CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues related to the students' motivation in choosing subject which become the focus of this research. It contains the review of related study or calls the previous study. Some previous studies related to this research are also discussed. Another, it consists of some theories strengthening the problem discussed here.

A. Previous Study

Several studies have investigated the role of the students' motivation in choosing subject. In this research, it is necessary to enclose review of previous studies to avoid replication. There are some previous studies which have similarity with this study. The first is research by Abdul Rahim from STAIN Jember. The title of the research is *"Minat Mahasiswa STAIN Jember Mengikuti Pembelajaran Komputer Melalui Pusdikom"*.[1] The result of the research shows that the majority students of STAIN Jember know computer since they still sit in high school, Computer education in Pusdikom STAIN Jember was relevant with demand of student need, especially to prepare for skill in computer area. 70% respondent agreed that computer technology can fulfill their needs especially to help them in their assignment, 27%

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[1] Abdul Rahim, Unpublished Thesis: *"Minat Mahasiswa STAIN Jember Mengikuti Pembelajaran Komputer Melalui Pusdikom"* (Jember: STAIN, 2001).

respondents said that they follow this subject just to fulfill the total SKS or because this in an obligatory subject. Whereas, 3% said that they follow the subject just for spending their spare time. The last five years students of STAIN Jember were the subject of the study. The similarity of the previous research is using questionnaire in research instrument. While the differences are this research, he focused on following computer subject in STAIN Jember. In this research, the writer focuses on describing the factors that motivate students in choosing EYL subject in State Institute for Islamic Studies Surabaya. Furthermore, in his research he uses descriptive qualitative research, but this research using survey research design.

Second research was done by Zainal Arifin from State Institute For Islamic Studies Sunan Ampel Surabaya. The title of the research "*Pengaruh Minat Mahasiswa Terhadap Perilaku Memilih Program Bahasa Arab di SMA Wachid Hasyim I Surabaya*".[2] The result of the research is the students' interest in choosing Arabic program have influence in attitude choosing Arabic program. The similarity of the previous research is to analyze the data using questionnaire in research instrument. While the differences are this research he focused on choosing Arabic program in SMA Wachid Hasyim I Surabaya, the research instruments are using interview and observation. The data analysis uses correlation coefficient product moment. While in this

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[2]Zainal Arifin, Unpublished Thesis: "*Pengaruh Minat Mahasiswa Terhadap Perilaku Memilih Program Bahasa Arab di SMA Wachid Hasyim I Surabaya*" (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 1995).

research, the writer focus on describing the factor that students' motivation in choosing EYL subject in IAIN Surabaya. Moreover, this research using survey research design and the research instrument using questionnaire type combination between structure and unstructured.

Third research was by Laurentius Saptono from Sanata Dharma University Yogyakarta. The title of the research is *"Hubungan Minat Belajar Dengan Prestasi Belajar Mahasiswa Ditinjau Dari Prioritas Pilihan Program Studi, Pringkat Studi, Pringkat Akreditasi Dan Kualitas Pelayanan Program Studi".*[3] The results of the research are: (1) the students' interest is high and students' learning achievement is excellent; (2) the correlation between the student's interest and students' learning achievement based on their choice of study program is significant (p=0,019<α=0,050). This research was a descriptive research. The populations of this research were students of the Faculty of Education and Teacher's Training, Sanata Dharma University. The techniques of collecting data were questionnaire and interview. The techniques of analyzing data were descriptive statistic and chow regression analysis. Moreover the differences with this research are using survey research in research design, using percentage of analyzing data, and combination questionnaire to research instrument.

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[3]Laurentius Saptono, Unpublished Thesis*: "Hubungan Minat Belajar Dengan Prestasi Belajar Mahasiswa Ditinjau Dari Prioritas Pilihan Program Study, Peringkat Studi, Peringkat akreditasi Dan Kualitas layanan Program Study"* (Jogyakarta: Sanata Dharma University, 2008).

