

**THE PERSPECTIVES OF STUDENTS ON THE USE OF
MOTIVATIONAL STRATEGY IN ENGLISH LANGUAGE
TEACHING AND LEARNING PROCESS AT SMA NEGERI 3
PALEMBANG**

A Thesis

By

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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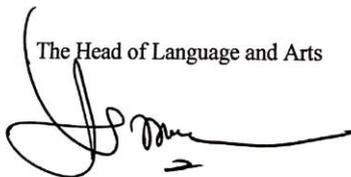
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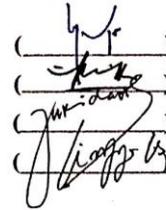
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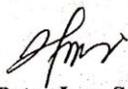
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Was conducted independently and prepared without unjustifiable assistance. All quotes written and/or thoughts of others used in the thesis, either from published sources or not including from books, journals, articles, lecture notes, assignments other students, and others, have been cited properly in accordance to the rules of academic standard and regulations.

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Finally, I hope this thesis will be beneficial for the future researchers and the readers. However, I realize that this thesis is not perfect. Therefore, any suggestions for the improvement of this thesis are highly appreciated.

Palembang, December 2019

The writer,



Whine Prakusyah Fernanda

THESIS DEDICATION

This thesis is dedicated to:
My beloved father and mother

MOTTOS:

“Habit is the quality of the soul.”

(Ibnu Khaldun)

“The best pleasure in life is doing what people say you cannot do.”

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The Perspectives of Students on the Use of Motivational Strategy in English Language Teaching and Learning Process at SMA Negeri 3 Palembang

ABSTRACT

Motivational strategy is one of the strategies that can increase students' interest in learning English. The aims of this study were to find out: (1) what dimensions of motivational strategy are the most commonly used by the teacher in English language teaching and learning process at SMA N 3 Palembang, (2) how frequently does the teacher use that type of motivational strategy dimension in English language teaching and learning process at SMA N 3 Palembang, and (3) what students' perspectives of motivational strategy in English language teaching and learning process at SMA N 3 Palembang. The method of this study was descriptive study. The participants of the study were 72 students from the Eleventh-grade students who were chosen by using purposive sampling technique and also the English teacher who taught the same classes of participants. The results showed that: (1) the dimension 1 was the most commonly used by the teacher in English language category teaching and learning process at SMA N 3 Palembang (2) the often category in the dimension 4 had the biggest total number of percentage scores and the score was 40.27%. While, for the results of the students' answered of all the questions in the questionnaire from part 2, the teacher sometimes used the motivational strategy in English language teaching and learning process at SMA N 3 Palembang based on students' perspectives with the score 47.22%, (3) the students' perspectives of motivational strategy in English language teaching and learning process at SMA N 3 Palembang was important category in the dimension 4 with the score 50%. While, for the students' answered of all the questions in the questionnaire part 1, it also was found important category by those five categories with 52 students answered in the questionnaire and the score was 72.22%. It meant that the teacher was important to use the motivational strategy in English language teaching and learning process at SMA N 3 Palembang based on students' perspectives.

Keywords: *students' motivation, motivational strategy, English language teaching and learning process*

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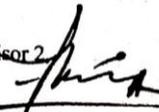
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CHAPTER I

INTRODUCTION

This chapter describes: (1) background, (2) the problems of the study, (3) the objectives of the study, and (4) the significance of the study.

1. INTRODUCTION

1.1 Background the Study

In Indonesia, English is learned as a foreign language learning. Indonesian people speak their mother tongue or Indonesian language as the first language. English is a first foreign language that is learned by the students, and that is taught from year 7 until 9 for three years in Junior high school and three years in Senior high school from years 10 until 12. Some of the elementary schools teach English as the optional subject (Mattarima & Hamdan, 2011 as cited in Astuti 2013). Moreover, in line with that thought, English Language Teaching and Learning Process are very important for students. So, this is where we can find out that English Language Teaching and Learning Process in Indonesia runs well or not. Because the success of students' learning is not only determined by several factors such as teachers, classmates, and learning environment, but it is also influenced by strategy.

