

**MOTIVATIONAL STRATEGIES USED BY THE TEACHER  
OF KINDERGARTEN B STUDENTS IN PELANGI KRISTUS  
TO TEACH ENGLISH AS A FOREIGN LANGUAGE**

**A THESIS**

Presented to Widya Mandala Catholic University Surabaya  
in partial fulfillment of the requirement for  
the Degree of Magister in Teaching English as a Foreign Language

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WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY  
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## APPROVAL SHEET

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This thesis entitled Motivational Strategies Used by the Teacher of Kindergarten B Students in Pelangi Kristus to Teach English As a Foreign Language prepared and submitted by Clorinda Livia Moningka, S.S. (8212710041) has been approved to be examined by the Board of Examiners for Acquiring the Master Degree in Teaching English as a Foreign Language by the following advisor:




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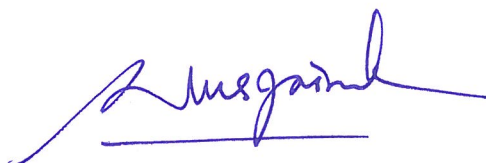


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## **STATEMENT OF AUTHENTICITY**

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, June 15th, 2012

Clorinda Livia Moningka

8212710041

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## ABSTRACT

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**Key words:** motivational strategies and young learners.

As the writer realized that teaching young learners is different from older learners, teachers of young learners should concern some characteristics of young learners. Children like something new and they tend to ask anything they do not know. Children also tend to have a lot of energy to do things, as some theories stated that young children have a lot of physical energy and often need to be physically active, that makes teachers should create a physical activities. They also have a wide range of emotional needs, such as developing self-esteem and confidence in learning.

Besides, as the writer concerned with developing children's self-esteem and confidence in learning, teachers of young learners should be able to possess appropriate teacher behaviours by listening to what children say, showing friendly attitude to the children, giving praise on children's work and performance. It is important to show appropriate teacher behaviours because children see the teacher as a source of motivation. The writer also concerned with children's mood because children are often affected by events at home. Therefore, it is important for teachers to not only encourage them but also create a pleasant and supportive classroom atmosphere, such as by decorating the classroom with posters, funny pictures, etc. Besides, in dealing with young learners, who love playing, teachers of young learners should take responsibility to motivate children by making interesting activities and tasks so that the children enjoy the lesson well.

Further, after observing the teacher of Kindergarten B students in Pelangi Kristus, the writer found out that this teacher could motivate the students in learning English by having a good relationship with the students and varying the activities for them. Those reasons aroused curiosity to conduct a research on motivational strategies used by the teacher of Kindergarten B students in Pelangi Kristus to teach English as a foreign language.

This present research is a case study. This study has the objectives to find out the motivational strategies used by the teacher in teaching English as a foreign language to young learners. More specifically, this study was intended to find out the appropriate behaviours that the teacher possessed, kind of classroom atmosphere created by the teacher, and the interesting activities and tasks that the teacher gave to the young learners. The source of data in this study is from a teacher of Kindergarten B students in one of the private schools in Surabaya, which is called Pelangi Kristus. As this study is qualitative research, the writer herself is the major instrument.

In data analysis, it is found the teacher used mostly the first strategy which is showing appropriate teacher behaviours and it helped the children to raise their motivation. From his behaviour, the teacher showed how he remembered each students' name by calling their name. He also liked to comment on the children's good work. Further, the children could try

their best in doing the workbook and also answer the questions from the teacher because the teacher gave helpful suggestions and encouraged children's effort. Besides, the teacher always used eye contact, gestures, and facial expressions and those strategies made the children feel comfortable with the teacher and enjoyed the lesson. The findings found that the teacher used the same classroom decoration in all the meetings. In fact, the way the teacher set the seating arrangement could make the children enjoy being in the class. Moreover, the teacher was able to create interesting activities, for example by using songs and rhymes and games. He also loved to tell the story for the children and the topic of the story was mostly about a social story, which is a simple story to help the child learn how to handle a particular social event. Those fun activities could raise children's motivation and thus the teacher was successfully created an effective learning process.

In conclusion, the teacher could motivate the children by showing appropriate behaviour to the children. Thus, children felt comfortable with the teacher. The teacher also still could motivate the children by making interesting activities and tasks, such as songs and rhymes, storytelling, and game; even though the classroom has not much decoration, such as posters or funny pictures.