The previous studies described above are different with this study. First, those previous studies were conducted to find students' interest in join computer learning and researches uses descriptive qualitative method whereas this research used simple quantitative method. Second, there were conducted to find the effect between students' interest with their attitudes of the students who following Arabic program, to analyze the data the writer used correlation product moment. Third, there is also one aspect that was investigated by the previous study that is the correlation between students' interest in learning with their achievement based on the selection the subject. None of the above research reviewed studied about the factors that make students' motivation in choosing subject. Besides, there is no one using survey research as a research design. Almost all of them use observation as their instrument and none used combination of questionnaire types, there were the structured or close questionnaire and unstructured or open questionnaire. This research explores this aspect deeper as stated in this background of study. Meanwhile, this study just focuses on the students' motivation in choosing EYL subject.

Theoretical Background

B. **Teaching English at Early Age**

English is taught in many schools in the world. In Indonesia English as foreign language has been taught since learners come into the secondary school up to university for the first time. But, nowadays it can be started in elementary school and even in kindergarten although it is just as stimulus.

Teaching English in elementary school has now come to be carried out as legitimate subject with the position as local content subject. The decree of ministry of National Education states that an elementary school can conclude extra lesson 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.

Psychologically, according to Sabillah the language development of children indicate the process of their brains development[4]. If the language sense of a child is improved continually it will help the process not only for linguistic ability but also cognitive ability. The appropriate time to start acquiring second language is in 6 or 7 years old, because in that time the first language acquisition is still in progress.

There are a number of reasons for teaching English at primary level: [5]

a. The need to expose children from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.

b. The need to link communication to the understanding of new concepts.

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[4]Fardini Sabillah. *Teaching English to Young Learner*. It is Policy, Framework and Task Based Learning (Malang: English Department Student' Book in State University of Muhammadiyah Malang, 2004),63.
[5] Ibid, 144.

c. The need for maximum learning time for important languages the earlier you start the more time you get. (These issues are surveyed by Singleton in Sabillah)

Kimble and Garmezy stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, according Brown teaching is guiding and facilitating learning, enabling the learner to learn, and also setting the conditions for teaching[6]. Teaching of second language to young learner is very possible, because the brain of childhood is more adaptable before puberty, after that the acquisition of language is possible without self consciousness at an early age.

There is much research which is being done the advantages of early second language learning. It has been suggested 'that children who learn a language at early age tend to be superior to their monolingual peers in verbal and non verbal behavior'.[7]

Moreover, the characteristics of young learners are different from adults learners such as: easy to get bored, curious, has a short span of concentration, can not concentrate on things for along times as they do not have long attention span yet and so on. So the teacher of EYL should make different treatment to teach EYL that make the class enjoyable,

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[6] H. Douglas Brown, op. Cit., 7.
[7] Gika, Sissy and S.Wendy, op. Cit, 5

stimulating experience for the children, and keep their interest and attention alive.

According to Phillips some points that have to be considered are[8]:

a. The activities should be simple enough for the children to understand what is expected by them.

b. The task should be within their abilities: it needs to be achievable but the same time sufficiently stimulating for them to feel satisfied with their work.

c. The activities should be largely orally based indeed, with very young children listening activities will take up a large proportion of class time.

d. Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language.

From the theories above, it can be assumed that teaching of EYL is not simple process, it is very complicated. So it needs hard work from some elements of education, especially the teachers. The teacher should have special skill in teaching EYL.

a. Characteristic of Young Learner

According to Cameron children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help

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[8] Philips, Sarah. *Young Learners.* (New York: Oxford University Pres, 1993), 5

them get a more native like accent.[9] Young children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition.

In teaching English for young learners especially for the elementary school children, the students are at the age of six up to twelve or thirteen. Some learners develop early and some of them develop gradually, other in leaps and bounds, therefore, it is essential to divide the pupils in two main groups. First, the six to eight years old group, as the younger group and second, nine to thirteen years old group as the older one.[10]

As general rule, it can be note that the way children learn English is depend on their developmental phases. According to Kasihani that young learners respond to language according to what it does or what they can do with it, rather than treating it as an abstract system.[11]

Children learn best when they are motivated by being interested in the activity, also by being involved in activities which are relevant to them. Scott & Ytriberg, states the characteristics of young learners as follows:[12]

a. Psychologically the learners of the elementary school are in the developmental phase of playing games, singing, singing, dancing, doing gestures and doing things like in a reality.

