CHAPTER I

INTRODUCTION

The aim of this research is to know students' motivation in learning English. This chapter gives an overview of the background of the study that explains about the problem and why the writer chooses the topic, the research questions, objectives of the study, the significance of the study, the scope and limitation of the study, and definition of key terms used in this study are also presented. Each section is preseted as follows.

A. Background of the Study

Teaching 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

¹ 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.

motivation than adult, more closely 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 Junior High School, with relatively little concern for primary level. Today, after the regulation was issued Street Children is an interesting subject to discuss. There have been many seminars, short course or workshop on street children as a foreign and an international language. Street children is an advantege to be introduced to children. Children learn language better at a young age⁴. An acquisition of language is possible

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

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

without self consciousness at an early stage, children have fewer negative attitudes to foreign language and chulture than adult and that consequently they are better motivation than adult⁵. 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 fruently⁷. 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, 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 be 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

Publisher, 1991).vi.

⁵ Ibid..vi

⁶ Sofkhatin Khumaidah, "Developing English Syllabus For Kindergarten in Jember". 22.

⁷ Mary 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.

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 learners, 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.

Facing the impact of globalization, many countries make the international language of learning in education in order to promote the student's capability of foreign language. In Taiwan the foreign language learning almost is English learning.⁹ But in Indonesia the students have learned English since at elementary school. They learn English based on the KTSP (Kurikulum Tingkat satuan Pendidikan or Curriculum 2006), K-13 (curriculum 2013) curriculum. However, it isn't enough to make the students love and learn English. There are still many factors that influence them to learn English. The factor is age, teacher's way of teaching, time, facilities, and especially motivation, Brown state that motivation has very important in learning English.¹⁰ Furthermore, Chomsky (1965:321) as quoted by Nurmalela (2001:1) also state that by having motivation, normal children can learn

⁹ Hsiang young feng,jin-jun fan and hui zhen yang. The relationship of learning motivation and achievement in EFL: gender as an intermediated variable. (Taiwan: educational research international. october 2013) vol.2.no.2. (www.eajournals.org. accessed on Oktober 12,2016)

¹⁰ Brown, H. Douglas. *Principles of Language Learning and Teaching. Fifth edition* (Addison Wesley Longman, Inc. A Pearson Education Company.2007).115

any language to which they have adequate exposures. He added that learning foreign language is easy for children as early as possible.

Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction, in short, motivation can be said that process of individual to act. Motivation may indeed be an important requirement for success in language learning, related to this theory it can be said the students who would like to learn English as a foreign language actually ought to have motivation. Based on the writer teaching experience at the second year of Rumah Belajar Pandawa Surabaya, most of the students studied English lazily, they just keep silent in class. Students we're not active in studying English. Actually, there are many factors that influence their study, such as lack of motivation in learning English. In this case, the students are assumed to have low of motivation in learning English. Based on the theory and problem found, the writer is interest to give idea about the importance of motivation for students before learning teaching process.

Rumah Belajar Pandawa was established 2011. It is located at Lumumba Dalam Ngagel Wonokromo Surabaya. Rumah Belajar Pandawa is one of service learning in Surabaya and students not all school in formal like elementary school or junior high school. And have many students basicly street children and they have time to study in Ruah Belajar Pandawa if they not work like after pray sholat magrib. And many kind of servis learning in Surabaya like Alang-alang, ITS mengajar, Unair mengajar, Turun Tangan.Garuda Team etc,being a society community in teaching Rumah Belajar Pandawa students have little opportunities to practice English communication skills than students of many other school since lecturer course from Belanda and China University in there have more opportunities to practice English.

The lecturer course from Belanda and China is from AIESEC community and the active in leadership potential of young people. Students have to study English for 2 hours in Monday until Thursday for a course. In Rumah Belajar Pandawa have many kind of background teacher and not all the teacher basicly education in university. Even though English is the medium of instruction at Rumah Belajar Pandawa, but their progress in English skills, especially in English classes are still unsatisfactory.

