

CHAPTER I

INTRODUCTION

A. Background

Motivation is an important factor that has a positive influence on any learning process, including language learning. As stated by Bradford in Nichols (2014), “Motivation is one of the most influential factors in producing successful acquisition” (p. 5). Moreover, Harmer (2007) argues, “Motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation, we will almost certainly fail to make the necessary effort” (p. 98). Motivation holds an important role in learning process because it pushes learners to do learning activities. Without motivation, the learners will not make any efforts to learn.

Young learners are the learners who are curious, active and enthusiastic to learn, and they like playing. Moon (2006) argues, “Children are naturally curious and active” (p. 7). Cameron (2001) assumes, “Children are often more enthusiastic and lively as learners” (p. 1). Moreover, Scott and Ytreberg (1990) state, “Young children love to play, and learn best when they are enjoying themselves” (p. 3). Thus, teachers should find the appropriate teaching strategies with young learners’ characteristics to support their learning process.

Based on the information obtained from a teacher at one of the elementary schools in Tasikmalaya, the learners had good motivation in learning English. This was seen from their enthusiasm in joining the learning

process. This happened because the teacher was fun, such as smiling, making a joke, giving a game and singing, so that the learners were happy in joining the learning process. Moreover, the teacher often gave a reward for those who could answer the teacher's question or do the teacher's command at the end of learning. For example, the learners were allowed to go out of the classroom if they could memorize a list of words given by the teacher. Based on this phenomenon, the researcher is interested in finding a wider range of factors that motivate young learners to learn English.

The present study is inspired by the previous study conducted by Long, Ming & Chen (2013) entitled, "The Study of Student Motivation on English Learning in Junior Middle School: A Case Study of No. 5 Middle School in Gejiu." They found that the students needed motivation to help them learn English, and they should establish the right goal to enhance them in learning English well. The differences between the previous study and the present study are in the research subject and method. The previous study investigated teenage/adolescent learners' motivation in learning English at a junior middle school using a case study method, while the present study investigates young learners' motivation in learning English at an elementary school using a survey research method.

B. Formulation of the Problem

Based on the previous explanation, the problem of this research is formulated as follows, "What factors motivate young learners to learn English?"

C. Aim of the Research

The research aims at investigating the factors motivating young learners to learn English.

D. Operational Definitions

To avoid the different perception, the terms related to the topic of this research are explained, as follows:

1. Young Learners' Motivation : It is the elementary school or 5 – 12-year-old learners' effort, desire, and positive attitude on learning English. The data are obtained from the results of questionnaire.
2. Learning English : It is the process of acquiring English as a foreign language.

E. Uses of the Research

This research is expected to provide the following benefits:

1. Theoretical Use

This research can be used as the additional knowledge for the readers about young learners' motivation in learning English.

2. Practical Use

This research is expected to be useful for the English teachers to provide the source of information and theories of young learners' motivation in learning English.

CHAPTER II

LITERATURE REVIEW

A. Young Learners and Their Characteristics

Young learners are the students who are five until twelve years old. Linse (2005) argues, “Young learners are defined as children between the ages of 5-12” (p. 2). Moreover, Cameron (2001) states, “Young children are those between five and twelve years of age” (p. xi). It is obvious that young learners are those between 5-12 years of age. In other words, young learners are those who are studying at elementary school.

Young learners have different characteristics from adult learners. According to Ur (2009), “Teachers commonly notice that they cannot get children to concentrate on certain learning activities as long as they can get adults to do so. Children will spend hours absorbed in activities that really interest them” (p. 288). It means, young learners’ attention on learning activities is more limited than adult learners, so that interesting activities are needed to attract their attention.

Young learners generally have very short attention and concentration on learning. It is in line with Scott and Ytreberg (1990) that assume, “Young language learners have a very short attention and concentration span” (p. 2). Moreover, they like playing. As stated by Scott and Ytreberg (1990), “Young children love to play, and learn best when they are enjoying themselves” (p. 3). In addition, Cameron (2001) states, “Children are often more enthusiastic and lively as learners. However, they also lose interest more quickly” (p. 1). In

other words, young learners have short attention and concentration, like playing, and get bored easily. Therefore, teachers should make the teaching learning process more fun for them, such as by using flash cards, games, and songs.

The further explanation about the characteristics of young learners are explained by Harmer (2007), as follows:

Young children learn differently from older children, adolescents and adults in the following ways:

1. They respond to meaning even if they do not understand individual words.
2. They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
3. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
4. They generally display an enthusiasm for learning and a curiosity about the world around them.
5. They have a need for individual attention and approval from the teacher.
6. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

7. They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so. (p. 82)

Based on the description above, it can be concluded that young learners learn from everything around them. They are more concerned about themselves than others. Their understanding comes not just from explanation, but also from what they see, hear, and touch. They are very enthusiastic and curious about the world around them. They have a need for individual attention and approval from the teacher. They have a limited attention, and they easily get bored.

B. Motivation in Learning English

Success or failure in achieving a goal will depend on the motivation. According to Brown (2000), "Motivation is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated" (p. 160). Moreover, Williams and Burden as quoted by Harmer (2007) say, "Motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal" (p. 98). It means, motivation is cognitive arousal that causes someone to act that leads to the success or failure as a result from his effort. Motivation is a determinant factor for someone to do something which will direct his attitude toward his goal.

In addition, Gardner (1985) assumes,

Motivation is a term which is often used with respect to second language learning as a simple explanation of achievement, as in the statement, if the students are motivated to learn the language, they will, such use of the term has little value. However, since it says nothing whatsoever about the language learning process, the concept of motivation, or the reason for any association between the two. (p. 10)

It means that if motivation is correlated with the second language, the indicator that someone is motivated is based on his achievement.

