

Chapter One

Introduction

This chapter discusses five points of the study. The first point explains about the background of the study. Then, this chapter also talks about statement of the problem, the research questions, the purposes of study, and the significance of study.

Background of Study

In the field of foreign language, motivation is an important thing to make the foreign language learners better than the others in language learning. Al Othman and Shuqair (2013) claimed that the major variable to determine the level and success of second language acquisition (SLA) or foreign language (FL) is motivation. Based on Kassing (2011) stated that the most influence thing in the language learning is motivation. The researcher believes that motivation is key role in English language to help the students learning.

However, there is a factor that makes the students demotivated which one of the factor of motivation is teachers in the classroom. Teachers play an important role in creating a successful classroom. According to Anggraini (2011), one of the factors influencing students' motivation is teachers. Teachers are as the director in the classroom. The learning process will be successful if the teachers have the responsibility of students' motivation. For example is teacher gives motivation to the students in order to get reach their goals, so they can be motivated. Therefore, teacher is a main role for the students in the classroom which they can influence the students' motivation.

One of the things that can motivate students is teachers' creativity.

Teachers should be creative in order to attract the students in learning process. Creative teachers are able to give great influence in students' motivation. Based on Vasudevan (2012), teachers' creativity can support students to improve their level of thinking. Therefore, teachers should improve their quality in teaching and learning process. One of the way is to improve their quality is creativity. Richard (2013) stated that creativity is important in teaching and learning process because it can rekindle the student interest and improve teachers' teaching quality. Vasudevan (2013) also claimed, creativity is needed in the capability of teachers in teaching English language because it is the way teachers conduct their classes. Therefore teachers' creativity can increase students' motivation in English language.

A private university in Yogyakarta has a lot of teachers that they employ different methods in teaching English. Nevertheless, these differences make the students have different interest. Based on researchers' observation some teachers do not use creativity in teaching that make the students not interested in learning. For example when the researcher observed Mr.X's class some of the students did not pay attention to the teacher. Then, they also underestimated the task given by teacher. Therefore, they felt uninterested when joining that class, so they were less motivated in learning process and also the way of teaching can give the effect to the students.

However, in the same institution the researcher saw that there were some students who felt interested when joining Ms.Y's class. Based on researcher's interview they are inspired to learn the course because Ms.Y's class made them interested. For example Ms.Y's class applied creativity in teaching to engage the students in learning process. Therefore the students felt interested when joining the class which they also became encouraged for learning. In this case, from the same students had different motivation when learning English which is this teacher use creativity in the class, so the students interested to joining in the classroom.

Based on the background, there are some students can be motivated, on the other hand some students might be demotivated from their teachers. Therefore, the researcher is interested to find out whether there is the correlation between teachers' creativity and the students' motivation in private department.

Statement of the Problem

Based on the researcher's experience in attending most of the teacher's class at a private university in Yogyakarta, the teachers have different the way of teaching in the class. There are some teachers who teach monotonously. They just give the material and the task without doing any other activities. This make the students uninterested because the way of teaching is monotonous. Based on the researchers' interview with of her friends. They have similar opinion to the other which is they are uninterested to join that class. For example, sometimes teachers come late to the class, so the students feel lazy when they come earlier to the class. Sometimes, they rarely show creativity in teaching process, so the students

feel bored in learning process. However, there are some teachers who are able to make the students have high motivation in joining the class. Also they give the various activities which can make the students interested, so the students do not feel bored in learning process.

Based on the explanation above, it could be seen that the students have different level of motivation in various classes they attend. The students might have low motivation if the teaching method the teachers is used monotonous. For example they sometimes underestimate the teacher. On the other hand, at the same class there are students who have high motivation in joining the class. For example, they pay attention to the teacher's explanation and do the task given by the teacher and seem interested in doing the classroom activities. Therefore, the researcher wants to investigate the correlation between teachers' creativity and students' language learning motivation.

Research Questions

The purpose of this study is to find out the correlation between teachers' creativity and students' motivation. The questions addressed in this study are:

1. How is the creativity of teachers at a private university in Yogyakarta?
2. How is the students' language learning motivation at a private of university in Yogyakarta?
3. What is the correlation between teachers' creativity and students' language learning motivation?

Purposes of the Research

Based on the research questions, there are three purposes of this research. The first purpose is to find out the students' perception of creativity of teachers at a private university in Yogyakarta. The second purpose is to find out the students' language learning motivation at a private university in Yogyakarta. The last purpose is to find out the correlation between of teachers' creativity and students' language learning motivation at a private university in Yogyakarta.

Significance of the study

The researcher hopes that this study can give the benefits for:

Students. For students this research can give the information about how their motivations in language learning toward teachers' creativity are. After that they can know about their motivation in language learning, so that they can increase their motivation in order to reach their goals. Furthermore, they can understand about creative teachers in the learning process, so they can apply creativity when they do internship.

Teachers. This study give advantage for the teachers that this research can help the teacher to know how the level of their creativity in teaching, so they can give creativity in teaching process to build up students' motivation. Then, this study also can be reflection for them to improve their creativity in teaching process.

Institution. This research can give information about the correlation between teachers' creativity and students' language learning motivation. Thus, the institution can give training about creativity to the teacher and what kind of

creativity should be applied in teaching and learning process. Then, they can also give motivation to the students in order to motivate in learning.

Other researchers. This research also gives the advantage for the other researchers as the references for doing next research which has related topic to this research.