There are many strategies that can increase students' interest in learning English and one of those strategies is motivational strategy. The statement of motivational strategy comes from the word motivation. According to Jaya (2016) "motivation is an individual desire which leads to an action or a behavior." (p.439). As Dörnyei (2001 p. 25) says, most learners' motivation can be improved. There are many researchers and educators believed that motivation is one of the main factors of second/ foreign language learning achievement. One of the researchers is Astuti (2013) who conducted a series of research studies in the small town in West Sumatera, Indonesia by seeing 11-12 years old children's English learning motivation in the Indonesian context. They were junior high school students and most of them started learning English for the first time. Her findings indicated that students' motivation both instrumental and integrative motivation in relation to learning English as the

global language was high. Instrumental motivation was the reason for learning English because of the purpose of English and integrative motivation related to the willingness and interested in social interaction with native speakers of English (Astuti, 2013).

Actually, learning English was mandatory in Indonesian high schools. Students learned English for three years in junior high school and three years in senior high school. Since English was the foreign language in Indonesia, most the students mainly engaged with English as a language in the classroom. In line with this, the students' classroom learning motivation was a main thing in the teaching and learning process (Dörnyei, 2001). In the other words, teaching strategies were the important factor in enhancing the students' motivation. In this case, students must have a motivation and support from the teacher to learn English properly. As Reid (2007) states, "some children need to be motivated and a teacher has to develop the means and methods to enable and facilitate this motivation" (p. 14). The teacher plays an important role in motivating students especially in English language teaching and learning process. Because of that, motivation is one of the important factors that strongly affect for students and teachers to do in learning environment, especially in English learning. Being motivated helps students and teachers to achieve their goals even though they would face difficulties. In Gardner's socio-educational model, "motivation is defined as the learner's orientation or as the goal to learn a target language" (Gardner, 1999). Nakata (2006) also mentions that motivation has related to cognition, feeling and emotion, and the environment (p.15). In other words, it is not easy for the teacher to motivate students, because a theory is not the same as practice. Every student has different characters, so that the teacher should select the strategies properly to apply in classroom. "Without motivation, students may not start the act of learning at all and for those who have started to learn, they may not be able to maintain their learning once experiencing hardship in the process" (Dörnyei, 2001; Gardner, 2007; Palmer, 2009 as cited in Vibulphol 2016 p. 64). Eventually, highly motivated students have been found to have higher achievement in learning English as a second language than those with lower

motivation. Teachers can play an important role in enhancing or undermining students' motivation (Bernaus & Gardner, 2008).

From the statements above, the writer is interested in conducting a research entitled "The Perspectives of Students on The Use of Motivational Strategy in English Language Teaching and Learning Process at SMA N 3 Palembang". It focuses on what dimensions of motivational strategy are the most commonly used by the teacher and how frequently the teacher uses that type of motivational strategy dimensions in English language teaching and learning process at SMA N 3 Palembang. Besides, the writer wanted to know what the perspectives of the students on the use of motivational strategy in English language teaching and learning process at SMA N 3 Palembang.

1.2 The Problems of the Study

1. What dimensions of motivational strategy are the most commonly used by the teacher in English language teaching and learning process at SMA N 3 Palembang?
2. How frequently does the teacher use that type of motivational strategy dimension in English language teaching and learning process at SMA N 3 Palembang?
3. What are the students' perspectives of motivational strategy in English language teaching and learning process at SMA N 3 Palembang?

1.3 The Objectives of the Study

The objectives of this study are:

1. To find out what dimensions of motivational strategy are the most commonly used by the teacher in English language teaching and learning process at SMA N 3 Palembang
2. To know how frequently the teacher uses that type of motivational strategy dimension in English language teaching and learning process at SMA N 3 Palembang
3. To explore what the students' perspectives of motivational strategy in English language teaching and learning process at SMA N 3 Palembang

1.4 The Significance of the Study

This study is important to help students and teachers at SMA Negeri 3 Palembang to know what motivational strategy that can use in the classroom to increase students' motivation in learning English. Besides, the teachers will know the four dimensions of motivational strategy in English language teaching and learning process. This study also aims to encourage further study about the perspectives of students on the use of motivational strategy in English language teaching and learning process, the researcher will be able to know what dimensions of motivational strategy that are most commonly used by the teacher to motivate students to learn English. Also, the researcher will know how frequently the teacher uses that type of motivational strategy dimension and what the perspectives of the students on the use of motivational strategy in English language teaching and learning process at SMA N 3 Palembang.

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