CHAPTER I

INTRODUCTION

This is the beginning of all chapters, beginning with the introduction, this chapter will explain about background of the study, the statement of the problem, the objective of the study, the significance of the study and the writing systematic. It will be explained as follows:

A. Background of Study

Language is a system, people need language to communicate with others, and it is a tool to deliver messages, creativity, and ideas to others. The use of language as the message is understandable to people and different cultures in every country or region influences the language[1]. The main aims of language functions are heuristic function, representation function, regulatory function, instrumental function, private function, function of interaction, and imaginative function[2]. Therefore, learning a language is crucial.

One of the most famous languages usually used is English. English is important in many aspects of life, people use English for many reasons such as communication, technology, science, and career[3]. In Indonesia, beginning from kindergarten to university the English language is one of the subjects taught. English learning and teaching aim to master four skills: speaking, reading, writing, and listening. To learn English effectively, learners need to be highly motivated until they can learn without pressure.

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[1] Risa Dewi Rahmawati, "An Analysis of Expressive Speech Acts Used in Crazy Rich Asian Movie," Journal of Language and Literature 9, no. 1 (2021): 83–94, https://doi.org/10.35760/jll.2021.v9i1.2961. P. 87

[2] Michael Halliday, *Explorations in the Functions of Language* (Hodder, 1973).

[3] Irza Yuzulia, "Yuzulia: A Study on Students' Motivation … A STUDY ON STUDENTS' MOTIVATION TOWARDS LEARNING ENGLISH LANGUAGE," n.d. P.10

Learning motivation has a significant role in the student's learning process. With learning motivation students will desire to take part in learning[4]. Learning motivation has two types: Intrinsic and Extrinsic. The motivation that comes from students themselves is called intrinsic, on the contrary, the motivation that comes from outside of students is known as extrinsic motivation. Looking at the field, the students show low motivation and need a new learning strategy.

A cooperative learning strategy makes students enjoy their learning process and makes them happier in learning. It makes learning easier for students but will be a challenge for the teachers. For that reason, teachers need to choose suitable strategies[5]. According to the field, the students at that boarding school used language systems in their daily activity, but it could not be implemented in the class because they did not want to apply it. Implementing cooperative learning strategies assists students in their learning process, especially in organizing, remembering, and processing new information and knowledge because they will work in teams. Moreover, learning strategies assist students in enhancing their capability and assist other students to be more aware of the most effective way to learn. Learning strategy can influence students' learning motivation [6]. Learning strategies have a lot of types, one of the famous strategies is the cooperative learning strategy.

Cooperative learning is the instructional method that a teacher uses to organize learners into small groups and work together in a team. Being documented by a lot of literature, this strategy may have the biggest impact on communication and learning skills[7]. In cooperative learning, the teacher still assists students in their

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[4] Safiyeh Rajaee Harandi, "Effects of E-Learning on Students' Motivation," Procedia - Social and Behavioral Sciences 181 (May 2015): 423–30, https://doi.org/10.1016/j.sbspro.2015.04.905. P. 421

[5] Sindi Anggarista and Achmad Yudi Wahyudin, "A CORRELATIONAL STUDY OF LANGUAGE LEARNING STRATEGIES AND ENGLISH PROFICIENCY OF UNIVERSITY STUDENTS AT EFL CONTEXT," n.d. P. 67

[6] Aini Shifana Savitri et al., "PERAN STRATEGI PEMBELAJARAN TERHADAP MOTIVASI BELAJAR SISWA," Jurnal Pendidikan Sosiologi dan Humaniora 13, no. 2 (October 1, 2022): 505, https://doi.org/10.26418/j-psh.v13i2.54825. P. 505

[7] Van Dat Tran et al., "Does Cooperative Learning May Enhance the Use of Students' Learning Strategies?," International Journal of Higher Education 8, no. 4 (2019): 79–88, https://doi.org/10.5430/ijhe.v8n4p79. P. 84

learning process instead of being hands-off in their learning[8]. The use of a cooperative learning strategy can enhance students' ability in English and improve their learning motivation, especially for learning activities in the classroom at the school because in learning strategy students work together in a team and it will assist them in their learning. In this study, the researcher adopted a student-centred learning approach with cooperative learning from Slavin[9]. Cooperative learning is divided into several types in this research the researcher used three steps interview, jigsaw, and think-paired share.

