

CHAPTER I

INTRODUCTION

This chapter covers 1) research background, 2) problem identification, 3) limitation of the study, 4) research problems 5) research objectives, 6) research significances and 7) definition of keyterms.

1.1 Background

The proliferation of teaching English to young learners issues can be observed in Badung regency. Based on the pre-observation in the area of Kuta Utara, all of the primary schools (50 primary schools both government and private) used English for local content. Even, certain schools have cooperation with international institution to support English in their school. It seems that English becomes the most basic skill which should be mastered by their students. It is true that international tourists mostly visit Badung so the citizens should master English to get job in tourism industry.

Introducing English to young learners in the form of teaching English for young learners (TEYL) is important to be done in this era. It is a great educational policy as a way to face globalization (Johnstone, 2009). It prepares young learners to be competent in international communication. There are two main reasons why TEYL become so popular recently. First, it is assumed that early English learning helps better acquisitions (Nunan, 2003). If the students study English earlier, they become more competent than if it is studied later. Second, English competency is needed for surviving in economic globalization (Enever & Moon, 2009). It can not be denied that globalization requires English as a medium of communication.

Based on the previous explanation, the students in elementary school or young learners should be taught English well. The students that are called as young learners have certain characteristics. According to Suhartatik (2008), they are categorized into young learners when they are in the age of 4 until 12 years old. It is explained that young learners' characteristics are: (1) moody, (2) having short attention span, (3) having high motivation on what they like, (4) having high curiosity, (5) loving talking and concrete things, and (6) loving physical activities. Hence, this age is critical period for language acquisition. It is based on the genetic biology factor and sharp brain memorization (Yuvaraj, 2009). For those reasons, teaching English for young learners should be directed into the younger nature i.e. like playing and singing. Here, teaching English can use games and song, so they feel fun (Ratminingsih, 2018: Ratminingsih, 2011).

By the advance of information technology recently, the English teacher may use it to design creative and innovative learning, such as using ICT. It is proven that TEYL is better if ICT is used to support it (Ratminingsih, Mahadewi, and Divayana, 2018). In addition, the fast growth of technology makes teaching is not merely done in the classroom, but also through e-learning. Technology in education is used even more intensively during the outbreak of pandemic covid-19 in which learning should be done via online. E-learning is an instruction type and learning system where the students and the teacher get involved in the interchange of information, do not meet closely and separated by time (Alkhalaf, Drewa and Alhussain, 2012). It means that e-learning is not limited by space and time. By using digital technology, learning is designed to be more interesting, enjoyable, and accessible for students (Oblinger and Hawkins, 2005). In addition, e-learning has some benefits to be applied (Utami, 2018).

In designing or building e-learning up, various factors should be taken into account. Even though e-learning is done without face to face interaction, e-learning must be communicative, interactive, and collaborative (Sangrà, Vlachopoulos, and Cabrera, 2012). Learning can not be said as e-learning even though it uses information technologies. During the implementation of e-learning, the students must be able to communicate or interact with their friends and teachers. It is not only collecting assignment via email or other message services.

One of the issues in the implementation of e-learning hinges upon how to manage the students in online classroom. According to Kumaravadivelu (2011) and Cameron (2003), classroom management becomes crucial issues in TEYL both in real classroom and virtual classroom. Classroom management is the usage of procedures and teaching methods which create a effective and efficient learning environment. Classroom management commonly involves various actions which are taken by teachers to establish order, involving students, and / or elicit their cooperation (Emmer & Stough, 2001). The class which is managed well influences the students' in learning foreign language. Well managed classroom makes the students feel comfortable. If the classroom is not managed well, it impacts the students' learning achievement (Marzano, 2003).

Classroom management should be designed by considering some aspects, one of them is students' age. According to the Guyana Ministry of education (2020), classroom management should be matched to the students' age. It means that the way to manage adults students is different from young learners. Different age has different characteristics which make classroom design should also be different to make the students feel secure to study and to facilitate the students' learning.

