

CHAPTER I

INTRODUCTION

A. Background of the Study

In this chapter, I would like to explain the reason for choosing the topic and the definition of the topic. During my internship programme at Pelita Fajar Kindergarten (henceforth PF), I found that motivation to study is important, because having motivation to study make the children eager to do the exercises and the activities which are related to the lessons in the class.

Schunk, Pintrich, and Meece state that:

The term motivation is derived from the Latin verb *movere* (to move). The idea of movement is reflected in such commonsense idea about motivation as something that gets us going, keeps us working, and helps us complete tasks. Motivation is the process whereby goal-directed activity is instigated and sustained. (par.1)

By being motivated to study by the teacher, the children will be motivated to study and do the exercises at school.

If the children always do the exercises only because the teacher gives them a present, it means that the children have extrinsic motivation to study.

Bainbridge states that “extrinsic motivation refers to motivation that comes from outside an individual” (1). If the children do the exercises because they want to do the exercises, it means that the children have intrinsic motivation.

Bainbridge states that “intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades” (2). Basically, motivation to study is important for the children in studying; as a result, I choose to analyze how to help four-year-old children who lack motivation to study at Pelita Fajar kindergarten as the topic of my term paper. I am interested in analyzing this topic because I find that seven of the children lack motivation and one of the seven children has a more serious motivation problem to study in the class. The children who lack motivation often do not do the exercises and they disturb their friends in the class. Furthermore, they do not listen to the teacher when the teacher is teaching in the class.

Teachers can try to give motivation, but this is not enough, as the main motivation needs to come from the students themselves. As Harmer maintains, “teachers are not, however, ultimately responsible for their students’ motivation. They can only encourage by word and deed. Real motivation comes from within each individual” (8). It is believed that

motivation is part of study; therefore, the teacher has to motivate the children to make them have motivation within them. The four-year-old children need encouragement before they have motivation within them. For example, by giving a compliment if the children finish doing exercises to make them feel respected. It can help the children to have motivation within them.

B. Identification of the Problem

The discussion in this Term Paper is aimed at analyzing these questions:

1. Why do the children in the kindergarten class at PF lack motivation to study at school?
2. What are some potential solutions to help the children in the kindergarten class at PF who lack motivation to study at school?
3. What is the best solution to help the children in the kindergarten class at PF who lack motivation to study at school?

C. Objectives and Benefits of the Study

There are some objectives that I want to reach at the end of my Term Paper. The objectives of the study are:

1. To identify the causes and effects of the children in the kindergarten class at PF who lack motivation to study at school.
2. To suggest some potential solutions for the children in the kindergarten class at PF who lack motivation to study at school.

3. To find out the best solution for the children in the kindergarten class at PF who lack motivation in their study.

Apart from the objectives of this study, there are also some benefits of the study. I am certain that there are many benefits from the study for the kindergarten teachers at PF, for the readers, and for me as well. The benefits for the kindergarten teachers at PF are they could learn how to help the children who lack motivation to study at school. Furthermore, they could make activities which could develop motivation for the children to study in the class.

The benefits for the readers who have aspirations to be a teacher are they could get knowledge of how to help the children who lack motivation to study at school. In addition, they could get knowledge of how to develop the motivation of the children.

Lastly, the benefit for me is I learn how to help children who lack motivation to study at school. Moreover, if someday I work as a teacher, I will know what I should do with the children who have the same problem as the above.

D. Description of the Institution

PF was established by several alumnus of Qing Hwa Chinese course who agreed to build a foundation, called Tunas Pelita Fajar Foundation. In 2005, Tunas Pelita Fajar Foundation planned to build a school especially for

Preschool, Play Group, and Kindergarten. PF started on July 12th 2006 at Jl. Jendral Sudirman No. 475 Bandung. PF uses three languages as the medium of instructions, which are Indonesian, Chinese, and English.

The motto of PF is “Fun active learning with friends” (PF’s brochure). The vision of PF is to build children’s personalities which are healthy, strong, intelligent, clever, able to solve problems, and able to act based on religious moral values, both as individuals and as citizens. Therefore, it is expected that the children have integrity and the ability to solve problems to reach prosperity in life (PF’s brochure).

The mission of PF is to:

1. Provide an effective education which can stimulate and motivate children to study at school.
2. Give an optimum educational service based on love.
3. Achieve an educational level of an international quality.
4. Develop constantly in the midst of transition and in a competitive era.

(PF’s brochure)

At the beginning, PF started with 30 students. In the year of 2006-2007 it increased to 53 students and in 2007-2008 it rose to 107 students. Now, PF has 130 students. In the academic year of 2009-2010 a Primary School will be opened.

E. Method of the Study

The problem that I discuss is based on the experience that I found during my internship programme in the kindergarten class at PF for one month (January – February 2009). I found that some of the children in the kindergarten class at PF lacked motivation to study. Furthermore, I analyze the causes and effects of the problem as well as choose the best solution. The data which I use for my analysis are taken from my internship journal as a kindergarten teacher at PF and some references from books and the Internet.

F. Limitation of the Study

The analysis focuses on the four-year-old children who lack motivation to study in the kindergarten class at PF. There are 25 children aged four years old, seven of the children lack motivation, and one of the seven has a more serious motivation problem. The data for this analysis is taken from my internship programme in the kindergarten class at PF.

G. Organization of the Term Paper

There are four chapters in this Term Paper. Chapter One is the Introduction, which has seven parts, namely Background of the Study, Identification of the Study, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and

Organization of the Term Paper. In Chapter Two, I describe the Analysis of the Problem, which includes the causes and effects of the problem. In Chapter Three I discuss the Potential Solutions as well as the negative and the positive effects from the potential solutions. In Chapter Four, I choose the best solutions for the problem. Lastly, I enclose the Bibliography and the Appendices.