CHAPTER 1
INTRODUCTION

This chapter presents an overview of this study. This chapter contains the background, research questions, purposes of the research, scope of the research, significance of research, research methodology in brief. The clarification of terms is also included to avoid some misunderstandings, and at the end, the structure of the paper is presented.

1.1 Background

Some people believe that learning English is a vital skill that will help children achieve their full potential in the future. For certain reasons, many Indonesian parents encourage their children to learn English, even since they are at the early age.

During teaching practicum (PPL) conducted in one of Junior High Schools in Bandung, most of the students seemed to be less motivated intrinsically. Most of them thought English as a difficult subject and they always feel fearful when learning English. They did not follow the lesson well, especially when the teacher explained about the grammar, they found it difficult to remember the vocabularies, and they were discouraged to speak. Thus, they had no interest in learning and had quite low motivation in learning English.

In the case of less motivated intrinsically, the students may be more extrinsically motivated. The researcher tried to give extrinsic motivation, where rewards strategies became one of the alternatives to motivate the students. This is in line with Good & Brophy(2008) stated that if school activities are inherently boring and unrewarding, the teacher must rely on extrinsic rewards with a view to forcing students to engage these unpleasant tasks.
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 Junior High School students who have big curiosity.

Besides that, an English teacher in Junior High School that PPL program was conducted believes that in teaching young learner, teacher should have many interesting method to motivate their students to learn English in the classroom. In the process of improving the students’ learning motivation, some teachers in Junior High School said that they face some problems to improving their students’ motivation to learn English and the source problems and barriers can be internal factors, which means that the problems come from the students themselves, and the external factor which can be from their environments. Most educators agree that children need to be in a supportive and friendly environment and the said that some teachers should create such environments by using reward may actually be counterproductive. Using a reward system, not only motivate the students to learn English and do their homework well, but also work wonderful and improving children’s behavior in the classroom. In fact, 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.

In learning a language, students need stimulation to create their willing and motivation to be involved in the activity. Some students need motivation to speak or to read something because they often feel fearful when their teacher ask them to read a text or answer the question. Because of those problems, teachers should give rewards to motivate their students in learning English. These rewards used to decrease student’s fear in answering the question or reading the text. This reward is effective for some students, but sometimes it is not effective for another
students, they feel unmotivated. It is because children can be categorized as intrinsically or extrinsically motivated (Davies, Leah. 2014 as cited in www.kellybear.com). Children who are motivated intrinsically exhibit a desire to learn. Usually they pursue a subject for the pleasure of learning or for a feeling of accomplishment. Intrinsically motivated students tend to prefer challenging tasks and to understand information in depth. They are more likely to choose projects that demand greater effort than extrinsically motivated children who usually work to receive some reward or to avoid a penalty. Extrinsically motivated students tend to gravitate toward easier tasks and are inclined to put forth the minimal amount of effort for the maximum reward. Even though children who enter school are often inclined to be either intrinsically or extrinsically motivated, a worthwhile goal for educators is to foster intrinsic motivation in children.

The term “motivation” is frequently used by the teachers to describe the success or failure of the learners (Dornyei, 2001). It is also applied for language teachers who teach foreign or second language. Many aspects can determine the success or the failure in learning the language. Gardner (1960) found two factors that were equally related to second-language achievement. The first is an intellectual or aptitude factor, and the second is a motivational factor. Gardner (1985) and Scarcella & Oxford (1992) as cited in Lucas (2010, p.3) also stated that “Motivation is an important factor in learning a second and foreign language”.

Many teachers believe that student motivation can be “jump started” by providing tangible rewards such as stickers, candy or prizes. They assert that reinforcing appropriate behaviors can have positive results since children tend to continue or repeat an action that is rewarded. They state that some parents do not encourage their children to do their best at school and hence the students are indifferent to learning. These teachers insist that tangible rewards can help these students develop a reason to apply themselves. They state that through the use of rewards children learn to listen, to complete work, and to behave appropriately.
Ryan & Deci (2000), who discovered the self-determination theory, classified the motivation into intrinsic and extrinsic motivation. The students are motivated intrinsically when they do something because they are interested in doing it. On the other hand, they are motivated extrinsically when they do something based on some separable consequences such as rewards. Having an intrinsic motivation, the students are able to keep their interest in learning in a long term. However, not everyone is intrinsically motivated in any particular tasks, so that extrinsic motivation has an important role in motivating the students in learning language.

