CHAPTER I
INTRODUCTION

This chapter introduces the present study. It provides background of the study, research questions, aims of the study, significance of study, scope of study, clarification of terms, and organization of the paper.

1.1 Background

Nowadays, in line with the more massive development of information, more Indonesian people think that English is an important capability to achieve. For certain reasons, many Indonesian parents, mostly those living in the big cities, encourage their children to learn English, even since they are at the early age. It can be understood that they are motivated by the assumption that acquiring English will help their children in the future.

Considering the same assumption, elementary schools provide English for their students, although the new national curriculum does not cover it as the main subjects to teach. Elementary schools, both private and state's, offer their best English programs. One of the ways is by providing classrooms with suited environment to children's characteristics. Also, teaching techniques are created in such a way to accommodate appropriate learning activities.

Teaching young learners is a challenging activity. That is why, it becomes a common problem faced by most of the young-learners teachers in Indonesia. It is because young learners have unique characteristics. Young learners have their own ways in learning English. When adults feel comfortable in the classroom with

competition and isolation (studying part by part of language components, e.g. Grammar, reading, writing, etc.), young learners do another way. They feel better to learn English in a social context with the integrated language components. In addition, young learners preferably like cooperative situation rather than competitive atmosphere, like in the adults' class. Another challenge is it is difficult to get their attention and keep it for an extended period of time. However, there are a few things to keep in mind that will make teaching young students easier.

In the process of improving the students' learning motivation, it can be found that they are likely to face some problems and barriers hindering their motivation to learn. The source of problems and barriers can be internal factors, which means that the problems come from the students themselves, and external, which can be from their environments.

Learning English is vital skills that will help children achieve their full potential in the future. The sooner they start learning, the better — with the right methods — children can learn English quickly, effectively and joyfully. Once they have this initial grasp of English in primary school, they will have a strong foundation which will be an advantage in their previous studies.

The relationship between teaching and learning is dynamic. It requires two ways of transmission of knowledge to achieve a successful result. Successful learning is supported by many factors, one of them is the feedback provided by teachers in the classroom. However, teachers are required to provide effective feedback in the classroom in order to make learning successful. Ineffective feedback may lead students to confusion. It may also discourage students and

decrease their motivation and self-esteem.

Feedback comes in many different forms, such as verbal and non-verbal. People frequently talk about "giving" and "receiving" feedback. Feedback is not always the one comes from the side of the teacher as the knower to judge and evaluate the students' performance or achievement. A good feedback may be in form of the ping-pong model, which allows a discussion or communication between the "giver" and "receiver". There is a description of the performance of the "receiver" in this kind of feedback. Description, unlikely evaluation, allows a further reflection of the performance or achievement to explore. Effective feedback can increase students' motivation, such as by giving reward.

Students need stimulation to create their willing and motivation to be involved in the activity. While, today, many teachers still use conventional methods to teach English, such as a grammar translated method which does not involve students to learn English joyfully. In teaching, an interesting method is one of the ways to motivate students, especially young learners to be involved to learn English.

Teachers of young learners need to spend time understanding how their students think and operate. They need to be able to pick up on their students' current interests so that they can use them to motivate the children.

Most educators agree that children need to be in a supportive, and friendly environment. But recent research indicates that some teachers' attempts to create such environments by using reward may actually be counterproductive. Using a reward system can not only motivate the students to learn English and do their

homework, but can also work wonderful, when it comes to improving classroom behavior. Children may be self-motivated, motivated by the teacher, by their classmates, or by the activities and environment around them. Different children are motivated by different things. Teachers need to try to keep all children motivated throughout the lesson. The best way to do this is by using a variety of activities and strategies. The reward system is a strategy to make learning more meaningful and memorable.

The use of reward aims to enable students to get the lesson and enjoyable classroom activity to encourage students' motivation and interest. The rewards are expected to help the teacher in teaching learning English. The use of reward is suitable to the characteristic of elementary students who have high curiousity.

Some issues discussed above are the background of the researcher's interest in teaching-learning to young learners, and based on it, the researcher will investigate how rewards are used to motivate young learners; therefore this study is entitled "The use of reward to motivate young learners in learning English".

2. The scope of the research

This study will focus only on the use of rewards in motivating young learners in learning English. The subjects of this study are an EFL teacher and 30 students of fifth graders of *SDN Panyileukan 1*, Bandung.

3. Research questions

The problems to be discussed in this research will be summarized in the following research questions:

1. How do the students respond when getting the rewards?

2. What kinds of rewards are used by teachers in teaching young learners?

4. Aims of the study

Given the research questions, this study is aimed at the following matters:

1. To find out students' responses when getting the rewards.

2. To find out the kinds of reward that teacher gives to young learners during the teaching-learning process.

5. Significance of the study

The rewards can increase not only performance, but also a student's intrinsic motivation when used properly (Cameron, 2001). In line with Cameron theory, rewards were chosen in motivating young learners in learning English. Besides, based on the researcher experience, teaching young learners is not easy. The students need to be in supportive and friendly environments. The teacher attempts to create such friendly environment through rewards. Using a reward system can not only motivate students to learn English and do their homework, but can also work wonderful, when it comes to improve classroom behavior.

The findings of the study are expected to contribute theoretically and

practically to the improvement of teaching and learning process. In addition, the findings can give teachers some valuable inputs and references to develop their teaching performances in the classroom. Moreover, the result of the study can provide valuable information for English teachers, especially for the teachers at the school which is investigated.

This study is also important for the students. It is expected that the students can more actively participate, not anxious to speak English, brave in answering teachers' questions, and they are able to communicate in English well. Furthermore, the study can give contribution for the other researchers as their references in conducting further researchs.

6. Clarification of Terms

To avoid misunderstanding and ambiguity, some terms used in the study are clarified as follows:

1. Reward

According to Tracey (1999), reward means the positive thing that somebody has done well. Reward of this study is something given by teachers to children when they are active in the classroom activity. The kinds of rewards are tangible or intangible. Tangible rewards are concrete and touchable. The Examples are trophies, plaques, certificates, or item selected. Whereas, intangible rewards include social approval in the forms of praise, smiles, nods, and pats on the back.

2. Motivation

Huitt (2001) defines motivation as an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction. In this study, motivation means a student with a strong desire and willingness to do the task given, to answer teacher's questions, to learn and practice English, and the last to be more active in the classroom activity.

3. Young learners

Young learners are defined here as children from the first year of formal schooling (five or six years old) to eleven or twelve years of ages (Sarah Philips, 1993:5). In addition, young learners of this study are the fifth graders of elementary school whose age range is from ten to eleven years old. They are the major respondents of this study.

7. Organization of The Paper

The organization of this paper is started with **Chapter I**, Introduction. This chapter introduces the problem discussed in this paper. It consists of background of the study, a statement of the problem, the aims of the study, significance of study, the scope of the study, methodology, clarification of terms, and organization of the paper. **Chapter II** is Theoretical Foundation which explains related theories and literature. The third is **Chapter III**, Methodology, explains the methodology or research design used by the researcher. **Chapter IV**, is Findings and Discussion, which explains the findings of the study and the discussion. And the last is **Chapter V**, Conclusion and Suggestions. The

conclusion of the study is described in this chapter. It also contains some

suggestions that are fully hoping to assist anyone deals with this study.