

CHAPTER I

INTRODUCTION

A. Background of the Study

Students are expected to have motivation within themselves to support the process of learning. Arends states that, "Motivation is usually defined as the processes within individuals that stimulate behavior or arouse us to take action" (80). Similarly, it is important for teachers to give support or motivation for the student. As stated in "Motivation in the Classroom", "All teachers want their students to excel in life and motivating the students is one of the important ways to help achieve this goal" (par.1). Giving motivation can help students to learn.

There are two types of motivation. Arends explains that, "Psychologists make the distinction between two major types of motivation, intrinsic and extrinsic" (80). Furthermore, he states that:

When behavior is sparked internally by one's own interest or curiosity or just for the pure enjoyment of an experience, this is called intrinsic motivation. In contrast extrinsic motivation kicks in

when individuals are influenced to action from external or environmental factors, such as rewards, punishments, or social pressures (80).

By having intrinsic and extrinsic motivation, students will be motivated to learn and to succeed.

I had difficulties in motivating a fourth grade student when assisting her in learning grammar at ACES (Active Communicative English Study), an English Course, in Bandung. During my internship, I was helping the teacher to accompany one student to learn English and also assisting her when the lesson began. I would also teach English to the student occasionally. Most of the learning materials are grammar exercises.

The problem began when I met a fourth grade student who was not motivated in learning English grammar at ACES. She always complained when I gave her some grammar exercises. She did not listen to my explanation and always did something else. First, I felt very confused to communicate with her and I also had difficulties to make her focus on grammar lessons. She always asked me for the answers to the grammar exercises. If I did not tell her the answers she would ignore me as a teacher assistant and she did not want to do the grammar exercises. This situation is quite problematic for me as the teacher assistant.

Considering the above explanation, I would like to analyze how to be a good teacher assistant who can motivate the students in learning grammar. I would like to analyze the problem systematically and critically to find the solution of this problem.

B. Identification of the Problem

This term paper describes a problem that I found when I did my internship as a teacher assistant in ACES. This problem can be stated in the following questions:

1. Why did I have difficulties in motivating a fourth grade student when assisting her in learning grammar?
2. How did the problem influence the student and me?
3. How should I solve this problem?

C. Objectives and Benefits of the Study

The objectives of the study are to analyze the causes of my problem in motivating a fourth grade student in learning grammar at ACES, to find the effects of the problem, and to find the ways to motivate the student in learning grammar. The first benefit of this study is for the teachers at ACES. Hopefully, they will give the best to motivate the students. The second benefit is for the readers. The readers can get knowledge of motivating young learners in learning

grammar. The last benefit is for the writer. As the writer, I will solve the problem in motivating a fourth grade student in learning grammar.

D. Description of the Institution

This information is based on the interview with Ms. Rhimelda Marcella Yulita, S.S as the owner of ACES. ACE Kids was established by Dra. Leonny Siswanti Tanama in 1998 in Jakarta. ACE Kids changed its name into ACES in 2013, because the learners are not only kids but also people of different age levels. ACES itself stands for Active Communicative English Study, which has the motto "Start with the end in mind". The motto means everything begins and ends with the goal until the goal is completed. Dra. Leonny Siswanti offered her niece, Ms. Rhimelda, S.S, to open a branch of ACE Kids in Bandung. Afterwards, Ms. Rhimelda started a branch of ACE Kids in Bandung which was located at Padjajaran Street no. 87 on April 1, 2002. Initially Ms. Rhimelda worked as a private English teacher. Later, she accepted the offer from Ms. Leonny to open ACE Kids English Course in Bandung.

In 2006, ACE Kids moved their premises to Astina Street no. 8 D, Bandung, because the number of the students and the staff was also increasing. The vision of Ms. Rhimelda for ACES is to open and create a small school starting from Playgroup. The mission of ACES

itself is to teach English to students there to prepare them in the era of globalization. Ms. Rhimelda herself thought that “if the students can not apply the English language in this era of globalization the students will not be prepared to compete with other people, moreover the students will be left behind from others”. In early 2013, ACES moved to a new location in Pandu Street no. 6 A. At the new premises of ACES, there are more than 80 learners (21 February 2013).

E. Method of the Study

The data collection of my final term-paper is taken from my internship journal, books and articles from the Internet. The internship journal book records the observation of my interaction with the students during my internship from 8 January 2013 to 23 March 2013. The data is used to get theories that support my analysis of the problem.

F. Limitation of the Study

The research of my final term-paper focuses on a fourth grade female student aged 10 years old at ACES. The problem is taken from a real problem that I experienced when I did an internship in ACES that was done from 8 January 2013 to 23 March 2013. This research

focuses on my difficulty in motivating a fourth grade student in learning grammar at ACES.

G. Organization of the Term Paper

The Term Paper starts with the Abstract which discusses the summary of this Term Paper in Bahasa Indonesia, followed by the Declaration of Originality, which is the statement of the term paper's originality. Next, there is Acknowledgements. After that, there is Table of Contents.

This Term Paper is divided into four chapters. The first chapter is the Introduction. This chapter contains Background of the Study, Identification of the Problem, Objectives and Benefits of Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. The second chapter explains the Problem Analysis. This chapter discusses the causes and the effects of the problem. The third chapter is Potential Solutions. The fourth chapter is the Conclusion. This chapter concludes the best solutions in motivating a fourth grade student to learn grammar. After the last chapter, there is a Bibliography, which is followed by Appendices, which include the Flowchart, transcription of the interview, an example of grammar exercises, and an example of grammar test from ACES.