Ma'had Al-Muqoddasah Li Tahfizhil Qur'an is one of the boarding schools focused on memorising the Qur'an. Besides memorising the Qur'an, they also did the learning activity in the classroom. The researcher did the preliminary study and went to the boarding school and saw the phenomena at that boarding school. It shows that students depend on the teacher during the lesson and the teacher gives guidance to the students. According to the researcher's preliminary study, students still have low motivation to learn English and need the new learning strategy. English has offered a lot of skills and a cooperative learning strategy is the appropriate strategy for students because they can share and make the connection in learning English with others.

Based on an interview, the teacher applied the student-centred learning approach in her teaching, and student-centred learning has a positive impact on students learning[10]. Yet, the reality shows that students did not have the biggest impact on their motivation. It can be proved that students do not want to ask for the understanding material and they do not want to improve their English. It creates a gap between the theory and the reality. According to the discussion above, the author is interested in conducting correlation research under the title: "The

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[8] Raymond Chee-Yen Loh and Chin-Siang Ang, "Unravelling Cooperative Learning in Higher Education," Research in Social Sciences and Technology 5, no. 2 (May 17, 2020): 22–39, https://doi.org/10.46303/ressat.05.02.2. P. 27

[9] Robert Slavin, Cooperative Learning, 1980. P. 143

[10] J. Piaget, Principles of Genetic Epistemology (New York, 1972). P. 23

Correlation Between Students' Learning Motivation And Students' Learning Achievement In Learning English Through Cooperative Learning Strategy".

B. Statement of The Problem

Grounded on the explanation above, the statement of the problem is formulated as follows: "Is there a significant correlation between students' learning motivation and students' learning achievement in learning English through cooperative learning strategy?".

C. Objective of Study

Building on the discussion of the statement of the problem, this study's objective is to know the correlation between students' learning motivation and students' learning achievement in learning English through a cooperative learning strategy.

D. Significance of Study

Grounded on the objective of the study, this research is perhaps beneficial for the Institution, future researchers, students, teachers, and researchers. It will be discussed below:

1. For the Institution. By understanding this correlation, educational institutions can refine their teaching methodologies and foster an environment that promotes active engagement and cooperation among students.
2. For Future Researchers. It can be a reference for future researchers who are interested in exploring the dynamics of student motivation and achievement within cooperative learning frameworks.
3. For Students. Students may be encouraged to adopt more proactive approaches to their studies. This awareness can lead to increased

engagement in cooperative learning activities, fostering a sense of responsibility and ownership in the learning process.

4. For Teachers. Teachers can utilize this research to reflect on their pedagogical practices.

5. For Researcher. This study represents an opportunity to contribute meaningful knowledge to the field of education.

E. Writing Systematics

The following are the systematics of the discussion to help readers comprehend this title:

1. Chapter I: The introduction will explain about background of the study, the statement of the problem, the objective of the study, the significance of the study, and the writing systematic.

2. Chapter II: The review of literature about cooperative learning strategy, and learning motivation. A related previous study, theoretical framework, and hypothesis.

3. Chapter III: Research methodology will work through research setting, times, research design, population and samples, research procedures, control of internal and external validity, data collection technique, validity and reliability test, data analysis technique, and statistic hypothesis.

4. Chapter IV: Research discussion that will explore the efficacy of cooperative learning strategy to enhance students' learning motivation in English, data display, and data analysis.

5. Chapter V: The closing included a conclusion and suggestion. Here the researcher will conclude and give suggestions.