

# CHAPTER I

## INTRODUCTION

### I.1. Background of the Study

Learning language would be more effective if it is done as early as possible since language learning, in the mother tongue, is a basic skill which human beings possess, starting from birth. So it is better to learn English from an early age, even though English is taught as a foreign language.

The present writer chooses to observe English conversation class because conversation class has taken increasing attention from English teachers over the last three years. In conversation class, the pupils can put their English skills into practice. The passive vocabularies taught elsewhere in the course are possible to become active vocabularies: “When we use a few passive words many times in our daily routine conversation, they become our automatically active vocabulary.”

([www.antimoon.com](http://www.antimoon.com))

After starting to learn English, pupils must already know a number of words before they are able to do conversation. The present writer proposes to do research of 4<sup>th</sup> grade pupils because 4<sup>th</sup> grade pupils already have a “word bank” to do conversation.

However, young learners usually lack motivation in learning a language, as Christopher Brumfit states in his book Teaching English to Children: “Young

children do not usually ask to learn a foreign language. From their position and society they are not confronted with problems of communication with speakers of other languages. They are not motivated to learn another language in the way that older learners might be.” (Brumfit, 1995: 98). This lack of motivation becomes a problem: “The unmotivated student is probably the biggest hurdle that any teacher faces. Most educators agree that effective teaching requires positive, involved pupils.” ([www.balancepublishing.com](http://www.balancepublishing.com)). This quote, and the present writer’s own experience of how lack of motivation from pupils is an obstacle in teaching-learning process, have aroused the present writer’s curiosity to find the answer to ease the problem.

The term “active” which the present writer uses in the title of this paper could mean active physically, active in joining all activities given, active in giving opinions or answering questions in class, or active in using English to talk to one another. However, since the aim of English conversation class is to enable pupils to communicate in English, the present writer chooses the word “active” to mean the activeness in speaking in English in English conversation class.

The present writer chooses Santo Yusup Primary School as an effective place for research since it is a place for formal education, where the pupils have to take part in the conversation class, not because they want to, but because it is compulsory in this school’s curriculum. Consequently, the problem of motivation in this kind of school is more serious than in informal education, such as in English courses. The other reason is because the conversation class at Santo Yusup Primary School is held in a language laboratory, once a week, with only

10 – 12 pupils in each class. Having small classes will therefore make it easier to check the pupils' response to various techniques given.

## **I.2. Identification of the Problem**

The problem the present writer proposes to analyse is expressed in this question:

1. What techniques are effective to motivate the 4<sup>th</sup> grade pupils of Santo Yusup Primary School to be active in English conversation class?

## **I.3. Objectives and Benefits of the Study**

### **I.3.1. Objectives of the Study**

1. To know effective techniques to motivate 4<sup>th</sup> grade pupils of Santo Yusup Primary School to be active in English conversation class.

### **I.3.2. Benefits of the Study**

1. Helping English conversation teachers who find difficulties in making the pupils active in class.
2. Inspiring English Department students who would like to teach English conversation for children in the future.
3. Increasing the activeness of 4<sup>th</sup> grade pupils at Santo Yusup Primary School in English conversation class.

#### **1.4. Concise History of the Organization**

Santo Yusup Primary School was established at 1927 under the Salib Suci Foundation. At first it used the same traditional way of teaching-learning process as other primary schools applied. Then in 2002, Santo Yusup Primary School made an innovation with the new motto “attractive and integrated learning”. This motto is largely written on the wall and can be seen easily as we enter the building. The word “attractive” in the motto means that Santo Yusup uses interesting ways of learning which are suited to the pupils’ interest. The word “integrated” means that all subjects taught in Santo Yusup always have correlation so that the pupils will have a thorough learning, including various aspects of learning.

Located on Jalan Jawa no. 2 – 4, Santo Yusup Primary School is united with Santo Yusup Kindergarten and Santo Yusup Playgroup. The building used has been renovated into an imaginative modern design that is suitable for children. There are language laboratories, an audio video room, library, music room, science laboratory, and other rooms according to the needs of the school. There are two classes for each grade: A and B, with approximately 20 pupils in each class.

For English conversation class, the regular class is divided into two classes, with only 10-11 pupils in each class. The first class takes place in Language Room 1 and the second class takes place in Language Room 2. Each language room is equipped with mattresses, a whiteboard, and a cassette player. However, it is possible to hold the class in the audio video room or in the front playground area.

### **I.5. Limitations of the Study**

In chapter II, the present writer quotes H. Douglas Brown's description of technique which includes exercises, tasks and activities. In English conversation class, the pupils need practice, so the teachers are expected to hold a lot of activities. Tasks and exercises are mostly given in the regular English class where pupils are taught the theory of English. Consequently, the study which the present writer conducts will concentrate on the effective activities which are used to motivate 4<sup>th</sup> grade pupils at Santo Yusup Primary School to be active in English conversation class.

### **I.6. Layout of the Term Paper**

This term paper begins with the Abstract, which is the summary of the entire paper in Indonesian. Then it is followed by the Preface, in which the present writer recognizes the work and contributions of others. Next there is the Table of Contents, followed by five chapters:

Chapter I      the introduction of the topic, background of the study, identification of the problem, objective, concise history, the limitations of the study, and layout of the term paper.

Chapter II     contains quotes, paraphrases and comments as the theoretical review.

Chapter III    holds the performance of the research. It contains the way the present writer gathers the data.

Chapter IV    contains the result and discussion of the research.

Chapter V contains the conclusion and the present writer's suggestions.

In the final part, the present writer presents the Bibliography and the Appendices.