MOTIVATING STRATEGIES FOR ELEMENTARY SCHOOL STUDENTS TO LEARN ENGLISH IN SDN 06 NGRINGO JATEN KARANGANYAR

FINAL PROJECT REPORT
Submitted as a Partial Requirement in Obtaining Degree in the English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University

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APPROVAL OF CONSULTANT

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Final Project Report :
Motivating Strategies for Elementary School Students to Learn English in SDN 06 Ngringo Jaten Karanganyar

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MOTTO

“Trying is part of failing, if you are afraid to fail then you’re afraid to try. Don’t be afraid for trying.” (Anisa Nurulita)

“Always learn from the past, face the presents and ready for the future.” (Anisa Nurulita)

“Forget about all the reasons why something may not work. You only need to find one good reason why it will.” (Dr. Robert Anthony).

“Trust yourself. You know more than you think you do” (Benjamin Spock).
Dedication

This final project report is dedicated to my parents, my family, my special brother and my friends. I appreciate their everlasting love, patience, encouragement, motivation and support.
PREFACE

Alhamdulillahi robbil alamin, I want to express great gratitudes to Allah SWT for blessing and the guidance in finishing the study in English Diploma Program, Faculty of Letters and Fine Arts of Sebelas Maret University Surakarta. Due to his merely and aid, I have been able to finish writing the final project report entitle “Motivating Strategies for Elementary School Students to learn English in SDN 06 Ngringo Jaten Karanganyar”.

After I finished job training activities in SDN 06 Ngringo Jaten Karanganyar, I had to write a final project as the requirement in obtaining the degree in English Diploma Program. This Final Project discusses the motivating strategies for elementary school students to learn English.

I would like to express great gratitudes to everyone who always gives me support and motivation during the process of accomplishing this final project. A great thank is also expressed to Mr. Agus Dwi Priyanto, S.S, M.CALL, my final project consultant. Thanks for the guidance and help in writing this final project.

I realized that there are still a lot of mistakes and flaws in this final report. Therefore, suggestions and criticism are needed as an evaluation in the future. I hope that this final project report will give benefit for everyone.

Surakarta, July 5, 2012

ANISA NURULITA
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10. Mbak Hem, mbak Susi and mbak Devi who help me during the study in English Diploma Program and support me in finishing writing final project report.

11. Those whom I cannot mention one by one for helping me in finishing my final project report.
ABSTRACT

ANISA NURULITA. 2012. MOTIVATING STRATEGIES FOR ELEMENTARY SCHOOL STUDENTS TO LEARN ENGLISH IN SDN 06 NGRINGO JATEN KARANGANYAR. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project is written based on the job training in SDN 06 Ngringo Jaten Karanganyar. The purpose of this final project is to describe the strategies to motivate Elementary School students to learn English.

Motivating strategies for Elementary School students to learn English in SDN 06 Ngringo are divided into two strategies, they are the strategies to improve extrinsic motivation and the strategies to improve intrinsic motivation.

Based on my experience in teaching English in SDN 06 Ngringo, motivating strategies that I used to improve extrinsic and intrinsic motivation could motivate students to learn English. I improved extrinsic motivation by using verbal encouragement, rewards, positive feedback, a word of praise, cooperative learning method. Meanwhile, I improved intrinsic motivation by using varied learning activities such as using role play, pictures, games, song and colouring pictures. Besides, I also involved students in learning process to improve intrinsic motivation.
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ABSTRAK

2012. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.
Laporan Tugas Akhir ini ditulis berdasarkan magang yang dilaksanakan di SDN 06 Ngringo Jaten Karanganyar. Tujuan dari laporan Tugas Akhir ini untuk menggambarkan strategi memotivasi siswa Sekolah Dasar belajar bahasa Inggris.
Strategi untuk memotivasi siswa Sekolah Dasar belajar Bahasa Inggris di SDN 06 Ngringo dibagi menjadi dua strategi yaitu strategi untuk meningkatkan motivasi ekstrinsik dan strategi untuk meningkatkan motivasi intrinsik.
Berdasarkan pengalaman saya dalam mengajar Bahasa Inggris di SDN 06 Ngringo, strategi untuk memotivasi yang saya gunakan untuk meningkatkan motivasi ekstrinsik dan motivasi intrinsik bisa memotivasi siswa untuk belajar bahasa Inggris. Saya meningkatkan motivasi ekstrinsik menggunakan dorongan verbal, hadiah, pengaruh yang positif, pujian dan metode belajar bekerja sama. Sementara itu, Saya meningkatkan motivasi intrinsik menggunakan aktivitas belajar yang bervariasi seperti menggunakan role play, gambar, permainan, lagu dan mewarnai gambar. Disamping itu, Saya juga melibatkan siswa dalam proses belajar untuk meningkatkan motivasi intrinsik.
MOTIVATING STRATEGIES FOR ELEMENTARY SCHOOL STUDENTS TO LEARN ENGLISH IN SDN 06 NGRINGO JATEN KARANGANYAR

