

CHAPTER I

INTRODUCTION

A. Background of the Study

In an era of advancing globalization, the ability to communicate in English has become an essential skill for individuals seeking to participate in global discourse. English not only serves as the primary language in international business, science, and technology but also functions as the medium of instruction in various educational systems worldwide (Rao, 2019). For fourth-grade students, typically aged around 9 to 10 years, this period represents a critical phase in language acquisition, where foundational skills in reading, writing, speaking, and listening begin to develop (Brown, 2014).

The challenge of motivating young learners to engage in English language learning is significant. At this age, students are often more interested in play and social interactions than in academic activities (Mili, 2020). Therefore, Such understanding can aid in the development of teaching strategies that are not only appropriate for the students' developmental stage but also inspire a genuine interest in the language. Without adequate motivation, students are likely to invest insufficient time and effort to achieve proficiency in English, which can have long-term implications for their academic and professional futures (Daar, 2020).

The situation at Mts Harinka Prabumulih highlights a significant issue regarding the motivation of Eight grade elementary school students in their English studies. Many of these students face considerable challenges in finding the motivation to engage with English lessons. This difficulty stems from the fact that English is a relatively new subject for them, especially given that it was previously excluded from the curriculum due to government policy changes. As a result, the fourth-grade students appear to be caught off guard by the introduction of English lessons at this stage of their education. The absence of foundational skills has created a gap in their learning, which is particularly concerning as they are expected to grasp concepts at a more advanced level. This lack of prior exposure to the language has left them unprepared and, consequently, disheartened in their attempts to learn.

The reinstatement of English as a subject presents a unique challenge, not only for the students but also for educators who must find effective methods to motivate learners who are unfamiliar with the language. The students' struggles are exacerbated by their limited background knowledge, which can lead to feelings of frustration and disengagement. In addressing these challenges, it is crucial to implement strategies that can foster motivation and engagement. For instance, incorporating interactive activities, such as games and group projects, may help create a more conducive learning environment. Additionally, connecting English language learning to the students' everyday

experiences could enhance their interest and motivation. Moreover, teacher training should focus on equipping educators with the necessary tools to effectively teach English to students who may be at a disadvantage. By understanding the specific needs and concerns of these learners, teachers can develop targeted instructional strategies that build confidence and promote a more positive attitude towards learning English.

Based on the explanation above, the reserch interested to conduct a research entitled “Students’ Motivation in Studying English At The Eight Grade Of Mts Harinka Prabumulih”.

B. Problem of the Study

1. Limitation of the Problem

This research focus to “Students’ Motivation in Studying English At The Eight Grade Of Mts Harinka”.

2. Formulation of the Problem

Related to the limitation above, the formulation of the problem is formulated as follow what kind of motivation that motivated students in studying English at The Eight Grade Of Mts Harinka?

C. Objectives of Study

Related to the formulation above, the researcher make the objective of this research as follow To find out students’ motivation in studying English At The Eight Grade of MTS Harinka.

D. Significances of the Study

The significances of the research expected useful to :

1. For the Researcher

This research serves as a valuable reference for scholars seeking to explore the factors that influence student motivation in learning, particularly in the context of English language acquisition among fourth-grade elementary school students. By identifying and analyzing the various motivational elements that impact students' engagement and performance, this study aims to contribute to the existing body of literature on language learning motivation. Furthermore, the findings may provide insights into effective pedagogical strategies that can be employed by educators to enhance motivation and foster a more conducive learning environment. Ultimately, this research aspires to inform future studies and practices aimed at improving English language education for young learners.

2. For the Readers

This research aims to enhance readers' understanding of learning motivation, with a particular focus on intrinsic and extrinsic motivation. By examining these two motivational types, the study seeks to provide deeper insights into how they influence student engagement and achievement. Additionally, the findings may offer valuable perspectives for educators and researchers interested in

developing effective strategies to foster motivation in educational settings, ultimately contributing to improved learning outcomes.

3. For English Department

This research serves as a critical reference for educational institutions seeking to understand the diverse types of student learning motivation that can be effectively integrated into teaching and learning activities. By identifying and analyzing the different motivational factors, the study provides valuable insights that can inform curriculum development and instructional strategies. This understanding will enable educators to create a more engaging and supportive learning environment that caters to the varied motivational needs of students, ultimately enhancing their academic performance and overall learning experience.

4. For Students

This research enables students to gain a clearer understanding of which motivational factors most significantly influence their learning, particularly in the context of English language acquisition. By reflecting on their experiences with intrinsic and extrinsic motivation, students can identify the elements that enhance their engagement and drive to learn. This awareness not only fosters self-directed learning but also empowers students to leverage their motivations effectively, leading to improved outcomes in their English studies.

5. For Other Researcher

While this research is undoubtedly limited and may not encompass all aspects of the topic, it serves as a foundational reference for future researchers. It is intended to inspire more in-depth exploration and refinement of the subject matter, encouraging subsequent studies to build upon its findings and address any gaps. By acknowledging its limitations, this research paves the way for enhanced understanding and improved methodologies in investigating student motivation in learning.