

CHAPTER I

INTRODUCTION

A. Background of the Study

People should experience a learning process during their lives if they want to be competent in English. We need to practice English much, do many exercises and apply it daily. Besides, we also need motivation during our learning process. Motivation can help us to reach the learning goal. Tileston states that “Motivation relates to the drive to do something and it drives us to try again when we fail” (2). I think that motivation is needed in our daily life, especially for academic achievements.

Tileston says, “Every learner has two types of motivation” (3). The first one is intrinsic motivation. Tileston says, “Intrinsic motivation is the drive that comes from within; students do something for the sheer joy of doing it or they want to discover something, answer a question, or experience the feeling of self-accomplishment” (3). Tileston says, “Extrinsic motivation is motivation that comes about because of the promise of tangible reward, the desire to do something of promise of or hope for a tangible result” (4). In my opinion,

motivation comes from ourselves, people around us and our surroundings. People and our surroundings can help to increase our motivation. Besides the result, sometimes punishment is also needed to motivate us. For example, a student who is expelled from class because he make noise, later he will learn from that mistake and try to avoid doing the same mistake.

Thus, motivation can be a force from inside us to get the best in our academic achievements or it can also be from our surroundings that force us to prove that we can achieve the target of learning.

After analyzing what motivation is and the types of motivation, in this paragraph, I would like to discuss the teacher's role towards the two types of motivation. Donna Walker Tileston (3) believes that a teacher's goal is to guide the students to use their intrinsic motivation and give the students the right perceptions about the use of rewards as celebrations for the good work. It means that a teacher can combine the use of both intrinsic and extrinsic motivation to help the pupils in their academic achievement.

Based on my observation during my internship and teaching experience at Creative Learning, (henceforth CL) I found it difficult to help the pupils have motivation in learning English. The two five-year-old pupils, Abiel and Nico, in my Runner class often could not take the final test as it was scheduled but just wanted to play computer. I used to teach them how to read and write with different topics and activities. Meanwhile, I had to be able to use different roles as a teacher, such as the role of a model, tutor, friend and director in

class. Taking different roles as a teacher gave me more difficulties, not only in handling the pupils but also using my roles as a teacher appropriately.

Considering the important role of a teacher to help the pupils have motivation in the learning process, in this term-paper, I have decided to analyze how I, as a teacher, can handle two five-year-old pupils in Runner class, Abiel and Nico, who lack motivation in learning English.

B. Identification of the Problem

The problem that I am going to analyze will be summarized in the following questions:

1. Why do the two five-year-old Runner class pupils at CL lack motivation in their learning process?
2. How can I, as a teacher, help the pupils to increase their motivation?
3. How can the parents and teachers help the pupils to have motivation in learning English?

C. Objectives and Benefits of the Study

The objectives of the study are described in the following sentences:

1. To find out the causes of why the two five-year-old Runner class pupils at CL do not have motivation in learning English.
2. To find out some creative ways to increase pupils' motivation in learning English.

3. To find out the best way to help the pupils to have motivation in learning English.

For the teachers of CL, I would like to make them realize that this kind of problem really exists among their pupils, thus after they notice it, they can create ways to increase pupils' motivation. For the readers, especially the parents, I hope that they can realize how important motivation is for their children and they can also find out how they can increase their children's motivation. Finally, for myself in writing the term paper, I can get knowledge about the characteristics of five-year-old pupils and relate it with the appropriate teaching techniques and activities that can increase their motivation in learning English.

D. Description of the Institution

CL started in 2001. At first its name was Kids 2 Success, but since the ownership of this institution has changed, now the name has become CL. It only has one main branch, which is located in Jl. Setrasari Plaza A/2. The owner of CL is Mr. Setia Budi Teja.

CL is an educational institution which is established and programmed to give English education as a foreign language to young learners. CL is not only established for children to learn English, but also to develop children's intellect and emotional skills. Children study in a comfortable and pleasant situation with the Blackfoot Wallaby. Blackfoot Wallaby is a computer program

containing different topics for each level. Children will study the materials with the main character, that is, a wallaby wearing black shoes; therefore, it is called Blackfoot Wallaby. In each topic, there are some learning activities for the children, for example, matching pictures, listening, reading, and finding differences between two pictures.

CL has five levels and each level represents the ability of children. There is Pre-K for children under five years old. Runner, Sprinter, and Jumper are for children from kindergarten to elementary, while General English is the highest level of all.

The vision of CL is to provide the right place for the children to learn English with fun new teaching techniques. Besides the vision, CL also has a mission, which is to make children like learning English and make the learning process fun.

E. Method of the Study

The topic of my term paper is based on the analysis of the problem that I found when I was doing my internship last semester. While I was doing my internship, I did observation about the way they teach the children and how they handle the children. I would like to use my observation and teaching experience at CL to be able to find the best solution to the topic that I am going to discuss in my study. The data for my analysis is taken from the library research, Online publications and my internship journal.

F. Limitation of the Study

The focus of my analysis is how to handle two five-year-old pupils, Abiel and Nico, in Runner class at CL who lack of motivation to learn English at CL. In order to find the best solution, I will analyze the causes, and the effects of the problem, the characteristics of five-year-old pupils in my Runner class and the best way to cooperate with parents to increase pupils' motivation.

G. Organization of the Term Paper

The term paper starts with the Abstract as the outline of the whole term paper, in Indonesian. The next part is the Declaration of Originality, which is followed by the Acknowledgements, which contains the expression of gratitude to the people who are related to my writing this term paper. Afterwards, I put the Table of Contents, which presents the contents of term paper, with the page numbers.

This term paper contains the following chapters. Chapter I presents the introduction of the study. Chapter II explains all the causes and effects of the problem. Chapter III describes the potential solutions related to the causes of the problem. Chapter IV states the two suitable chosen solutions, which are supported with some theories and examples to solve the problem.

I will also include Bibliography, which contains the sources of all the theories that are used in the study, and Appendix, which contains the flowchart of the problem.

