

CHAPTER I

INTRODUCTION

The aim of this research is to know students' motivation in choosing EYL (English Young Learner) subject. This chapter gives an overview of the background of study, the problems, the objectives, and the significance of the study. The scope and limitation of the research and the definition of key terms used in this study are also presented. Each section is presented as follows.

A. Background of the Study

The teaching of English in Indonesia has been implemented at the very beginning level, in elementary school and even in the kindergarten. Brown states that teaching can be defined as a guiding and facilitating learning, enabling the learner to learn, setting the condition for learning¹. Teaching is important to be given since early age because the young age is the ideal period for acquiring a language. Abd Ghofur states that the teaching of English in primary level would bring some advantages because young children tend to learn a language easily². Children have more opportunities to learn language than adult, because their brain is more adaptable. They are also better motivated than adult, more closely

¹ H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition* (Longman: San Fransisco State University, 2000), 7.

² Abd Ghofur "Teaching English For young Learners Through Games and Song". *Jurnal Studi Keislaman*. Vol. VII No.1 April 2005, 533.

integrated with real communication.³ It is also hoped that at the same time they will be familiar with English language as early as possible to develop English skills.

The Indonesian government launched the International-based education at all educational levels from as kindergarten, elementary, junior and senior high school. The decree of Ministry of Education and Culture (R.I/No. 0487/14/1992, Chapter VIII) states that an elementary school can include extra lessons in its curriculum as long as they are not in contradiction with the objectives of national education. In accordance with this policy another decree (No 060/U/1993) was released and states that English can be introduced to the fourth grade student of elementary school. This critical moment inspires teachers in Indonesia to teach English from the very beginning. In particular kindergartens, they take English subject as an extra lesson to attract new students.

In the past, the focus of the English language teaching was on adult or secondary level, with relatively little concern for primary level. Today, after the regulation was issued EYL is an interesting subject to discuss. There have been many seminars, short course or workshops on EYL as a foreign and an international language. EYL is an advantage to be introduced to children.

³ Sofkhatin Khumaidah, "Developing English Syllabus For Kindergarten in Jember". *Fenomena Journal Penelitian STAIN Jember*. Vol.3 No.2, Juli 2004, 22.

Children learn languages better at a young age⁴. As acquisition of language is possible without self consciousness at an early stage, children have fewer negative attitudes to foreign language and culture than adult and that consequently they are better motivated than adults⁵. Wright (in Sofkhatin) states that the earlier a child starts to learn a foreign language, the earlier it will be for him to acquire the pronunciation⁶. Moreover childhood is the best period to put basic ability in speaking fluently⁷. It means that the young children have more time to language learning than adults.

Based on the characteristic of young learner above, to get the best learning process in teaching, pre service teacher needs special skill and knowledge to face young learner. It is because teaching of young learner is different from teaching adult learner. To be a good teacher, a teacher must be able to present the material and also manage the classroom well.

According to Gurrey:

“The three things that a teacher needs for his language lesson are: a knowledge of the best and the most effective method to use and understanding of the purpose and the aim of each method he uses, and the confidence and skill in his handling of them, with perseverance and courage to carry on the work with good humor enjoyment”⁸

⁴C Brumfit Jane Moon and Ray Tongue, *Teaching English to Children* (London: Harper Collin's Publisher, 1991), vi.

⁵ Ibid, vi.

⁶Sofkhatin Khumaidah, “Developing English Syllabus For Kindergarten in Jember”. *Fenomena Journal Penelitian STAIN Jember*. Vol.3 No.2, Juli 2004, 22.

⁷Mary Finnochiaro, *Teaching Children Foreign Language* (New York: Mc. Graw-Hill Book Company, 1964), 25.

⁸ P Gurrey, *Teaching English as a Foreign Language* (London: Longman, 1970), 2.

The teacher must have specific qualification in teaching young learners. The main thing is the teacher must love to the children world because their duty is not only teaching but also taking care of the children. Spodek in Habibah states that teacher of young children have enormous responsibility to children and families because they provide both caring and learning. Teaching and learning EYL are not emphasized on the communication, structural development sentence or grammatical sentence but it is focused on giving the basic knowledge of English language.

