

CHAPTER I

INTRODUCTION

A. Background of the Study

I did my internship in Paulus Elementary School Bandung for around one and a half month. My position was a teacher assistant and also as the teacher. I taught the students in this school from preschool, kindergarten until elementary school. On Mondays, I taught the students in the 1st, 2nd and 3rd grades. On Tuesdays, I taught the students in the 4th, 5th, and 6th grades. While on Thursdays, I taught the students of kindergarten and preschool. I taught the students with my partner who was the English teacher in this school. My tasks during the internship were to make questions for quizzes or to prepare worksheets for the students. I usually browsed supplementary materials from the Internet or books in relation to the learning topics, such as about clothing, ordinal numbers, and dates.

During my internship, especially when I had to teach the 4th grade, I found the students had no interest in learning English. The school only had one class for 4th grade which contained twenty students. There were eleven unmotivated students, seven boys and four girls. In my observation, when I taught the lessons, those students did not seem to learn well. When I explained the material in the class, they did not pay attention and had low concentration. According to Dislen (2013), when students have low motivation in learning, they “hesitated to get involve in the lesson. When the teacher asked questions, they were not much eager to answer. Especially, the students were the least motivated ones. It was difficult for them to focus on the lesson” (para. 2). The same things happened when I taught the 4th graders. During my internship, when I taught the 4th grade, the eleven students were not enthusiastic. They were ignorant about the lesson and rarely answered my questions. According to the other teacher in this school, actually some of the students in this school had no interest in learning all lessons but especially in learning English. When they did the assignments and quizzes, they did not do them well; as a result they got bad marks. As far as I am concerned, the topic is important to discuss, since the students in their primary school age, should be helped to gain awareness of the importance of learning English.

B. Identification of the Problem

The analysis of my problem is based on three questions:

1. Why did some students of 4th grade have low motivation in learning English?
2. How did the problem influence the students and I during the learning process?
3. How can I build students' motivation in learning English?

C. Objectives and Benefits of the Study

The objectives of the study are to find out the causes and the effects of my problem and to find the best solution for overcoming the problem. I hope by writing this Term Paper, I can learn how to make 4th grade students motivated in learning English and also improve creative teaching skills. Besides, the English teachers in Paulus Elementary School Bandung will get references when they face the same problem as mine. I also expect this term paper will be useful for readers as their reference on the topic.

D. Description of the Institution

Paulus Elementary School Bandung, the school was established in 1950 on Jl. Dr. Radjiman no. 11 Bandung. Before Indonesian Independence, the school was governed by the Dutch, so education at the time was given under Dutch rules. However, the school grew very fast and had great vision and mission from then on. It

aims to help the students build Christian characters which are discipline, courage, competence, emotional intelligence, the spirit of learning, creativity and multiple intelligences. This school is also completed by a laboratory room, a dining room, a sport field, a playground, a school bus, a music room and a library. (the school profile of Paulus Elementary School, 2015)

E. Method of the Study

I did some research to find the sources. Firstly, I took data from my internship journal. Secondly, I did library research to find theories from reference books in the library. I also took data from internet websites to support the study and to analyze the causes, the effects and the solutions of my problem.

F. Limitation of the study

The study is focused on my internship experience as a teacher when teaching English to students in 4th grade in Paulus Elementary School Bandung. The study deals with eleven students who had low motivation in learning English. There were seven boys and four girls, whose age was ten years old. Thus, the study is limited in terms of finding out the causes, effects and potential solutions to the problem.

G. Organization of the Term of Paper

The first part of this Term Paper is the Abstract, followed by Declaration of Originality, and then the next part is Acknowledgements and the Table of Contents. Next, there is Chapter One containing the Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study and Organization of the Term Paper. It is followed by chapter two is about Problem Analysis, in which I analyze my problem in details and describe the causes and the effects of my problem. Chapter Three, Potential Solutions, describes some ways to solve the problem, together with the analysis of their positive and the negative effects. Moreover, in the fourth chapter, I will provide the conclusion and suggestions. The term paper ends with References containing the list of books and electronic references used in the term paper and Appendices presenting several documents that support this term paper.