

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the introduction of the study. This part consists of the background of the study, research questions, research objectives, scope and limitation of the research, the significance of the research, and the definition of the key terms.

1.1 Background of the Study

Teaching English to young learners is different from teaching it to adult learners. Young learners like creative lessons, because they tend to be more active than adult learners. They also need more attention from their teacher during lessons. Meanwhile, adult learners are more disciplined and can be independent when taught. In teaching English, especially to young learners, there are bound to be problems faced by teachers, one of which is learners' motivation. Motivation is the encouragement or desire of students to do something, either consciously or unconsciously. According to Saefurrohman (2004), motivation is a driving force within students that grows during the learning process. Motivation is very important for students. The existence of motivation will help students' enthusiasm when learning. If students do not have motivation within themselves, they will not be enthusiastic about learning, they will also have difficulty carrying out learning activities.

In Indonesia, the English subject at the Elementary School level was abolished by the Ministry of Education and Culture in the 2013-2014 school year. The purpose of removing this subject is for Elementary School students

to improve their Indonesian language skills first. English is a lesson that is easy to understand and if it is taught from an early age it will have a big influence on the process of mastering Indonesian. Therefore, it would be better if it is taught from an early age because at their age their memory is very sharp. Another benefit of English being taught in Elementary School is that if they have entered the Junior High School level they will not be confused with English lessons. The reason is that they already have basic English provisions which they learn in Elementary School. If English subjects are not available at the Elementary School level, students will have difficulty learning English when they are in Junior High School, because they do not yet have basic English material when they are in Elementary School.

In learning English, teachers play an important role in building student learning motivation. Teachers must do some ways or strategies in building motivation for their students. There are many ways that teachers can do to increase student motivation, especially for young learners. There are several ways that teachers can do to motivate young learners, such as giving praise or small gifts to them, conveying motivation directly to them, using appropriate learning methods when teaching, making the most of learning media, etc.

In carrying out the mission of motivating students, teachers experience some of the problems they face during the motivating process. Especially motivating young learners whose characteristics are easily bored in learning, also sometimes difficult when spoken to seriously. Problems will surely arise later. Some of the problems faced by teachers when motivating

young learners and how teachers solve these problems will be examined by the researcher.

Ulfa (2018) said that some of the efforts made by the teacher in building student motivation were categorized into four parts. The first part is to create basic motivational conditions, including a supportive and pleasant atmosphere, cohesive groups of students, and appropriateness of teacher behavior. The second part is to generate initial motivation, this includes increasing students' success expectations, and L2 integrative values, increasing learners' goal orientation, and making teaching materials appropriate or relevant to students. The third part is protecting and maintaining motivation, including making lessons fun for students, increasing student self-confidence, protecting student self-esteem, and promoting cooperation between students. The last part is encouraging positive retrospective self-evaluation.

Apriliani (2020) also said that the strategies that teachers can use to motivate students are to give them praise, give suggestions, give them subtle ridicule, and tell stories about idols. Furthermore, Utama (2020) says that one way that can be done by teachers in increasing student motivation is the application of thematic learning. By implementing thematic learning, students will pay more attention to learning and increase student learning motivation, thus thematic learning can be a guide for students in growing their motivation.

In this study, the researcher chose the MIN 9 Nganjuk school as the research location. The reason the researcher chose this school was because

MIN 9 Nganjuk was one of the State Islamic-based schools in Pacewetan village, and was also the school with the most students in the village. The reason the school is in great demand is that the school is famous for its Islam. Not only that, the researcher chose that school because it is also an elementary school that still applies English lessons. Researcher have surveyed several elementary schools, some elementary schools have not implemented English lessons in their schools. Even though MIN 9 Nganjuk still apply English lessons, some of their students are not motivated to learn English. Other problems were also found there, the problem is that some students have low motivation in learning English, they are not enthusiastic when learning English, and therefore their English skills are also low. From these problems, the researcher will try to examine the implementation and problems faced by teachers in motivating their students. For that, the researcher made a statement *“The Implementation of Teacher’s Problems in Motivating Young Learners in Learning English”*

1.2 Research Questions

Based on the background of the study above, the research question is as follows:

1. How is the teacher's implementation strategy in motivating young students in learning English?
2. What are the teacher’s problems in motivating young learners in learning English?
3. How to solve the problems faced by the teacher in motivating young learners in learning English?

1.3 Research Objectives

Based on the statement of the problem above, this study aims to:

1. To find out what the teacher implements strategy in motivating young learners in learning English
2. To find out the teacher's problems in motivating young learners in learning English.
3. To find out how teacher solves problems in motivating young learners in learning English.

1.4 Scope and Limitation of the Research

To avoid general discussion, the scope should be limited. This is intended to be more focused and easier to learn. Here, this study tries to find out the implementation and problems in motivating young learners in learning English and also how to solve these problems in motivating young learners at MIN 9 Nganjuk. The researcher will interview one teacher who is there and observe the learning process in classes 2 and 5 at MIN 9 Nganjuk. The researcher chose MIN 9 Nganjuk because MIN 9 Nganjuk was one of the State Islamic-based schools in Pacewetan village, and was also the school with the most students in the village. The reason the school is in great demand is that the school is famous for its Islam. Not only that, the researcher chose that school because it is also an elementary school that still applies English lessons. The limitations of this study are very important because it will avoid reader misunderstanding.

1.5 The Significance of the Research

This research is hoping to be useful for the researcher who can still be regarded as novice researcher. The results of this study are expected to be useful for English teachers at MIN 9 Nganjuk, as well as teachers in general as a reference to motivate young learners in learning English.

1.6 The Definition of the Key Term

Some definitions of the important concepts used in this study are offered for clarity.

1.6.1 Motivate

Motivation is the encouragement or desire of students to do something, both consciously and unconsciously. According to Saefurrohman (2004), motivation is a driving force within students that grows during the learning process.

1.6.2 Young Learners

Young learners are students who are usually 6-12 years old. Hidayati (2009) said that young learners are children up to the age of six who have not started compulsory education and have not read.

1.6.3 The Implementation in Motivating

Implementation in motivating is something that is thought and designed by the teacher to motivate their students. Fixsen et al., (2005) said that implementation is a specific set of activities designed to be incorporated into practice an activity or a program whose dimensions are known.

1.6.4 The Problems in Motivating

Problems in motivating are challenges that occur during the teacher when motivated young learners. According to Anisa (2022), problems are challenges or difficulties faced by teachers in the learning process.

1.6.5 Learning English

Learning is a change in students based on their experiences during the learning process. According to Syamsudin (1996), learning is the process of changing a person's behavior based on certain practices or experiences experienced. Meanwhile, English is an international language that is used for everyone's communication. Thus, learning English is learning English whose goal is to be able to master skills and be able to communicate with other people both domestically and abroad easily.