Teaching young learner needs special skill. Unfortunately, in Indonesia most of the teachers who teach English for young learner have difficulties to conduct young learner, they do not have special background to teach young learner, they do not hold English teaching degree. Only a few have some training to teach English to young children. The cause of the difficulties are, they do not have basic of teaching young learner, as we know that teaching young learner is different with teaching adult learner

EYL becomes one of the practical solutions which is taken to solve that problem. EYL course is the appropriate subject because it enables the students to learn about how to prepare teaching well including the technique, material, media and evaluation. Beside that, to help students understand the issues related to children's language development and enable them to give developmentally appropriate instruction for children. Based on the course overview EYL subject that by the end of the semester, students will be able to explain the characteristics

of young language learners explain some perspectives on children learning a foreign language, create positive classroom management and atmosphere, teach English that is developmentally appropriate for children.

The English Department in the State Institute for Islamic Studies Sunan Ampel is one of the departments which provide EYL subject as an elective subjects other than CALL (Computer Assisted Language Learning), and Japanese. EYL subject in English Department is offered in two stages they are EYL I and EYL II. EYL I is offered to the sixth semester students. Its specific purpose is to explore and discuss the theories about the knowledge of philosophy and psychology of learning English to young learners and some issues about curriculum, policy and syllabus of English teaching to young learners. In addition, students are expected to get knowledge about the approach, method and a framework of teaching English to young learners. Then EYL II is offered to the seventh semester students with the purpose to deep students understanding toward the teaching of EYL of all language skills and components. Besides, it purposes are to broad students' knowledge about the preparation of teaching EYL and to develop students' skills to practice teaching EYL. In this second level, the students are demanded to make the lesson plan of EYL and to teach young learners using developed methods, techniques and media based on students' characteristics, and to determine the proper procedure of evaluation based on students' basic competence.

Although, EYL subject has been designed in such a way to equip pre service teacher with basic knowledge and specific skill required to young learner. Most students choose EYL subject in sixth semester of English Department of State Institute of Islamic studies Sunan Ampel just to fulfill the total study load credit. From an initial interview with five students who were taking EYL subject, it seems that students choose this subject because most of their friends choose this elective subject, so they imitate their friend to choose this subject. Others elective subject as like CALL was overload, so they choose EYL. Most of them do not know the purpose of choosing EYL. The biggest concern from this situation is the lack of professional and pedagogical of these EYL teachers. It is worrying when the purpose to be teacher for young learner cannot be reached as the teacher might not be able to develop young learners' English language skill.

Based on phenomena above problem, there is a need to conduct a research on the students' motivated in choosing EYL subject. This proposed research is significant as motivation becomes one of the factors that determine whether students will achieve the knowledge, understanding or skill that teacher want them to have. Motivation is important because it becomes one of the supports of learning: i.e. students become interested in their choosing EYL subject. In the field of choosing subject that motivation is essential to success. Motivation is a key to learning, without such motivation we will almost certainly fail to make the necessary effort. In this case without motivation, success will be hard to come. According to Uguroglu and Walberg, the studies they reviewed

involved of 637.000 students and covered all grades, they analyzed 232 correlation coefficients between motivational measures and academic achievement, 98% were positive, with an estimated mean about +34.⁹ It usually interprets this to mean that high levels of motivation lead to high achievement.

Considering the explanation above, EYL has turned out to be the focus of motivation in student choice, because it contains not only of English language skills but also English teaching skill to young learners. EYL is a creative activity; therefore an EYL teacher has to create the material as good as possible in order to reach the target language. According to Wilkins in Mulyadi, teaching must be planned in such a way that learning become an interesting, even at times entertaining, process¹⁰ Teacher should try to make class interesting by using various techniques to prevent the students' boredom. The examples of interesting techniques to young learners are by using games, songs, role play, telling stories, realia¹¹.

