**CHAPTER I**

**INTRODUCTION**

This chapter presents the background of the research, problems of the research, purpose of the research, significance of the research, scope and limitation of the research and definition of key term.

1. Background of the Research

Education is important aspect in our life. It is important because by conducting education learners know everything through teaching and learning process and can be the best human resources. The education organization does effort to give benefit sciences to improve learners (the students) skill and ability. This statement is accordance with the purpose of National Education which included on UURI No. 20/2003 about National Education System.

*Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradapan bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab* (UURI No.20/2003, SISDIKNAS, 2006: 76).

From the statement above, it can be concluded that the education is very important aspect in our life. National education has real function to increase learner’s intelligence. To increase learners intelligence the teacher uses language to communicate and to transfer knowledge.

Language is signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication. Finocchiaro states that language is a system of arbitrary vocal symbol which permits all of people in given culture, or other people who have learned the system of that culture to communicate or to interact. Meanwhile according to Sapir, language is a purely human and non instinctive method of communicating ideas, emotions and desire by means of system voluntarily produced symbols (Sociolinguistic, 2007: 2).

The definition above gives understanding that language is quite significant for people as a means of communication. People need language to express their ideas, to interact, to communicate and also to receive message from other people. The teacher uses language to communicate, to transfer knowledge in the classroom and to interact with the students and members of school.

According to Saukah (1984: 34), teacher is a highly respected member of society who has a fine command of language and a thorough knowledge of his subject. In other words, as a good teacher must be enthusiasm for learning carries over to students. The teacher must be willing to spend many hours at home and school. At home the teacher must plan his lesson and correct student’s answer sheet. Meanwhile at school the teacher must handle classroom routines, create fun situation and stimulate students to be active and enthusiasm on teaching learning process.

 Based on UURI No. 14/2005 about teacher and lecturer (2006: 8-9),

 “*Teacher must have academic qualification, competence, educator certificate, sound of body and mind and has ability to realize purpose of national education. Academic qualification is getting from title of degree similar to the Bachelor’s, educator certificate is giving to the teacher if he or she has best quality on education and teacher competence consist of pedagogic, personality, sociality and professional”.*

Based on the explanation above it can be concluded that as a teacher must have academic qualification, competence, educator certificate, sound of body and mind to realize purpose of education.

All of elements above are important aspects for teachers to make them become more professional on teaching learning process. It will keep them easier on transferring knowledge, teaching, directing, practicing, scoring and evaluating for students.

According to Sardiman (2007: 2), teaching constitutes process to guide students in their life to expand student ability that determine with developmental task. From the statement above, the researcher concludes that teacher needs to guide and transfer benefit sciences for students. As a teacher must have responsibility on teaching learning process. Besides that, teacher must realize that every day, he or she faces students who are getting on developmental period that have unique characteristics. The way to accompany students developmental must be done carefully because they are different individuals. The change of developmental can be form as changing on attitude, behavior, ideas, and change on students association.

According to Indayati (2008: 1), the change developmental influences by two big factors, those are: heredities and environment. According to Purwanto, heredities are all of possibilities and capabilities (potential) on an individual and during developmental period can be realization (Indayati, 2008: 40). It means that the all of capability (potential capability) can be seen through achievement (actual ability), character and an individual behavior as heredities.

On educational psychology, Soemanto (in Indayanti, 2008: 48) says that “environment is included of all material and inside or outside motive on an individual that can be form physiology, psychology and socioculture”. It means that, the material is all of condition inside or outside of individual. The main characteristics of physiology are all of condition and physical material on human body such as nutrient, water, vitamin, oxygen, nerve system, blood circulation and physical health. Then characteristic of psychology included of all of stimulate received by individual beginning on conception, born until dead. Those stimulate can be form genes characteristic, genes interaction, desire, feeling, goal, interest, need, willing, emotion and intellectual capacity. Whereas socioculture include of stimulate, interaction, and external condition (like book and friendship).

The influence of environment become the students developmental different with others. The students whose life on health, good and care environment will make them have good behavior, emotion and personality. Meanwhile, the students who life on bad and over protective environment will feel depressed and has bad attitude. According to Yusuf (2010: 25), generally, the students on age 10-12 years old have interesting attitude, as follows: they are attention toward real life, they think realistic, they are more curiosity and want to learn, they are interest to choose favorite lesson, until 11 years old, the students need teacher or adult to help them to finish and fulfill their duty, they take care of their score to measure their achievement, make little group on game (usually they make own role not bound with traditional role). Based on the statement above it can be concluded that good or bad of environment influence toward the students behavior and attitude. Because the students have more enthusiasm and curiosity toward study, the teacher must closer with the students. The teacher must be able to create comfortable learning situation, so the learners feel comfort and easily to receive teacher’s explanation. The big factor that influence on successful teaching learning is “motivation”.