In general, the students of the second year students of Rumah Belajar Pandawa Surabaya don't want to learn English due to their difficulty to understand it. Then, they weren't active in practicing English whenever and wherever they are. They always kept silent if were at the place in which two or more people communicate in English.

The other problem is that the students is that the students did not do their task, and they did not only individually but also together with their friends. Beside that this community have good library with many kinds of books, such as: English books, magazine, and newspaper that can help students to do task from teacher but they still aren't interested to visit and borrow books available in the library. Then, they didn't have any interest to learn when the teacher explained the English lesson, they didn't pay attention when the teacher asked one of them he just keep silent.

The students' parents haven't motivation or not interested to buy English books and also other books for other subjects. It can be seen from students' books that were bought by the library not by parents. When the teachers ask the parents of students to buy some English books they did argue because low economy.

The study of the first year after AIESEC program at Rumah Belajar Pandawa the significant of this study should be that the responses lead to a better knowledge of their motivation. The findings could help the Rumah Belajar Pandawa work toward an improvement of their motivations and alongside, enhancing their language learning achievement at the very earliest stage of their enrollment in the first year.

Therefore it is important to find out the underlying possible factors which affect students' motivation in English learning especially in the practical sense to teachers who want to stimulate students' motivation.

Such a great importance brings with it huge challenge to the teacher of the language. This challenge is not only the matter of methodology and instructional strategy and also a matter between the student's interest and motivation to learn the language. The quality of the student's inner drive to learn language should be taken in to account. Indonesia students seem poor due to the limited number of native speakers

available in the teaching English to low motivated in learning English. This difficult for teacher to do.¹¹

People involved in language teaching often say that the students who really want to learn English will succeed in whatever situation they study. All teacher can think of situation in which certain " motivated" students significantly do better then their friends, students frequency succeed in what to be probably conditions even though what teachers consider unsatisfactory in face of such phenomena it is quite reasonable to suggest that the students bring to class is the biggest single factor affective their success.¹² He further says that the students with strongly motivated long term goals for the English are probably easier to teach that these who have no such goals (and therefore no real drive). For the latter students short-term goals will often provide the only motivation they feel.

Students in learning English have two motivation that are intrinsic motivation and extrinsic motivation. Harmer stated that intrinsic motivation comes from within individual but extrinsic motivation is the result of any number of outside factors.¹³

Externally, the factors that can influence the English students' ability are environment, parent, teacher, method, media etc. Internally, the factors that can affect English ability are interest, attitude, intelligence, personality, and learning style including motivation. All the teachers and students must spare no effort to work hard

¹¹ Girard, D...Motivation the Responsibility of the Teacher. ELT Journal 31/2. 1977.15

¹² Harmer, J.Practice of English Language Teaching (London and New York. Longman. 1991).13

¹³ Harmer. *The Practice of English Language Teaching*. Fourth edition. (Malaysia : Longman Pearson Education Limited) 2007.98

in the process of teaching and learning. The most important thing is that spur students' motivation to heighten the teaching effect in English teaching and learning so as to the students English practical ability.¹⁴ Motivation is one of the factors that are regarded as factors that can cause the low level of students' ability. Gilhotra and Callender said that many factors the obvious importance in determining the success of a second language learner, and one of the factor is motivation.¹⁵ Motivation can effect profiency in a particular language, but this connection is characteristics by mutual causation because unfavourable and favourable learning attitudes and experiences can affect the learners motivation.¹⁶

Based on the explanation above, we know that motivation is considered an essential element along with language capacity in shaping success in learning a new language in the classroom setting. By knowing about students' motivation, teachers can know their students interest in learning English. So they can improve their teaching. In learning English each students' has various motivations. In this study the writer wanted to know the students' motivation in learning English. So the writer carried out of study entitled "Students motivation in learning English at Rumah Belajar Pandawa Ngagel Wonokromo Surabaya"

¹⁴ Chunmei long, zung ming and liping chen. The study of student motivation on english learning in junior middle school-a case study of no.5 middle school in gejiu. (china:canadian center of science and education.2013)vol.6.No.9.