In the context of teaching young learners, the teachers need creative and innovative methods on designing classroom hence matched to the young learners' characteristics. Teaching for young learners is directed on the development of interaction, arising motivation, concrete materials and introducing of new words (Enever and Moon, 2009). Arising the young learners' motivation becomes the most essential thing which should be concerned in teaching English (Cameron, 2003; Vernon, 2008).

A study on the role of motivation for learning takes important part in teaching English. According to Dornyei (2009), motivation is accepted by teachers and researchers as key factor which influences the students' success in learning foreign language. The students who are eager to learn English as a foreign language have different motivation levels toward the language. In the other words, they hope to construct positive attitudes to get higher responses in English. Motivation is considered as one of the major variables which determine mastery level and success in learning foreign language.

For young learners, participation in learning process makes them happy to study. According to Urdan & Turner (as cited in Theodotou, 2014), young learners' participation in the classroom is not merely influenced by intrinsic desires. In certain cases, their willingness to study is also influenced by external factors. The external factor which can direct the students to do active participation in the classroom is motivation. When the students can actively participate in the teaching and learning process, they construct their knowledge.

Hence, it needs to do analysis on how external motivation is constructed in learning. The model presented by Linnenbrink and Pintrich (as cited in Reza and Hosein, 2013) show that motivation affects academic achievement. It can affect many aspects from the students, such as : academic performance, participation, and students' contribution in the class. Furthermore,

motivation is also important for learners if they want to master a second or foreign language, especially in a foreign language setting (Garner, 2001).

In learning a language, the students need stimulation for motivation so they become active in the classroom activities. Some of them need motivation both in speaking and reading because they frequently are reluctant to give response when the teachers give them questions. Besides, the conventional technique which is used by the teacher also can affect the students' achievement. It means that the teacher only gives rewards to those students who are good in academic achievement, but not for the students who have good behavior. To solve the problems, teachers should give rewards for motivation in learning English. These rewards are used to reduce student's fear in answering questions. According to Ryan and Deci (2000), motivation can be divided into two, intrinsic and extrinsic motivation.

Intrinsic motivation is the motivation coming from inside of the students because they like in doing it. On the contrary, extrinsic motivation comes from outside of the students like getting reward. If the students have an intrinsic motivation, they can keep their interest in learning in a long term. However, not all the students have high intrinsic motivation in learning so the students should be motivated extrinsically. Cameron (2001) identifies different types of reinforcement. Positive reinforcement (rewards) happen as the consequences of the increasing the probability for a given behavior.

Positive reinforcement or reward strengthens a behavior by providing a consequence. It can be regarded as a stimulus. It promotes students' attention in learning, including arousing, maintaining, and improving students' motivation, supporting positive behavior and regular attendance, and directing the students' way of thinking toward the divergent. The knowledge can be formed through the bond of stimulus response. Applying positive reinforcement or

giving reward while-learning can be a bait for students to generate their motivation first. Briefly it is concluded that giving reward can give positive impact for the students' motivation and achievement in learning English.

Rewards is needed to give recognition for the student behavior and the character of the students. Rewards mean creativity of the teacher which give present, star, sticker, or any kinds of appreciation to the students for doing positive behavior or do great performance in the school (Aypay, 2018). The use of reward has purpose to make the students get the lesson and fun learning, encourage students' motivation and interest. The use of rewards is hope to help the teacher in teaching and learning English. Reward is matched to the characteristics of primary school in real school.

To know how rewards were applied by the teachers in real school especially in English lesson, the researcher conducted a preliminary observation in one of the primary schools in Bali, called Bali Kiddy Primary School. Bali Kiddy Primary School is located at Teuku Umar Barat street No. 235, Kerobokan. Bali Kiddy School is one of the primary schools in Bali which uses Indonesian curriculum but offers education beyond the minimum requirement of the national Indonesian accreditation authorities. It is caused by the additional subjects that the students should learn which are called international basic subjects. Besides that, Bali Kiddy school has reformed their learning into e-learning or online-learning via google classroom and zoom.