The teacher’s motivation is important factor to motivate students to be active, become more enthusiasm on learning activity. Each teacher has different strategies to reach successful on learning. Brophy (in Uno, 2010: 8) explains some list of motivation strategy used by the teacher to stimulate the students to be active and productive on learning process, as follows: interrelated toward environment condition (consist of sportive environment, difficult condition and good learning condition), the wish to success (consist of successful program, the purpose of teaching, rewards, positive competition and result of study).

It means that, the teacher has big contribution on student’s successful learning. The teacher must stimulate and motivate the students to be active and productive on teaching learning process.

According to Hilgard and Russell, motivation is the evidence seems rather clear too that motivation is not something applied apart from the learning situation but is an intrinsic part of it (Indayati, 2008: 59-60). It means that motivation is provide that can’t be separated on teaching learning process.

Motivation is related to one of the most basic aspects of the human mind, and most teacher and the researcher would agree that is has a very important role in determining success or failure in any learning situation (Dornyei, 2001: 2). From the statement above the researcher concludes that motivation is important factor on giving contribution to support or stimulate the students to success or failure on learning process.

Before discussing about learning motivation, firstly it discusses about the meaning of learning. According to Thorndike, learning is process interaction between stimulate (ideas, feeling and movement) and response (ideas, feeling and movement) (Uno, 2010: 11). It means that if the teacher gives direction toward the students to do some activities is called “stimulus” and if the students use their ideas to do activity is constitute “response”. The result of this activity can be seen directly.

Driscoll (in Uno, 2010: 15) explains two important aspects on learning, as follows: learning is change permanent on individual, learning outcomes appear on the students themselves and caused of the students interaction with environment. From the statement above between motivation and learning are important factors for the students. Learning makes the students know about new knowledge and motivation, it gives stimulus and direction toward the students learning.

According to Winkel (in Indayati, 2008: 62) learning motivation is all of stimulus on the student self that can arouse on learning activity, guarantee continuance and give direction on learning activity so the purpose of learning can be reached by the students. It can be concluded that the student’s motivation is able to move the students learning activities because they have more energy and become enthusiasm.

 Fisher, 1990 (in Wahyuni, 2009: 6), some factor that influences on the students learning motivation are: intrinsic satisfaction, extrinsic reward and success in the task. Intrinsic satisfaction is satisfaction feeling by individual when they are doing learning activity. In this case the teacher is creating interesting activity to stimulate the students feel happy, gratify, enthusiasm such as games, songs and puzzle. Extrinsic reward is given by the teacher if the students are able to finish their task. The teacher also has given punishment toward the students who are never doing the task. Meanwhile success in task if the students success on finishing their task, the teacher will gives score and high level material to the students.

Based on the some reason above, the researcher is interested in carrying out a study entitle “The descriptive study on the teacher’s motivation strategies toward the students learning English attitude to the fifth class at SDI Walisongo Besuki Tulungagung in academic year 2010/211”.

1. Problems of the Research

Based on the background above, the problem can be formulated as follows:

1. What are the English teacher’s strategies to motivate the students on teaching learning process?
2. What is the student’s attitude on learning English?
3. How are the influences of the teacher’s motivation strategies toward the students learning English attitude to the fifth class at SDI Walisongo?
4. Purpose of the Research
5. To know the English teacher’s strategies to motivate the students on teaching learning process.
6. To know the students attitude on learning English.
7. To know the influence of the teacher’s motivation toward the students learning English attitude to the fifth class at SDI Walisongo.
8. Significance of the Research
9. Theoretically

The result of this study is to give contribution and understanding about the influences of teacher’s motivation toward the student’s learning English attitude to the fifth class at SDI Walisongo. The teacher’s motivation gives more contribution to motivate the students to change the student’s attitude and to increase the student’s achievement on teaching learning process.

1. Practically

The result of this study is expected to be useful for:

1. The English Teacher

To give understanding that the teacher’s motivation strategies is important factor to reach successful on teaching learning process, to change the student’s attitude on learning English and to motivate the students to get good achievement in English course.

