

CHAPTER I

INTRODUCTION

A. Background of the Study

Having motivation for studying is important for learners because it can influence both learners' participation and achievement in the classroom.

As stated by Sirvent, "the definition of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behaviour" (par. 1). This statement indicates that motivating students is an encouragement to do learning activities in order to achieve their goal.

Furthermore, Sirvent states that

there are two main kinds of motivation: intrinsic and extrinsic. Intrinsic motivation is internal. It occurs when people are compelled to do something out of pleasure, importance, or desire. Extrinsic motivation occurs when external factors compel the person to do something (1).

This statement implies that both types of motivation influence the learning behaviour of learners. Without having motivation, the students might have low academic performance. Accordingly, motivation from teacher is

needed by students to increase their learning, because lack of giving motivation is perhaps the biggest obstacle faced by teachers and parents.

I have found a similar situation when doing my internship at SDK Baptis from July 16, 2013 until August 28, 2013. When I was teaching English to thirty sixth grade students, I had difficulty in handling fourteen of them who had low motivation in learning English in the classroom. It could be seen from their negative behaviour during English lessons in the class. For example, the students were not listening to the teacher and they did not obey the teacher's instructions. They were uninterested in class activity and they refused to do the assignments. They said to me that they had more concern for three subjects to be tested at the national examination namely, Mathematics, Indonesian Language, and Natural Science. They had an extrinsic motivation to learn these three subjects, because they wish to receive some external reward. Therefore, I had to help these fourteen students through a series of effort to make them become self-motivated students in learning English.

Based upon the above explanation, I choose "Handling my difficulty in motivating fourteen sixth grade students to learn English at SDK Baptis" as the topic of my term paper. The reason for choosing this topic is because motivating students is one of the teacher's challenges to give a positive influence on students' behaviour in learning. I find the topic quite important to discuss due to the fact that motivation and learning are two inseparable things.

B. Identification of the Problem

The problem to be analyzed is formulated into the following research questions :

- a. Why did I have difficulty in handling fourteen sixth grade students who had low motivation in learning English in the classroom at SDK Baptis?
- b. How did my problem influence the students and me?
- c. How should I solve this problem effectively?

C. Objectives and Benefits of the Study

Based on the background of the study above, the objectives of this term paper are to investigate the causes of the problem of my difficulty in handling unmotivated students in learning English at SDK Baptis, to find out the effects of this problem on the English teaching-learning process for both the teacher and the students in the class, and to present the best solutions to overcome the problem.

The benefits of this term paper for the English teachers at SDK Baptis is to improve their quality of teaching English to increase students' motivation in studying English. For the readers, this term paper can give contribution to the readers, especially for those who have difficulty in handling the low motivated students to learn English in class and for me, this study will lead me to a better understanding of the real situation in the

teaching-learning process in the class to guide me in my future teaching career.

D. Description of the Institution

Based on the information from *Buku Peringatan HUT SD Kristen Baptis, 2013*, SDK Baptis at Jalan Wastukencana 40, Bandung , was started on February 1, 1972, when the TK Baptis was established with a total of 20 children. At the request of the parents of the students of the Kindergarten, in 1973 the SDK Baptis was established, beginning with the class of grade 1. The aim of establishing this school is to make the Baptist School a place where students will get the best over-all education based on Christian principles. In 1977, the school had classes from grade one to six. On June 5, 1993, the Baptist Educational Foundation Bandung was established and all levels of school, starting from the Kindergarten, Elementary School and Junior High School was under this foundation since then. This year, 2013, the SDK Baptis has reached its 41 years of service with a number of achievements in the fields of Mathematics, Natural Sciences, School Choir, and Handicraft during the past three years. At the moment, the number of teachers is 11 and the number of students enrolled from the first up to the sixth grade is 142 students. Beginning from the academic year 2013-2014, SDK Baptis has applied a bilingual system (Indonesian – English) for all subjects. (*Buku Peringatan HUT SD Kristen Baptis – 2013*)

The Vision of SDK Baptis is to make Baptist School a professional school, namely to educate every student to have a good personality, responsibility, to love God, and others. The Mission is, it is through active, creative and dynamic education based on Christ's love, every student will be guided to become a person who is strong in Faith, Knowledge, and Integrity in order to be able to face challenges of the age. The basic principles of SDK Baptis are respecting authority, loving others, taking care, and having self discipline (*Buku Peringatan HUT SD Kristen Baptis – 2013*).

E. Method of the Study

There are two types of methods of data collection for the research. The first type is Primary Data Collection Method, which are observing the responses or activities of the learners in the class and conducting an interview with the teacher. The second type is Secondary Data Collection Method, which is to do library research to get the data from books and articles from the Internet.

F. Limitation of the Study

The study will focus on analyzing my problem in handling fourteen students of sixth grade who had low motivation in learning English at class. The subjects of the research are fourteen sixth grade students

aged about 12 years old and I. The research was done based on my teaching experience during the one-and-half month internship at SDK Baptis.

G. Organization of the Term Paper

This term paper starts with the Abstract, Declaration of Originality, Acknowledgements, and Table of Contents. Next, this term paper consists of four chapters: Chapter I is Introduction. This chapter explains the Background of the Study, Objectives and Benefits of the Study, Description of the Institution, Method and the Limitation of the Study, and Organization of the Term Paper. Chapter II presents the review of the Problem Analysis. It covers the description of how the causes brought about the problem and how the problem produced effects. Chapter III discusses the three Potential Solutions of the problem. This chapter also explains the positive and negative effects of each potential solution. Chapter IV contains the conclusion. It covers the summary of the previous chapters, the chosen solutions, and some suggestions. The last term paper consists of Bibliography, and Appendices.