

CHAPTER I

INTRODUCTION

The objective of this study is to Fostering student motivation in learning English. In this chapter, some subsections are displayed. They are background, research questions, research objectives, significances of study, rationale, and previous studies.

A. Background

Motivation comes from the Latin verb “move” which means the force that makes someone do something. Reeve (2014) defined motivation is as something that gives behavior its energy and direction. A more detail definition of motivations postulated by Keller (2013), motivation is defined as choices that are made by people about experiences and goals they approach or avoid, and the degree of effort they exert.

Motivation is the focus of this present research. This research aims to foster EFL learners` motivations in English learning. To enhance their motivation, reflective journal is chosen as a teaching method. According to Estrada (2014), reflective journal is a common approach to enhancing the students` learning experience in professional courses, increasing learner`s motivation and promoting higher order thinking skills.

Reflection is important for helping students learn from their own experience. Reflective journal has been successful to promote students` intrinsic motivation on their self-confidence and initiative in English writing (Kennison,

2006). In addition, Amirkhanova, Ageeva, & Fakhretdinov (2016) said that reflective journal writing develops not only intrinsic but also extrinsic motivation because RJ contributes to students' goal oriented ness.

Reflective journal has been used in a lot of aspects of EFL teaching and learning. Two significant studies on reflective journal are Burrows (2011) and Windarto (2012). Burrows (2011) used reflective journal to enhance students' learning experience students'. The use of reflective journal improved not only students' thinking and writing skills but also their learning of content at the knowledge level. Nevertheless, in order to provide a solid proof of the improved learning through reflective journal, Burrows (2011) pointed out that there is a need for the further research to explore students' attitudes and motivation towards reflective journal.

Furthermore, Windarto (2012) used reflective journal activity as an unguided writing technique to help students generate ideas and improve their motivation in writing. He pointed out the main aim of reflective journals is to capture as many of the students' ideas and thoughts also allow their writing to flow wherever their minds lead them. Reflective journal also becomes a solution motivated students in writing classroom.

In this research, reflective journal is used after studying to foster students' motivation in learning English. Reflective journal is written by the students in the class. This research aims to investigate how effective reflective journal to foster student motivation in learning English. This present research took place at SMP N

2 Cileunyi. The research is entitled **“FOSTERING STUDENT MOTIVATION IN LEARNING ENGLISH THROUGH REFLECTIVE JOURNALS”**

B. Research Question

From the research background, problems are formulated into the three following question:

1. What are the students` motivation in learning English of grade 8th in the very beginning of their study?
2. Seen the volume of students writing, what are their motivation during learning English using reflective journal?
3. What are the students` motivation in learning English of grade 8th in the last stage of their study?

C. Research Objectives

Based on the research questions above, this study is aimed at obtaining three following objectives:

1. To find out students` motivation in learning English of grade 8th in the very beginning of their study.
2. To find out students` motivation during learning English using reflective journal, seen the volume of students writing.
3. To find out students` motivation in learning English of grade 8th in the last stage of their study.

D. Significances of study

The study is significant at least in two aspects involving practice and

theory. Practically, this research is useful for English teacher. Reflective journal can be used as an alternative of students` writing activity and reflection after learning English. In addition, it is very useful for the students to maintain students` understanding then to expand their motivation in learning English. Theoretically, the research result this study can broaden information of how reflective journals helps teacher improve students` motivation in learning English.

E. Rationale

The importance of motivation in enhancing foreign language learning is undeniable. Tamimi (2009) points out that “when asked about the factors which influence individual levels of success in any activity such as language learning, most people would certainly mention motivation among them”. Based on this statement, motivation is really necessary in the human learning effort. It means that in every learning activity everyone needs motivation to support their successfulness.

Reflective journals help the students to observe and record as many facts about students` daily practice (Mahlanze & Sibiya, 2017). Additionally, Harris (2006) suggested that journaling students will develop their ability to identify their difficulties, to make solution for problems, to ask and pursue questions on their own. Abednia define reflective journal as a formal evaluation in an educational course. It requires the writer to narrate personal experience; comment on associated feelings; appraise their performance; discuss what they have learned, and relate the learning to some aspect of the future action (Abednia, 2013).

According to Lee (2013) the effect of reflective journal writing is to understand of students` own learning conditions, create strategies, and motivate themselves to write. In sum, reflective journal makes the learning enjoyable, motivating, relevant and exciting for student

In this present, reflective journal is designed as students` after learning activities. With reflective journal, the students` reflect their experience in their learning. This activity is aimed to improve students` motivation in the classroom. To understand the effectiveness of this activity, students` motivation before and after treatment are assessed. The motivation assessment refers to (Rehman, 2014) the motivation is assessed using questionnaire before and after the implementation of reflective journal.

This research utilized two sorts of the variable. The first is fostering student motivation in learning English as the "Y" variable, and the second is reflective journal as the "X" variable.

F. Previous Study

There are some previous studies which are related to this research. The previous study consists of some information which will support this research.

The first research was done by Suryanti (2016) The aim of this study was to describe the students` instrumental and integrative motivation in English language learning. A case study was used in this study by distributed the motivation questionnaire to the 36 second-year students of English Department at Sultan Ageng Tirtayasa university in Serang, Banten. Then, the data from the

returned questionnaire were analyzed by described the types of motivation the students use. Findings from this study indicated that the second year students were instrumentally motivated and their integration was sufficient, too. The instrumental motivation was found to have more impact on students than integrative one and in this research, motivation has a contribution towards the students' English language learning.

The second research was done by Burrows (2011) he used reflective journal to enhancing students' learning experience among engineering students. This used showed statistical data to demonstrate that reflective journal can improve not only thinking and writing skills but also learning of content at the knowledge level. Nevertheless, in order to provide solid proof of improved learning through reflective journal, Burrows pointed out that there is a need to explore attitudes and motivations of students towards reflective journaling. The use of reflective journal as a teaching-learning approach to improve learning provided that teachers clarify the intended learning outcomes of the course and the corresponding assessment tasks, provide formative feedback and demonstrate the relevance between theory and practice in all courses.

Another research was done by Windarto (2012) He used reflective journals activity in his research study as an unguided writing technique to help student generate ideas for improving motivation in writing. He pointed out the main aim of reflective journals is to capture as many ideas and thoughts as possible and allow the writing to flow wherever the students' minds lead them.

Reflective journal can also be a solution to the problem of student motivation in writing.