1. The Students

To give understanding if motivation is considered as important aspect on increasing the student’s attitude, achievement and enthusiasm on teaching learning process.

1. Other researcher

It is used a reference to conduct further research related to this study.

1. Scope and Limitation of the Research

This research is focused on “The descriptive study on the teacher’s motivation strategies toward the students learning English attitude to the fifth class at SDI Walisongo Besuki Tulungagung in academic year 2010/211”.

The scope and limitation of this research is the English teacher’s strategies to motivate the students in the classroom and the student learning English attitude of the fifth class. The researcher uses addition of the student’s aspect achievement (cognitive, affective and psychometric) on teaching and learning and supported by rapport book. The rapport books are given to the students after they get last examination.

1. Definition of Key Term

From the research problem stated above, this study focusses on “Descriptive Study on Teacher’s Motivation Strategies toward the Student’s Learning English Attitude to the Fifth Class at SDI Walisongo Besuki in Academic Year 2010/2011”***.*** In order to avoid misunderstanding, the key terms used in this research are defined as follows:

1. The Descriptive Study

 Study is designed to obtain information concerning the current status of phenomena (Ary, 1985:322). The researcher has to find the detail information to accomplish the research.

1. Motivation

 According to Mc.Donald, motivation is change energy on individuals signed by “feeling” and formerly with reaction toward the purpose (Sardiman, 2007: 73).

 From the statement above, the researcher concludes that motivation is beginning with change energy on every individual, signed by “feeling” and stimulate because of the purpose. The teacher in this research is considered as an extrinsic motivation.

1. The teacher’s motivation strategies

 The teacher’s motivation is important factor to motivate the students to be active, become more enthusiasm to change the student’s attitude on learning activity. In this research, the teacher is as an extrinsic motivation. The teacher strategies are to motivate the students to be active and productive in the classroom during teaching learning process. Each the teacher has different strategies to reach successful on learning.

 Blumenfeld, 1992 (in Wahyuni, 2009: 39-40) explains, as a teacher has three important order to motivate the students as follows: the teacher ask the student to be active on teaching learning process in the classroom (the teacher is creating learning motivation condition), the teacher makes plan for long term programs to improve the students personality (the students able to educate their self for long time), the teacher stimulates the students to be have ideas toward what they want to learn.

 It means that, the teacher ask the students to be active in the classroom is: the teacher is creating learning motivation condition such as using games, songs and other strategies to make students feel comfort, enthusiasm and want to be active on teaching learning process. Make plan for long term program is: long term programs are made by the teacher in order to improve the student’s personality, so the students will have ability to teach themselves. Whereas in order to stimulate the students to be have ideas is the teacher wants the students are able to improve their ability to create new ideas from their learning.

1. Learning

 According to Thorndike, learning is process interaction between stimulate (ideas, feeling and movement) and response (ideas, feeling and movement) (Uno, 2010: 11). It means that if the teacher gives direction toward students to do some activities can called “stimulus” and if the students use their ideas to do activity is constitute “response”. The result of this activity can be seen directly.

1. The student attitudes

 According to Yusuf (2010: 25), generally, the students on age 10-12 years old (the fifth year class students) have interesting attitude, as follow:

1. They pay attention toward real life
2. They have realistic, curiosity and want to learn
3. They have interest to choose favorite lesson
4. Until 11 years old, the students need a teacher or adult to help them to finish and fulfill their duty.
5. The students concern their score to measure their achievement
6. They make little group on game (usually they make own role which is not bound with traditional role).

 It means that, every developmental period has different attitude and characteristic on individuals. The students on age 10-12 (the fifth class students) will have different attitude and characteristic with the students under 10-12 years old. The students on age 10-12 years old have real opinion toward their life.

According to Harmer (82), young children especially those up to the ages nine or ten, the learning is differently from adolescent and adult in the following ways:

1. Their understanding does not only drive from result of explanation, but also from what they see, hear, and crucially have a chance to touch and interact with.
2. They need individual concern attention and approval from the teacher.
3. They generally display an enthusiasm for learning and curiosity about the world around them.
4. They like play games, puzzles and songs.

It can be concluded that, as a young children (up to ages 9-10) still need the teacher to give more attention toward what the learners want to do and they have new understanding from their seeing and hearing. In this period, they are also like to play some games, puzzles and songs.