The higher someone's motivation is, the better his achievement will be. Someone with full motivation will be enthusiastic to learn the second language. As a result, he will get better achievement than the others with less motivation. Long, Ming, & Chen (2013) state,

Motivation has been considered as one of the important factors influencing the success of second language learning. About its definition, different scholars hold different ideas, from different perspectives. Motivation is the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language. This definition includes three components: (1) effort expended to reach the goal; (2) desire to achieve the goal; (3) favorable attitude towards learning language. (p. 137)

In addition, Eggen & Kauchak as quoted by Long, Ming, & Chen (2013) say, “Motivation is a force that energizes, sustains, and directs behavior toward a goal” (p. 137). It means, motivation has at least three elements supporting one another; they are desire, effort, and favorable attitude. These elements support one another to achieve the goal. There is no effort without desire, and there is no favorable attitude toward learning language without desire and effort to achieve the goal. Effort is mobilizing all capabilities to support someone’s achievement and goal.

From the explanations, it can be concluded that motivation is psychological desire which directs someone to do something. It can come from internal or external factors, and it can be determined by several elements of motivation, including effort, desire and favorable attitude toward a goal. It can become a supporting factor for someone to do something in every field of live, especially in learning process.

There are several kinds of motivation stated by experts. Dornyei (2004) divides motivation into two categories: intrinsic and extrinsic motivation.

One of the most general and well known distinctions in motivation theories is that between intrinsic and extrinsic motivation. Extrinsically motivated behaviours are the ones that the individual performs to receive some extrinsic reward (good grades) or to avoid punishment. With intrinsically motivated behaviours the rewards are internal (the joy of doing a particular activity or satisfying one’s curiosity). (p. 275)

It means that extrinsic motivation comes from outside factors that cause someone to do something. These factors can be in the form of reward or punishment. It is a strategic and effective approach that causes someone to do something. Meanwhile, intrinsic motivation comes from internal or personal.

To make it clear, the explanation about intrinsic and extrinsic motivation will be presented, as follows:

1. Intrinsic Motivation

Intrinsic motivation is an inner factor driving someone to do something. According to Ryan & Deci (2000),

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence.

When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. (p. 56)

Meanwhile, Dornyei in Babae (2012) states,

Intrinsic motivation is about an action that is done for its own sake to experience satisfaction. The main point of intrinsic motivation is personal motivation without outside support causing someone to do something. Someone will prioritize experience satisfaction than any kind of reward or external benefits. (p. 2)

It means, intrinsic motivation just comes from inside factor like personal satisfaction and personal hobby. Someone with intrinsic motivation will enjoy the process in doing something.

2. Extrinsic Motivation

Not only intrinsic motivation needed in achieving the goal but also the extrinsic one “Extrinsic motivation is characterized as the motivation to engage in an activity as a means to an end” (Paul, et al. cited in Long, Ming, & Chen, 2013, p. 138). An extrinsically motivated student performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. It means that someone with extrinsic motivation is influenced more by outside factors, and even they cannot enjoy the process in a activity. The main point for them is about the outcome. They always prioritize the reward than enjoying the process itself. The outcome may be in the form of reward, career, incentive, popularity, etc.

Ryan & Deci (2000) state, “Extrinsic motivation refers to doing something because it leads to a separable outcome” (p. 55). The main points, reward and punishment, are two instruments causing someone with extrinsic motivation to conduct an activity. They must be continuously supported by some benefits and horrified by some sanctions.

C. Study of the Relevant Research

This research is inspired by the previous study conducted by Long, Ming & Chen (2013) entitled, “The Study of Student Motivation on English

Learning in Junior Middle School: A Case Study of No. 5 Middle School in Gejiu.” They found that students needed motivation to help them learn English, and they should establish the right goal to enhance them in learning English well.

The relevance between the previous study and the present study is the analysis of students’ motivation in learning English. The difference is in the research subject and method. The previous study investigated teenage/adolescent learners’ motivation in learning English at a junior middle school using a case study method, while the present study investigates young learners’ motivation in learning English at an elementary school using a survey research method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Survey was used as a research design in this study. Creswell (2012) stated, “Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population” (p. 376). Meanwhile, Widodo (2013) assumed, “Survey attempts to examine as much information as possible qualitatively though the data can be descriptively quantified” (p. 15). Moreover, the type of survey used in this study was a cross-sectional survey design because the survey was only done at one point in time. As stated by Creswell (2012), “In a cross-sectional survey design, the researcher collects data at one point in time” (p. 377). In this study, the cross-sectional survey design was used to find out the factors motivating young learners to learn English.

B. Research Setting and Participants

This research was conducted at one of the elementary schools in Tasikmalaya in December 2018. The participants of this research were 28 students at the fourth grade (9-10 years old), 30 students at the fifth grade (10-11 years old), and 36 students at the sixth grade (11-12 years old). So, the total numbers of participants were 94 students. They learn English once a week with three hours of instruction per a week (35 minutes per an hour).

C. Data Collection

The data were collected through questionnaire. The type of questionnaire was a closed questionnaire. Lowe (2007) explained, “A closed question can usually be answered fairly quickly and usually generate one-word responses” (p. 45). The number of questions was 12 questions using the Gutmann scale with two options (Yes and No). This questionnaire was used to get the data about the factors motivating the students in learning English.

D. Data Analysis

In analysing the data, the researcher used descriptive statistics. Lodico, Spaulding & Voegtle (2010) stated, “A major goal in data analysis is to organize and summarize the data using descriptive statistics” (p. 219). The basic descriptive statistics used in this study was percentage. The percentage was used to know the percentage of students who answered ‘Yes’ and ‘No’ in each item. Then, the results were presented in a frequency distribution table in order to see the data clearer visually. Afterwards, the data in table were described, interpreted, and concluded.