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[9] Lynne,Cameron. *Teaching Language to Young Learner.*(Cambridge: Cambridge University Press,2000), 1.
[10] Abd Ghofur, op. Cit, 535.
[11] Kasihani Suyanto, op. Cit, 6.
[12] Scott, W.A and L.H. Ytreberg. *Teaching English to Children.* (London: Longman, 2004) , 34

b. They understand situations more quickly than the language used. Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.

c. Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is real work.

d. Young children are often happy playing and working in the company of others.

Meanwhile, some characteristics of young learners are:

- Children love repetitions

- Center of his or her small world

- Functioning by instinct

- Accept second language on faith: believe in his or her teacher

- Easy to get bored

- Sensitive, easy to cry

- Curious

- Love being appreciates

- Ask for attention

- Active

- Learning by doing

b. Characteristic of Teacher for English for Young Learner

As we know that one of the important factors to make the teaching learning process to be success is the teacher[13]. Teacher's primary function is to prepare students for an activity and then let them complete it using their own language resources. During this phase, not only the teacher gives minimum informal feedback to the students but also encourages maximum student's participation[14]. It means that teacher is a central of the teaching learning process in the early grade of education.

Teaching of EYL is challenging experience and needs special skill. Therefore there are some characteristics that have to be owned by teacher. According to Scott & Ytriberg some characteristics of the teacher for young learner are as follows:[15]

- Love children

- Excellent oral fluency

- Knowing child psychology

- Think like a child

- Mastery of various teaching techniques

- Animated, lively, and enthusiastic

- Humorous

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[13] Jeremy Harmer. *How to Teach English.* (England: Longman, 1998), 2

[14] Jack Richard. *New Interchange: English for International Communication.* (United Kingdom: Cambridge University Press, 2003), 45

[15] Scott, W.A and L.H. Ytreberg, op cit, 44

- Nonverbal language

- The patient of job

- Special person

Meanwhile, another characteristic of teacher for EYL are:

- Creative and innovative

- Cheerful

- Can sing, dance, and game

- Not shy

- Struggle

- Good performance

- Cooperative

By this kind of the young learner's characteristic the teacher of Teaching English as Foreign Language (TEFL) should be considered when they are teaching. Here are some activities that the teacher should do:[16]

- Starting learning children's name from the first

- Set the class rules from beginning

- Encourage children to use English as much as possible

- Vary pairs and groups so that the children do not always work with best friends

- Go around the class helping the children, checking language and monitoring the progress of the activity

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[16] Abd Ghofur, op. Cit, 536

- Make learning English a joyful activity

- All activities should be simple

In conclusion, children age a good phase to absorb the knowledge including language because they are still pure psychologically.

C. EYL (English for Young Learner)

EYL stands for English for Young Learners is the English which is used or taught to the children from the first year of normal schooling (five or six years old) to eleven or twelve years age.[17] It becomes the practical solution to prepare young learners teacher in teaching English, because it provides and enables the students to learn not only about language but also about how to prepare teaching well including the technique, material, media and evaluation.

Teaching the young learners is quite different with teaching adult learners. Therefore, it is needed specific teachers' qualification to young learners. According to Suyanto the teachers of young children have enormous responsibility to children and families because they provide both caring and learning.[18] Furthermore, the teacher must be able to create the existed teaching learning process and enjoyment.

English Department in State Institute for Islamic Studies Surabaya is one of the institutes which lately provide new elective subject such as EYL, CALL, and Japanese language. Because of that EYL is include of one elective

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[17] Kasihani Suyanto, op. Cit, 7
[18] Kasihani Suyanto, op. Cit, 30

subject so that the researcher want to know the students' motivation in choosing EYL. EYL subject in English Department was providing to prepare the students be a talented EYL teacher not just a teacher without skill.

