CHAPTER I

INTRODUCTION

A. Background of the Study

Jack Snowman states, that motivation is "the willingness to push a certain amount of effort to achieve a particular goal" (383). In education, motivation is "the most frequently used catchall term for explaining the success or failure of virtually any complex task because the leaner will be successful with the proper motivation" (160). Learning any subject, including English, requires motivation. As stated by H. Douglas Brown, motivation is one of the most important aspects in learning English (21).

There are two kinds of motivation, external motivation and internal motivation. Brown says in his book Strategies for Success that the meaning of external motivation is when external factors, such as teachers or requirements, push you to do something. The meaning of internal motivation is "you are doing something because you want to do it or because you have made your own choice to do it and the children do not need a reward from someone else to do well" (19).

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In learning English, learners need internal motivation because if they do not have internal motivation they will not succeed (Brown 163). In his book Strategies for Success, Brown says that internal motivation can influence the learners to become more self–motivated (17). Those who are self-motivated will take the risk to do the task because they want to practice more and to understand the language. They will speak English without worrying about the pronunciation and make opportunities to use or talk English inside and outside the classroom (Brown 33, 69).

During my apprenticeship, I taught children of different age groups and found that the most difficult children are the eight-year-old children. Moreover, when I did my apprenticeship at Kids 2 Success, I felt that the children should develop their motivation in learning English. When the class started, the teacher should give them stories related to the material to get the children's attention. When the children had to do the exercises, they did not want to do them. The children preferred playing to learning. The teacher had to offer the children to play after doing the task or the teacher should give them reward such as an additional stamp to change with the toys for motivating them to accomplish the task.

Another problem occurs when the teacher give the children time to play. Some of them were not motivated to play with their friends. They preferred playing computers in the class, chatting with other children or combing their hair. All the problems brought a chaotic situation in the class and the materials could not be delivered well. The children also did not show much

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progress in their English ability. The above facts make me realize that motivation, particularly internal motivation, is important to support children's learning process. Thus, I choose motivation as the topic of my paper because I think motivation is important in determining the success of the children in learning English. As it is difficult to build children's internal motivation, I am interested in finding out the effective ways to teach the children so that they can be more self–motivated in learning English.

B. Identification of the Problem

The problems that I want to discuss in this term paper are as follows:

- Why do the eight-year-old children in Kids 2 Success not have internal motivation in learning English?
- What effective ways can be applied to motivate the children to learn English?

C. Objectives and Benefits of the Study

The study is done to find out why the eight years old in Kids 2 Success do not have internal motivation in learning English. It is also done to look for the effective ways to build internal motivation in relation to learning English.

There are some benefits of the study for the readers, Kids 2 Success and for me as the writer. By doing the study, the readers and I will get a lot of information of how to motivate eight-year-old children in learning English. The

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readers also can understand the importance of internal motivation in learning English. Especially for the teachers in Kids 2 Success, they will also get some ideas on how to develop the internal motivation of eight-year-old children and the teaching techniques to apply when teaching English.

D. Description of the Institution

   Kids 2 Success is one of the English education institutions in Bandung. In Kids 2 Success the age range of the children taking English courses is from 2.5 years old until 18 years old or young adults. Mr. Setia Budi Teja, B.Sc, B.Bus, established Kids 2 Success in July 2005, located in Setrasari Plaza A2, Bandung. In December 2005, Kids 2 Success opened a branch in Bandung, located in Taman Kopo Indah II 2A Number 55, with the branch manager Ms. Erni Kosasih. In January 2007 Kids 2 Success opened another branch in Jl. Elang 2A Bandung. Unfortunately, in 2008 Kids 2 Success at Jl. Elang closed because of little interest from the public.

E. Method of the Study

   The method of the study is library research and my apprenticeship journal. I could get the data based on my one and half month of apprenticeship from my apprenticeship journal. I also get the data from the teachers and the administrator. Additionally, I find theories from textbooks and electronic sources for my analysis.

F. Limitations of the Study

In my term paper, I will concentrate on how to develop the internal motivation of eight-year-old children in learning English at Kids 2 Success. The discussion will cover several aspects related to the teaching and leaning of Engl)sh, namely: the environment; including the parents, teacher and peers, the material taught and the teaching techniques applied. This study is related to my experiences during my apprenticeship in Kids 2 success, focusing on the problems of the children's internal motivation that I faced when I did my apprenticeship. I analyzed and found some facts related to the problems.

G. Organization of the Term Paper

This term paper starts with the Abstract, a concise summary of the entire paper in Indonesian. The Abstract is followed by the Declaration of Originality, Acknowledgements and Table of Contents. The paper is divided into four chapters: Chapter I, the Introduction, gives the Background of the Study, Identification of the Problem, Objective and Benefit of the Study, Description of the Institution, Limitation and method of the Study and Organization of the Term Paper. Chapter II deals with the causes and the effects of the problems. Chapter III contains the potential solutions together with the positive and negative effects of each solution. Chapter IV, the Conclusion, presents the best solution. In the last part, I present the Bibliography.