

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language can be used through verbal and non verbal communication. In verbal communication, people mostly use spoken language to interact with each other; they share information to fulfill their need, while in non verbal communication, people use written texts, symbols, or pictures in order to give additional information. Language allows us to make messages accessible to our listeners. Language allows us to ask questions and clarify what is not clear, and it is language that allows us to express our ideas with great precision. Cameron (2001) stated that one of the most important tools parents use to regulate their children's learning is language, in particular, dialogues. Using language, they remind children what they already know, explain how to go about solving problems, and in general support their learning. Later on, children learn to signal when something is not clear or ask questions to clarify a point.

The significance of language has important implications for teacher talk in all classrooms, including of course the foreign or second language classroom (Cameron, L, 2001). In this part, children learn new language forms in meaningful contexts so listening to the teacher is essential both for modeling pronunciation and for providing opportunities for understanding new input from context. Children also can have interaction with the teacher and with each other. Thus,

according to Cameron (2001), teachers will need to scaffold children's early language production in their English classes and how they can encourage children to use language meaningfully with each other.

In the term of motivation, teachers seem to play the central role of creating motivation in the language classroom (Nikolov, 2007). According to Gardner (1985), motivation refers to a combination of factors that is effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Educational psychologists commonly refer to two types of motivation: extrinsic/instrumental and intrinsic/integrative. Extrinsic motivation is the drive to do or learn something for an external reward, such as good school grades. Intrinsic motivation is the drive to do or learn something for its own sake. Nikolov (2007) suggested that a successful way of making language learning more exciting and thus motivating seems, according to this study, to be to make learners more involved and participate in the planning, realisation, and evaluation of teaching and learning in the language classroom.

Further, as it is stated by Brewster, et al. (2007), the primary concern of foreign language teachers is the creation of as many ways as possible of giving their pupils an appetite to learn. In Japan, for example, the aims of primary ELT, as stated by the Ministry of Education, include 'to motivate the learner' and 'to learn English for interest and fun'. The Ministry of Education in Indonesia has the objective 'to motivate children to learn English in interesting and fun ways'. Fortunately, in the case of tends learning English many parents are highly motivated, a feeling which tends to be passed on to their children. However, teachers will have to work hard to nurture feelings of enthusiasm in their pupils

(Brewster, et al. 2007). As Cajkler and Addelman (2000:1) write that teachers 'should not take it for granted that children will arrive in the classroom with a strong positive attitude to foreign language learning'.

In this case, there was a researcher conducting a study about motivation of young learners before. A study of the motivation of young learners in Croatia was carried out by Djigunovic and Vilke (2000). In Croatia L2 learning was introduced in a small-scale project in 1991 with first graders (aged six to seven). The authors' longitudinal study, carried out over eight years, studied these pupils' attitudes in their first year of learning and on three more occasions-after three, six, and eight years of study. This study found out that learners in the first grade liked the activities that had a game element. After three years of learning these pupils still liked the L2 and enjoyed their classes, but by this time they enjoyed not only the game activities but also the classroom activities which they perceived as learning and not just fun. As their motivation was high, these learners continued enjoying their English lesson (Brewster, 2007).

The writer realized that teaching English to young learners is different from older learners. Before directly teaching them the lesson, 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. As Diptoadi, et al. (2009) stated that children are natural learners because they are curious about the world around them. Besides, children 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 it makes teachers should create a physical activities. Children also have a wide range of emotional needs, such as

developing self-esteem in learning, and in order to face this situation, teachers can give positive influence toward the children. Here, by listening to what children have to say, responding to the content of what they say (rather than just the language) and decorating the classroom with displays of work, teachers help to enhance children's self-esteem and contribute towards feelings of success (Read, n.d).