D. Motivation

Motivation is one of the most important components of learning process for students. In the field of learning motivation is essential to success. In this case without motivation, success will be hard to achieve. Motivation is not only important in getting students to engage in academic activities. It also important in determining how much students will learn from the activities they perform or the information to which they are exposed. Students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it[19]

a. Concepts Related to Motivation

Motivation is a diffuse concept and is often tied to other factors that influence the energy and direction of behavior. The factors such as interest, need, attitude, aspiration and incentive.[20]

i. Interest

Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become

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[19] Robert E. Slavin, *Educational Psychology Theory and Practice,*(Boston:Johns Hopkins University, 1994), 347

[20] Gage Berlin, *Educational Psychology* (London: Houghton Mifflin Company Boston, 1984), 374

fully aware of its character. Interest can refer to selection of stimuli or attending to something.

ii. Need

The student who has a need is one who lacks something that a given activity or outcome can provide. Thus a "need for affiliation" is satisfied by friendly relationship with other persons. A "need for achievement" can be met, with a corresponding increase in satisfaction, by success in attaining some goal requiring effort.

iii. Attitude

The student's attitude toward something consists of her feeling for or against what she conceives that thing to be. So an attitude involves emotion (feelings), directionality (for or against), an objective (the something). Attitudes, like motives, arouse and direct purposeful activity.

iv. Aspiration

A student's aspiration is his hope or longing for a certain kind of achievement. With a certain level of aspiration, the students will try; without it, they will make little effort. Students have levels of aspiration that mobilize and direct activity toward such goals.

v. Incentive

Incentive arouse activity is the tip-off that behavior modification techniques use this aspect of motivation to the fullest.

The student motivated by curiosity has understanding or knowledge as her incentives.

b. Intrinsic and Extrinsic Motivation

The most powerful of motivation are intrinsically or extrinsically motivated to the success in the task.

According Brown:

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity it self. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. . . .Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self determination[21].

> Extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behavior initiated solely to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefit can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and set determination[22].

Intrinsic motivation is doing something as and in itself, for it is own self support pleasurable reward of enjoyment, interest, challenge, or skill and knowledge development. Extrinsic motivation is doing something as a means to separable outcome, such as gaining a qualification, getting a job, satisfied the teacher or avoiding punishment.

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[21] H. Douglas Brown, op. Cit, 155-159
[22] H. Douglas Brown, op. Cit 155-159

c. The Factors that Influence the Motivation

According to Muhibbin, there are some factors that create differential among language learner, such as: Internal factor and external factor. In internal factor include of intelligence, attitude, interest and attention, aptitude. While in external factors include of environment, family and society. [23]

i. Internal Factors

The internal factors are the factors that come from the students themselves.

a) Intelligence

Intelligence represents one aspect determining success in study. If students have normal intelligence or higher one it may potentially obtain good achievement in learning.

b) Attitude

Attitude is internal indication which has the affective dimension in form of responds tendency in the same way to a thing, the object and etc. Both positively and negatively. The positively attitude, especially to the teacher and to the lesson, it is good indication for the students in learning process.

c) Interest and Attention

Interest and attention have close relation which learning. One who has interested in special lesson such as EYL subject than to

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[23] Muhibbin Syah,M.Ed, *"Psikologi Pendidikan",* (Bandung: P.T REmaja Rosda Karya,2005),139

others. Students, who interest in choosing EYL subject, may have more opportunity to reach high achievement in learning.

d) Aptitude

Aptitude is not easy to define. It is usually defined in terms of the test that have been used to measure it[24]

According to Carrol in Larsen-Freeman and Long, aptitude as a concept correspond to the notion that in approaching in a particular learning task or a program, the individual may be thought of a processing some current state of capability in learning that task – if the individual is motivated and has the opportunity of doing so. That capability is presumed to depend on some combination of more or less enduring characteristic of individual[25]

ii. External Factors

Some external factors which also influence the student's learning are:

a) Environment

The conditions of surrounding where the students study also have influence or their acquisition. Fresh air, for instance, will affect to their soul. So the students who study in acceptable environment may get better achievement than the students who study in bad surrounding such as dirty or hot air.

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[24] Ibid 207
[25] Ibid 167

b) Family

When student family and its member give stimulus to their study, for example: by giving motivation or guidance to the students learning at home. This condition will help the students obtain better achievement in study.

c) Society

The member of society may arise difficulty and easy to the students study, because the society can give the may of thinking and giving respond to an object. Thus, the society may also correlate to the learning process.

First of all, the factor that having great influence is family because it is the first children education