

CHAPTER I

INTRODUCTION

I.1. Background of the Study

English is an international language which is spoken in most parts of the world. As an international language, English plays a very important role, and English is used by many people in the world as a means of communication. It is used both in oral and written communication. To acquire these two communication abilities, school students are taught to master the four language skills which focus on grammar, namely speaking, listening, reading and writing.

In mastering English, it is very important that the students are being motivated in order to get the best result in their language learning, “It is easy to assume that success in any task is due simply to the fact that someone is ‘motivated’. It is easy in second language learning to claim that a learner will be successful with the proper motivations.” (Brown, 2000:160) There are several factors that can influence students’ motivation in learning English. These factors can be divided into two parts, namely intrinsic and extrinsic motivations.

Teacher is one of the most important parts of intrinsic motivation, especially for students aged 12-15 years old, "...teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. What a challenge for the teacher! Teens are "in between" childhood and adulthood and therefore a very special set of considerations applies to teaching them." (Brown, 1994:95) During this transition period, the students need their teachers' help and guidance in learning English and going through this transition period.

Teacher will be the main source and facilitator for students to gain their English language ability. Especially for foreign students who learn English as their second language, "In second language contexts where instruction is carried out in the target language (English), virtually all of your class time will be teacher controlled." (Brown, 1994:104) Besides that, the teacher must face their students' trying to cope with the transition period. Some teachers find difficulty in finding the suitable method to teach and handle students aged 12-15 years old, "Perhaps because of the enigma of teaching teen-agers, little is specifically said in the language teaching field about teaching at this level." (Brown, 1994:95)

Therefore, the present writer is interested to study how a teacher can stimulate his/her students' motivation in the process of teaching and learning English in school and how it is related to students' interest and motivation to learn and master English. The present writer chooses SMPK 5 BPK Penabur for observation because SMPK 5 BPK Penabur is generally known as one of the best private schools in Bandung.

I.2. Identification of the Problem

After observing the teaching-learning process at SMPK 5 BPK Penabur, the present writer proposes to analyse the problems in this paper in the two questions below:

I.2.1 How does the teacher stimulate the Junior High School students' motivation in learning English?

I.2.2 What are the difficulties that are faced by the teachers in stimulating Junior High School students' motivation in learning English?

I.3. Objectives and Benefits of the Study

I.3.1 Objectives of the Study:

I.3.1. To find out the teachers' ways to stimulate the student's motivation in learning English.

I.3.2 To find out the difficulties that are faced by the teacher in stimulatinghis/her students' motivation in learning English at SMPK 5 BPK Penabur.

I.3.2 Benefits of the Study

This study will help the present writer to gain knowledge about teaching junior high school students. The present writer also hopes that this term paper will help teachers to find ways to motivate their students in learning English.

I.4. Concise History of SMPK 5 BPK Penabur Bandung

SMPK 5 BPK Penabur Bandung was established in July 1979, with Mrs. M Souisa Gouw. BA, as the headmistress. SMPK 5 BPK Penabur was first located at Jalan Jenderal Sudirman No. 246, Bandung.

In 1989, SMPK 5 BPK Penabur moved to Jalan Jenderal Sudirman No. 638 Bandung. Mrs. M. Souisa Gouw. BA. was the headmistress at SMPK 5 BPK PENABUR from 1979 up to 1998. Then, since 1998 until now, the headmaster of SMPK 5 BPK PENABUR is Ms Dra. Jap Tjiu Siang.

In BPK's complex at Jalan Jenderal Sudirman No. 638 Bandung, there are the following schools: SDK 6 BPK Penabur, Taman Kanak-kanak BPK Penabur and SMPK 5 BPK Penabur. SMPK 5 BPK Penabur is located in the middle of town. Its building consisting of: 21 classrooms, 1 library, 1 Science laboratory, 1 Electronics laboratory, 1 audiovisual room, and sport hall (indoor and outdoor).

The educational objective of SMPK 5 BPK PENABUR is to develop the quality of the student through education based on Christian values. The vision of SMPK 5 BPK PENABUR is to be a Christian educational institution with concerns with faith, science and serving.

I.5. Limitations of the Study

The topic that the present writer would like to focus on is the teacher's role in developing students' motivation in learning English, which is based on the observation conducted by the present writer at SMPK 5 BPK Penabur.

In order to collect data for her research, the present writer conducts some class

observations in second year and third year classes. The present writer also distributes questionnaires to the students in the second and third years at SMPK 5 BPK Penabur.

1.6. Layout of the Term Paper

This term paper starts with Abstract, a concise summary of the entire in Indonesia. This Abstract is followed by the Preface, in which the present writer acknowledges the work and contribution of other parties. After that is the Table of Contents, followed by its five chapters:

Chapter I	is the introduction to the analysis
Chapter II	contains the library research
Chapter III	deals with the performance of the research
Chapter IV	contains the result and discussion of the research
Chapter V	contains the conclusion, the present writer's comments and suggestions

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