tends to have a negative impact on student motivation to follow the lesson students, they are become lazy, sleepy, not excited, and not paying attention to the lesson. Further information

provided by pre-service teacher of field study program (PPL) at Senior High School UII Yogyakarta in 2016 is similar to the researcher's experience at 2015 about the situation at the classroom while they are being taught by the school teacher.

From the description above it can be concluded that the practice of field study program (PPL) is a activities for pre-service teachers, which includes both the exercise of teaching in the classroom (academic) and practice teaching outside the classroom (non-academic). This activity is an opportunity to establish and foster professional competencies suggested by teachers or other educational staff. Student perception towards field study program (PPL) is able to provide a good experience for those in the field of teaching and managerial at schools and institutions in order to train and develop competencies to be a teacher one of which is formed through the field study program (PPL).

Therefore, it is interesting to know is there any correlation of field study (PPL) program to the students' motivation in XI IPS I that really need attention. Almost all of them are less motivated to learn English, they slept and some students were busy with their own business, did not seem to focus on the material and teacher, they talked and disrupting the other students who are learning. Students at class XI IPS I create a group or "gang" at the classroom to attract the teacher's attention. The principals also gave up to make them obey the school policy. They are less motivated and have the desire to learn and discuss when the pre-service teacher at field study (PPL) program gives the discussion game to them. From the description above, researchers found problems that need to be investigated, the researcher will conduct research using quantitative methods by giving questionnaires to students in XI IPS I classroom to determine whether there is any correlation between field study (PPL) programs to students learning motivation in XI IPS I itself.

This study is required as a reference for pre-service teacher in determining the appropriate method and teaching style to XI IPS I class in SMA UII Yogyakarta. This research is needed in to find out whether is there any correlation between the pre-service teacher's teaching style with students' motivation in class XI IPS I, as an evaluation for administrators of field study (PPL) program for pre-service teacher.

B. Identification of the Problem

There are several problems which correlate with students' motivation to learning English in the classroom or outside classroom in SMA UII Yogyakarta

1. Student's Problems

In the second year, most of students of SMA UII Yogyakarta are confused about the material that given by the teacher. They are less motivated to ask the teacher about the material. Most of students just pay attention to the field study teacher to make a joke and not finishing the tasks that are given. Students of SMA UII Yogyakarta mostly from Sumatera, Kalimantan, and Maluku whereas SMA UII is in Yogyakarta. It makes them staying at boarding house, and apart from their parents. Therefore, their parents only pay attention by phone or text.

2. Material

The school teacher only use the textbook and workbook that given by government or the publisher and not combine it with the authentic material. While the field study teacher are trying to combine it to the classroom game or interesting activity that can motivate students to learn. (Olson, 1997) notes that student motivation be influenced on the extent to which the teachers are able to satisfy the student's need for (1) feeling in control of their learning,

(2) feeling competent, and (3) feeling connected to others. As such, content also must be included to satisfy each of these student needs.

3. Method

School teacher used monotonous method (giving material, listen, and giving task) then the teacher leave the student without any score and feedback. The effects from these phenomenon are that students tend to be lazy to pay attention to the materials, feel sleepy, and make conversation to each other in the classroom, so the class cannot be controlled. On the other side, field study teacher trying to using pair-work method, and work in group method. The students will be more motivated when they are given choices. Doing something one chosen rather than what one has been told to do, can be very motivating. Having some element of negotiation is better than a classroom that is completely permissive. Some choices might include: who they work with, what book to read, their assignment topic, how the assignment will be presented, and when the assignment is have to submit. However, when offering choices, instructors should construct options that suitable with the students' needs (Williams, Five Key Ingredients for Improving Student Motivation, 2011, p.10)

4. Teacher's Problem

The role of teachers seems to be shifting from theories in to student learning and the learning environment. Therefore, teachers have to be authorized to exercise professional decision making in the classroom to reach the goals. Professional educators should be able to test individual approaches based on strategic goals. Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction

to share views on what is effective. Also the teachers use monotonous teaching style, so that students are not motivated to follow the lesson.

C. Limitation of the Problem

This study is limited to the correlation between teaching styles of pre-service teachers of PPL program to the students' learning motivation in XI IPS I in SMA UII Yogyakarta.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher decide to make a research question as: is there any correlation between teaching styles of pre-service teachers of PPL program to the students' learning motivation in XI IPS I in SMA UII Yogyakarta.

E. Objective of the Study

This study is aimed to find out whether there is any correlation between teaching styles of pre-service teachers of field study program (PPL) to the students' learning motivation in XI IPS I in SMA UII Yogyakarta.

F. Significance of the Study

This study aimed to have some benefit in the English teaching-learning process, especially in students' learning motivation.

1. Practical Benefit

The result of the study can be reference for those who want to conduct a research in increasing Students Learning Motivation.

2. SMA UII Yogyakarta

The result of the study will give benefit to SMA UII Yogyakarta as the reference for the next field study (PPL) pre-service teacher at SMA UII Yogyakarta.

3. Department of English Language Education

The result of the study will give benefit to field study administrator at Department of English Language Education UII for the well preparation to the pre-service field study teacher.



CHAPTER II