Extrinsic motivation, such as rewards, may enhance intrinsic motivation (Cameron & Pierce, 1984, stated in Dev, 1997). However, it also may undermine intrinsic motivation (Deci, Koestner & Ryan, 1999). It depends on how the teacher delivers the implementation of extrinsic motivation. Skinner, as cited in Cameron (2001), who identified different types of reinforces, explained that positive reinforces (rewards) are consequences that increase the probability of a given behavior they made contingent on.

Some issues discussed above are the background of the researcher’s interest in teaching-learning to young learners. Therefore, this research was conducted to find out how rewards implemented in English classroom learning activities toward students’ motivation improvement in Junior High School level. This study focused on what kinds of rewards that the teacher used and what responses that the students gave to rewards strategies that were implemented by the teacher.

1.2 Statement of Problems and Research Questions

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

1. What kinds of rewards are used by the teacher to motivate young learner in the classroom?
2. How do the students respond to the teacher’s rewards?

1.3 Purposes of the Research

Given the research questions, this study is aimed:

1. To find out the kinds of rewards that teacher gives to young learners during the teaching learning process.

2. To find out students’ responses when getting the rewards.

1.4 The Scope of the Study

This study will focus on the use of rewards to motivate young learners in learning English. The subjects of this study are an EFL teacher and about 36 students of seventh graders of SMP Negeri 3 Cilegon.

1.5 Significance of Research

This study is conducted to contribute theoretically and practically to the improvement of teaching and learning process. Furthermore, this study can give teachers some valuable inputs and references to develop their teaching performance in the classroom. In addition, this study tries to help the teacher who need more information about the reward that is suitable for young learners. Moreover, this 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 teacher’s questions, and they are able to communicate in English well.

1.7 Clarification of Terms

To avoid misunderstanding and ambiguity, some terms used in this study are clarified as follows.
1. Reward

According to Deci, Kostner & Ryan (2000) rewards in this research means some kinds of incentives that are given to the students for certain positive behavior as the teacher’s appreciation. Rewards in this study refers to the gift or present that the teacher give to the students during the lesson. The rewards include foods, star, candies, and pen. Teacher will give a reward to students who can answer the question correctly and to students who dis a great performance in the classroom such as read and translated the sentence well.

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 behaviour and give 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 is to be more active in the classroom activity.

3. Young Learners

There are various classifications in the age group of young learners. Pinter (2008) classifies children from five to fourteen years old as young learners. Whereas, Philips (2008) states that young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years old. In this study, the ages of students as the participants are about twelve or thirteen years old. The young learner in this study means the first grade of Junior High School students in Cilegon.
1.7 Organization of the Paper

Chapter I : Introduction

This paper consist of the explanation about the background, research questions, purposes of the research, scope of the research, significance of the research, clarification of terms, research methodology, and research methodology.

Chapter II : Review of Related Literature

This chapter explains foundation of theories related to the research. It provides theories that support this paper. There are definitions of translation, aims of translation, process of translation, procedures of translation, criteria of a good translation, the methods and strategies of translating, and the narrative text.

Chapter III : Methodology

This chapter discusses the methodology of the study related to the research question as mentioned in the chapter one. It contains description about the research methodology, the instruments used to gain the data, the data collection, the data analysis, and the procedures of the study.

Chapter IV : Analysis and Discussion

This chapter contains the analysis of the research, findings, and discussion.

Chapter V : Conclusions and Suggestions

This chapter contains the conclusion and the interpretation of this research. And there is also reference that contains the sources which are used and taken for the research and Appendix.