The preliminary observation was done in first grade because this grade is a changed from kindergarten to elementary school level. In kindegraten, they are more playing than studying while in elementary school they start to study or enter academic field. Here, the students enter new learning atmosphere in which they start to concern on academic achievement, instead of playing. Furthermore, according to Notoatmojo (2012), low-grade students tend to compare

themselves with others especially in terms of achievement. They will do high efforts to get the best thing in which the other can not get it.

Based on the preliminary observation that was done in first grade, it was discovered that the students were motivated to study both in real or online classroom. They were enthusiastic to join class especially when question and answer session. In terms of reward, the teachers gave more reward in classical class than online classroom. Reward was given for the students who could answer questions correctly. Even, the students who make wrong answer were also given reward for appreciation.

Furthermore, structured interview was done to know the teachers and students' perceptions about the reward. Interview with the teachers was done in a break time, while interview with the students was done in the classroom by asking permission to school principal. From the interview, it was known that the teachers believed that rewards was one factors which brought positive effect on students' learning. For them, the reward can make the students study harder or it can make the students feel fun during studying. Meanwhile, some students were not interested with the reward given. They prefer to get sticker as the reward. They are less interested using reward which is in the form of star or pictures.

Some researches had been conducted to analyze the use of rewards in positive role (Loi, 2016; Chen and Wu, 2010; Jovanovic, 2014). All researches discovered that rewards can influence the students' learning attitudes. It can rise the students' motivation to learn. They become more enthusiastic to study than without reward. They usage of reward should consider the students' needs and reward must be various.

Based on the explanation, it is urgent to do research relating the use of reward in teaching English in Bali Kiddy School. It is done based on four reasons. *First*, the-learning was done via

online mode hence investigating how rewards were and their effect were interesting to be done for further education. *Second*, knowing the type of reward applied by teachers and its effectivity help the teachers to design rewards for effective classroom. *Third*, the teachers' perception and students' perception about reward become factor which can influence the instructional design for young learners. *Fourth*, TEYL is challenged with the students' age in the playing phase so by knowing the effectiveness of reward, it can be solution for the same problems in other children and school.

1.2 Problem Identification

Based on the phenomena of teaching English in first grade and theories about rewards and motivation, it was identified some problems as follows.

1. The students are less motivated to study in the classroom without any stimulation i.e rewards. The first graders seem to be less of effort to do exercise. In primary school because first grade students are transition from kindergarten which is more playing and singing activity rather than in primary school. The students need stimulation to get their interest in learning in the class with different environment in kindergarten.
2. Verbal rewards are mostly applied. The teachers usually give appreciation in verbal forms and give the rewards for students that achieved the best academic achievement but for the students' character or behavior remained unrecognized.
3. The students are less confident. Mostly the students still close their works when the teachers assigned them to show. They are shy to show their works.
4. Most of them are reclusive. They do not tell their problems to the teachers. They wait until the teachers assess their work or ask them.
5. When they do not get rewards after answering questions, they tend lose of spirit.

6. Learning is done via online mode which is so different from classical learning. In classical classroom in which the students can directly meet their teacher, learning is interactive. It is different in online-learning because the teachers and students do not meet directly.

1.3 The Scope of the Problems

Based on the problem identification, the problems are limited because of time, energy, references and money, the scope of study was as follows.

1. First grade students in primary school
2. Types of rewards applied in TEFL and purpose of rewards
3. Teachers' perceptions about the use of rewards in teaching English
4. Students' perception about the use of rewards in teaching English

1.4 Research Problems

Based on the issues explained previously, research problems can be formulated as follows.

1. What are the kinds of rewards used by teacher in teaching English to primary school students in online-learning?
2. How is the frequency of each reward used by the teacher in online-learning?
3. In what context and for what purpose are rewards used in online-learning?
4. What are the teachers' perception about the use of rewards in teaching English in online-learning?
5. What are the students' perception about the use of rewards in teaching English in online-learning?