¹⁵ Gilhotra, Manjit S and Gillian Callender, *The Role Of Individual Factors In Second Language Learning By Dult Migrants*, (Oxford University Press. Oxford.)1997.

¹⁶ Fadel H.M Al Othman and Khaled M. Shuqair. The impact of motivation on english language learning in the guft states. (kuwait: international journal of higher education.2013) vol 2. No.4

B. Statement of Problems

This research especially focused in the students' motivation in learning English.

Therefore, the problems of this research are mentioned as below:

- 1. What types of motivation in learning English of the students of Rumah Belajar Pandawa?
- 2. What might be the factors of the students' motivation in learning English of the students of Rumah Belajar Pandawa?

C. Objectives of the Study

Considering the research question above, thus this research aims to:

- Find out the type of motivations in learning English of the students of Rumah Belajar Pandawa or not.
- 2. Find out what might be the factors of the students' motivation in learning English of the students of Rumah Belajar Pandawa or not.

D. Scope and Limitation of the Study

The scope of this research is extrinsic and intrinsic motivation of students in Rumah Belajar Pandawa Ngagel Wonokromo Surabaya This research involves two clases as samples that are VII-A dan VII B class in Junior High School. As stated before, the motivation is one of factors that influence students in learning English as foreign language. And the population is students in Rumah Belajar Pandawa Ngagel Wonokromo Surabaya.

This reseach is limited to the learning motivation of the students Rumah Belajar Pandawa Ngagel Wonokromo Surabaya. It focused on speaking activities at students' in learning English. The data for this study is obtained through questionnaire administered to the total number of 54 students. Identifying whether they are intrinsic and extrinsic motivated, we may be able to formulate measures for the improvement of their learning motivation in English language. This is for the purpose of their better language learning success. Their type motivation could be identified at this first point to assist them through their successful path of learning English.

E. The Significances of Study

This research was expected to give contribution to educational area, especially in English teaching and learning. For details, the significances were broken down as below:

- To give information to the stakeholders (e,g, headmaster) of the community in r
- 2. elation to the motivation in learning English.
- 3. To give contribution and information to the English teachers about students' motivation in learning English, so can improve their ways of teaching in order that the students are not bored in learning English

- 4. To give contribution and information to the students about motivation in learning English are suggested to do their activities as well as possible. Thus all of them can increase their achievement through self-activated English language learning.
- 5. To give contribution and information to the parents about his children's motivation in learning English to motivate their children to study hard, especially in learning English because English is very important to their life in the future.
- 6. To give information to the other researcher to continue this research about the student's motivation in learning English.

F. Definition of Key Terms

To avoid misinterpretation in understanding this research, several key terms are clarified as below:

1. Motivations

Harmer stated that motivation is some kind of internal drives that encourage somebody to purpose encourage of action.¹⁷ Motivation is the set of reasons that determiners one to engage in a particular behavior.

Motivation in this research refers to reasons for engaging students in learning English. The reason can be from their intrinsic motivation or extrinsic motivation.

¹⁷ Harmer, J.Practice of English Language Teaching (London and New York. Longman.1991).13

a. Intrinsic motivation

Harmer stated that intrinsic motivation comes from within individual. Person might be motivated by enjoyment of the learning process or desire to make themselves feel better.¹⁸

Here the students are motivated by the intrinsic motivation, they learn English because their internal desire such as they learn English because they are enjoy learn it.

b. Extrinsic motivation

Harmer stated that extrinsic motivation is the result of any number of outside factors, for example, the hope of financial reared or the possibility of future travel. Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in task.

2. Learning English

Pinter stated that the process of learning language has a significant effect on how young learners are able to acquire the foreign language.¹⁹ Meanwhile Johnson (2001:3) stated that in many other contexs in the world, however, when children start learning English, they are not immersed in an

¹⁸ Harmer. *The Practice of English Language Teaching*. Fourth edition. (Malaysia : Longman Pearson Education Limited. 2007).98

¹⁹ Pinter, Annamaria. 2006. *Teaching Young Language Learner*. China: Oxford University Press.

English environment and they are not learning English to make friend or fit into a new school and culture.