In stead of building children's self-esteem, the writer concerd with building children's confdence as young learners need safety, trust, and acceptance (Diptoadi, et al.2009). In this case, teachers should pay close attention to their attitude, for example the teacher can be an imporatant role model, displaying positive, cheerful behaviour and friendliness at all times (Brewster,et al. 2007). In addition, according to Gower, et al. (2005), there are some attitides that teachers can alter the impression they give in class, such as by smiling, that does not mean teachers have to walk around with a fixed grin, but showing a friendly attitude warms the students to the teachers, by responding to what students say as communication, by getting to know the students, by showing an interest in both the learning and the personal interests of the students, and by showing that you as a teacher enjoying teaching them. Moreover, teachers can provide possitive reinforcement and use plenty of praise when commenting on children' work and performance in English to raise children's confidence in learning (Brewster,et.al. 2007).

The writer also realized that children came to school with different feelings and expressions. As Graham (1994) summarised that one of the most common attributions in school environment is mood. Here, children looked so excited

today but they might even cry in another day. Thus, in order to promote the children's mood, teachers can create a supportive classroom atmosphere by using posters, bulletin board, funny pictures, etc (Brewster, et al. 2007). Teachers also vary such interesting activities in order to raise their enthusiasm. With younger children in particular, activities which are intrinsically motivating and pleasurable, focusing on the here and now, are likely to be more successful than tasks leading to distant outcomes and postponed gratification (Read, 1995).

Besides, children usually love playing. As Brewster, et al. (2007) stated that children enjoy constructive play and games. Moreover, teachers' view on the importance of play depends on a variety of factors, including their views on children learning, the learning culture of the school and the views of parents and management. For some teachers play is seen as providing an important acknowledgement of the importance of imagination and the emotions in promoting intellectual development. Others say that it is important in developing physical and cognitive development, and social competence (Brewster, et al. 2007). Additionally, according to Diptoadi, et al. (2009) children learn by doing and like to have fun in the process.

As the writer is 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 a 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 is 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 this teacher could motivate the students in learning English by having a good relationship with the students and varying the activities for them. As Hughes and Moate (2007) stated that children feel they have opportunities to success in their learning if the teacher provides a sense of security and a warm and encourage classroom atmosphere. Besides, if the students are more motivated and more involved in their learning, it follows that teaching and learning will be a more enjoyable experience both for teachers and students (Brewster, et al., 2007).

Before this study was conducted, other teachers of young learners might have lack of information about how to motivate their students in learning English as a foreign language. Then, it was hoped that this study could get the attention of how important a study of motivational strategies to teach English to young EFL learner is. This study was intended to give benefits for teachers especially those are dealing with young learners. This study was different from the previous and related studies conducted. This present study was conducted with the topic of motivational strategies used by the teacher of Kindergarten B students in Pelangi Kristus to teach English as a foreign language. With this study of motivational strategies, it was expected that this study provided insightful information of

raising students' motivation in learning English as a foreign language, so that teachers of young learners would have enough information and can teach their learners better. It is also hoped that through these motivational strategies, the students have an initiative and motivation in learning English.

1.2 The Statement of the Problems

In line with the background of the study, this study aims to answer the following major problem and the minor ones:

Major question: What motivational strategies are used by the teacher of Kindergarten B students in Pelangi Kristus to teach English as a foreign language?

Minor questions:

1. Which appropriate behaviours did the teacher of young learners possess?
2. What kind of classroom atmosphere did the teacher create?
3. Which interesting activities and tasks did the teacher give to the young learners?

1.3 The Objectives of the Study

Based on the research questions, this study was intended to find out the motivational strategies used by the teacher in teaching English to young EFL 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 teacher gave to the young learners.

1.4 The Significance of the Study

It is hoped that this study gave insightful information especially for teachers of young EFL learners about motivational strategies to teach English to young EFL. In this case, hopefully, the teachers can possess appropriate teacher behavior, create a pleasant and supportive classroom atmosphere, and make interesting activities and tasks for the children.