Here, the research is pointed out to students' motivation in choosing EYL subject, especially on the sixth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya, it is because EYL it self is new elective subject provide in the English Education Department at State Institute for Islamic Studies, the students will be some English teachers when they have graduated from the university. Beside that, the

⁹ Gage Berlin, *Educational Psychology* (London: Houghton Mifflin Company Boston, 1984), 374.

¹⁰ Mulyadi, "Teaching English to Young Learner". *OKARA*. Vol II, No.3, November 2008, 533

¹¹ Gika, Sissy and S.Wendy. *Young Learners*. (Madrid: The British Council, 1998), 40

writer wants to know students' responses by using questionnaire. It is an effective tool that helps facilitate pedagogical best practices. After we know students response in choosing EYL subject, we can transform into more interactive, enjoy full and engaging teaching young children, especially in EYL subject

B. Statement of the Problem

Based on the background of the study above, the research question of this study is formulated as follows: What are the factors that motivate the sixth semester students' of English department of State Institute for Islamic Studies Sunan Ampel Surabaya in choosing EYL subject?

C. Objectives of the Study

From the research question above, the objective of the study is to describe the factors that motivate the sixth semester students in choosing EYL subject of English department of State Institute for Islamic Studies Sunan Ampel Surabaya.

D. Significance of the Study

We always try to do things which are useful for ourselves and other people. And the significances of this study are:

1. The EYL teachers

The finding can be useful information related to the existence of students' motivation in choosing EYL subject and give support to the teacher in teaching learning process.

2. The English Department of State Institute for Islamic Studies

The result of this research is useful for them who are responsible in improving the curriculum and material in EYL subject.

3. The student under sixth semester

To introduce about EYL as a new elective subject and it can be reference for the students who will choose EYL as the elective subject offered.

E. Scope and Limitation

The scope of this study is the factors of the students' motivation in choosing EYL subject. This study emphasizes in following EYL class. It is chosen as the focus of investigation because they are appropriate in term of the time of study. Here, the writer limited to the sixth semester students of academic year 2011-2012 in English Department in State Institute for Islamic Studies Surabaya. Based on the students' answer in questionnaire which made by the writer were analyzed by using percentage.

This study does not discuss concern to other variable; is like achievement. It is only focused to find the factors that motivate the sixth semester students in choosing EYL subject in State Institute for Islamic Studies.

F. Definition of Key Term

The term used in this research are defined as follows:

1. *Motivation* is a defined as a stimulus that pushes students to choose EYL subject which provide by English Department. In this research, to know the

students' motivation using survey research and the result of combination questionnaire were analyzed by using percentage.

2. *Choosing* is defined as the students' decision in taking EYL subject. The writer provide combination questionnaire as an instrument, then students should choose one of the best answer based on their opinion.
3. *EYL subject* is an elective subject provided by English Department in State Institute for Islamic Studies Sunan Ampel Surabaya to prepare the students to teach English for young learner.

G. The Organization of Paper

Organization of this thesis is composed of five chapters. In the first chapter is about introduction including background of the study that describes the foundation thoughts and reasons for choosing the title, then problems of the study that mentions the problems presented in this study, furthermore, the purpose of this study is to solve the problems mentioned in the statement of the problem earlier. Then significance of the study and continued with scope and limitation of study, definition of key term, and thesis organization.

The second chapter is review of related literature. It discusses about teaching English at early age, characteristic of young learner, and also characteristic of teacher for young learner. It continues with definition of EYL. Then it also describes some motivation, intrinsic and extrinsic motivation, concept related motivation and the factor that influence motivation. It concludes

with the discussion of related previous study, which previously discussed about choosing subject.

Chapter three discusses the research methodology that is used in this study. Beginning with the background information related EYL subject which also contains the purpose and competencies EYL in State Institute for Islamic Studies Sunan Ampel Surabaya. Then the researcher discusses the research design, population and sample, source of the data, the data collection technique, the instrument of the study and the last is data analysis technique.

In chapter four, the researcher discusses about the presentation of data then continued with analysis of data.

The last chapter presents conclusions and suggestions that have been done by the researcher. The researcher draw conclusion from the analysis and data found from the research.