1.5 Reserach Objectives

Based on the research problems, the research objectives can be formulated as follows.

1. To investigate kinds of rewards used in teaching English in Bali Kiddy School in online-learning
2. To investigate frequency of each reward used by the teacher in online-learning.
3. To investigate in what context and for what purpose are rewards used in online-learning.
4. To investigate the teachers' perception about the use of rewards in teaching English in online-learning.
5. To investigate the students' perception about the use of rewards in teaching English in online-learning

1.6 Research Significances

This research is expected to have significance of the study which is divided into theoretical and practical perspective for English teaching and learning process in general and for young learner in particular. The significance of the study can be elaborated as follows.

1. Theoretical Significance

Theoretically, research findings are expected to confirm the previous theory. It is also beneficial to enhance and enrich theoretical foundation of English Language Teaching particularly in the use of rewards which is used by English teacher to teach English. Through this study, it is intended to enrich the previous theories of implementing reward strategies in the classroom.

2. Practical Significance

Practically, these research findings are expected to be beneficial for the students, teachers, and other researchers.

a. For the Students

The students are expected to be assisted effectively in the teaching learning process. It is expected to give positive impact for the students and to know how rewards can give positive impact to students in learning English because it can affect the students' success in learning language.

b. For the Teachers

This research is expected to be beneficial for the teachers in providing a deeper understanding on effective strategy used in conducting teaching learning process of English subject. As well as contributing to help the teacher in organizing teaching strategy to motivate students' motivation in learning English, exploring teachers' perception about the use of reward and then it is also expected to help the teachers to identify some kinds of rewards which are influential and suitable for students to increase students' motivation in learning English. Moreover, this implementation is expected to bring an alternative ways for teachers in enhancing students' motivation in learning, especially students who are less motivated.

c. For other Researchers

This research is expected to be a first-hand reference for furthers research about the use of rewards on EFL teaching and learning particularly. Furthermore, it is expected that

the other researchers could design a more intensive research by investigating other moderator and intervening variables.

1.7 Definitions of Keyterms

To avoid misunderstanding about the terms which are used in this thesis, it is defined the keyterms conceptually and operationally.

1.7.1 Conceptual Definitions

- a. Rewards is some kinds of incentives that are given to the students for certain positive behavior as the teacher's appreciation (Deci, Koestner & Ryan, 2000). Furthermore, according to Horner (2009) reward refers to any contingent that may deliver a consequence such as an activity, event or any object. Rewards are important both for encouragement of appropriate behavior and prevention of the encouragement of inappropriate behavior. From both definitions, it can be concluded that reward is something given by the teachers to their students as the appreciation and to encourage appropriate behavior.
- b. Teachers' Perception about reward is defined firstly from the word perception. According to Koentjaraningrat (2010), perception is the process of human brain to interpret certain stimuli coming into their brain. The process is affected by feeling, sense, motivation, educational background and experiences. Therefore, teachers' perception about reward is the interpretation of stimuli about reward for their students which is then believed to be their final decision.
- c. Students' Perception about reward is the students' interpretation about about reward for their students which is then believed to be their final decision.

1.7.2 Operational Definitions

- a. Rewards is certain kinds of present which are given by the teachers of Bali Kiddy School to the first grade students in English class. It can be verbal presents and non verbal like goods or things. Reward is given after the students do certain efforts usually answering questions.
- b. Teachers' Perception about reward is the teachers' score in answering questionnaire about the usage of rewards in teaching English. The questionnaire consists of 5 dimensions, namely: the usage of rewards, behavior management, types of reward, efficiency, and effectiveness. The dimensions are developed into 18 items. The questionnaire uses Likert scale ranging from 1-5.
- c. Students' Perception about reward is the students' score in answering questionnaire about the usage of rewards in English lesson. The questionnaire consists of 5 dimensions, namely: the usage of rewards, behavior management, types of reward, efficiency, and effectiveness. The dimensions are developed into 10 items. The questionnaire uses Likert scale ranging from 1-5.