1.5 The Scope and Limitation of the Study

The writer intended to limit the scope of her study as follows:

- This study was dealing with motivational strategies used by the teacher of Kindergarten B students in Pelangi Kristus. The writer chose this teacher because he has experienced in teaching young learners for more than 5 years.
- In conducting this research, the writer did the classroom observation for a week.

1.6 The Definition of Key Term

For further discussion, it is necessary to define some key terms used in this study:

Motivational Strategies

Motivational strategies are the elaborate and systematic plans of action in promoting the individual's goal-related behaviour so that it can give positive effect to the person's behaviour (Dornyei, 2001).

Teaching

Teaching is not only sharing knowledge to the students but also helping students' development, needs, and characteristics (Diptoadi, et al. 2009).

Young Learners

Young learners are children of five to six years old who enjoy physical activities, have a wide range of emotional needs, emotionally excitable, understand the meaningful messages but cannot analyse language yet, get bored easily, and excellent mimics (Pinter, 2007).

Appropriate Teacher Behaviour

Appropriate teacher behaviour is a positive manner of a teacher's attitude toward the students which is addressed throughout the teacher's commitment to and expectations for the students' learning and relationship with the students; thus it promotes student's confidence and self-esteem (Dornyei, 2001).

A Pleasant and Supportive Classroom Atmosphere

A pleasant and supportive classroom atmosphere is an enjoyable and encouraging environment of the classroom which is made up of a number of different components, such as by creating decoration (posters, bulletin board

displays, funny object, etc.) and setting the seating arrangement; therefore the students can learn more effectively and enjoyably (Dornyei, 2001).

Interesting Activities and Tasks

Interesting activities and tasks is a fun guided teaching and learning activities of specific items of language, skills or knowledge which have a clear goal so that children do not only enjoy the lesson but also stay engaged in their learning (Brewster, et al. 2007).

1.7 Theoretical Framework

The writer uses theory of language teaching toward young learners. First of all, as a teacher of young learners, it is important to concern with the role of motivation in language teaching to young learners (Dornyei, 2001). In this case, teachers take responsibility to develop children' motivation because as Dornyei (2001) stated that teachers act as key figures, or authorities, who affect the motivational quality of the learning process. In term of motivation, it is defined as a desire to achieve a goal, combined with the energy to work towards that goal. According to Nunan (2011), there are two types of motivation: Extrinsic motivation is the drive to do or learn something for an external reward, such as good school grades. Intrinsic motivation is the drive to do or learn something for it's own sake (Nunan, 2011). Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in second language learning. (Oxford & Shearin, 1994).

Further, according to Dornyei (2001), there are some motivational strategies used in language teaching to young learners. First strategy is showing appropriate teacher behaviours which dealt with positive manner of a teacher's attitude toward the students which addressed throughout the teacher's commitment to and expectations for the students' learning and relationship with the students; thus it promotes student's confidence and self-esteem (Dornyei, 2001). Second is a creating a pleasant and supportive classroom atmosphere which dealt with how teachers can create enjoyable and encouragement environment of the classroom by creating decoration (posters, bulleting board displays, funny object, etc.) and setting the seating arrangement; therefore the students can learn more effectively and enjoyably (Dornyei, 2001). The third strategy is making interesting activities and tasks which dealt with how teachers making a fun guided teaching and learning of specific items of language, skills or knowledge which heva a clear goal so that the children are not only enjoy the lesson but also stay engaged in their learning (Brewster,et al. 2007).

1.8 The Organization of the Study

This proposal consists of five chapters. Chapter I deals with the background of the study, the statements of the problems, the objectives of the study, the significances of the study, the scope and limitation of the study, the definition of key terms, theoretical framework, and the organization of the proposal. Chapter II presents review of related literature. Then, it continues to the chapter III which describes the research method. Chapter IV consists of data analysis, findings, and

discussion. Chapter V includes summary of the thesis, conclusion, and suggestions.