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ABSTRACT

2012. English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.
This final project is written based on the job training in SDN 06 Ngringo Jaten Karanganyar. The purpose of this final project is to describe the strategies to motivate Elementary School students to learn English. Motivating strategies for Elementary School students to learn English in SDN 06 Ngringo are divided into two strategies, they are the strategies to improve extrinsic motivation and the strategies to improve intrinsic motivation.
Based on my experience in teaching English in SDN 06 Ngringo, motivating strategies that I used to improve extrinsic and intrinsic motivation could motivate students to learn English. I improved extrinsic motivation by using verbal encouragement, rewards, positive feedback, a word of praise, cooperative learning method. Meanwhile, I improved intrinsic motivation by using varied learning activities such as using role play, pictures, games, song and colouring pictures. Besides, I also involved students in learning process to improve intrinsic motivation.

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CHAPTER I

INTRODUCTION

A. Background

Motivation is important for some reasons. First, motivation will influence students’ English achievement or performance. Students will have a good achievement in their English performance if they have high motivation. Second, motivation can also help the students maintain a proper strength in English learning process. The students who have a good performance in English also need a lot of motivation to keep and to improve their English ability.

There are some factors which make the students unmotivated such as the noisy class, the teacher’s method and the material. The first factor is the noisy class. The students are not motivated to learn English well because the noisy condition in the class disturbs them. The second factor is teacher’s method. Sometimes, teacher’s method in English teaching process is monotonous such as teachers never use games, songs and praise. The monotonous method makes the students unmotivated to learn English and not interested in English. The students prefer doing anything else and chatting to each other to learning English. The last factor is the material. Students may not also be motivated if they can not see how the material relates to them and their lives.
In short, students need a lot of motivation to learn English. Therefore, teachers should have many strategies to motivate the students. The strategies to motivate the students are the use of games, songs, verbal praise and rewards. These several strategies are interesting. By using interesting strategies, the students are motivated to learn and to improve English ability. Besides, the students will not be bored in learning English.

This report discusses the strategies to motivate Elementary school students to learn English. The following chapter will discuss the relevant studies about the strategies to motivate Elementary school students to learn English. After that, the next chapter will talk about discussion on my strategies to motivate students. The discussion is based on my job training at SDN 06 Ngringo Jaten, Karanganyar. Then, the last chapter will talk about conclusion and suggestion.

B. Objective

The objective of this final project report is:

To describe the strategies to motivate Elementary School students to learn English.
C. Benefits

This final project report will be beneficial for:

1. The English Teacher of SDN 06 Ngringo Jaten

   Hopefully, this report can be used to solve the problems or the difficulties in motivating students to learn English. This report discusses several strategies which can be used to motivate the students to learn English. The strategies can make the students have motivation to learn English.

2. The Students of English Diploma Program Majoring in Teaching

   The students of English Diploma program majoring in teaching can use several motivation strategies when they face unmotivated students to learn English. This report tells the strategies to motivate Elementary School students to learn English.
CHAPTER II
LITERATURE REVIEW

In chapter II, I present literature review related to the topic of the discussion in this report which is about strategies to motivate students to learn English. There are four main topics: the definition of motivation, types of motivation, perspectives of motivation, and strategies to motivate students to learn. All parts mentioned above will be presented more detail below.

A. Motivation

This part discusses the definition of motivation. There are two definitions of motivation. First, there is a definition of motivation according to Gardner. Then, there is also a definition of motivation based on Richard.

According to Gardner (in Qashoa, 2006:7), motivation is the combination of effort and desire to achieve the goal of learning language. Thus, motivated individual shows desired attitudes toward learning language (Qashoa, 2006:7). Gardner’s definition means that motivation is a compilation of students’ desire and effort to attain their goal in learning process. First part is a desire to achieve the goal. It means that students’ motivation arises from students’ desire to achieve their goals. Second part is students’ effort to achieve their goal. It means that motivated students will have and show great efforts to achieve their goals. Then, students do positive attitude in learning the language.
Students who have a motivation, they will show a positive attitude toward learning the language such as students will pay more attention to the teacher when teacher explains the material.

According to Richard (1998:76), motivation is a factor which can stimulate and construct students’ action, interest and behavior to achieve their goals in learning process (Richard, 1998:76). It means that motivation is one of factors that can arouse students to take action, to learn and to achieve their goals in learning process.

In short, motivation is an important factor which can stimulate and develop students’ action and interest to learn. Besides, motivation is also a combination of a student’s desire and a student’s effort to reach the goal. Then, students show positive behavior when they learn.

B. Types of Motivation

This part explains the types of motivation. The first part will discuss extrinsic motivation and sub types of extrinsic motivation. Then, the second part will present intrinsic motivation.


1. Extrinsic motivation concerns with the factors from the outside of the learners or external factors. Extrinsic motivation refers to rewards that are obtained as a consequence of doing the activity. Extrinsic motivation arises from the use
of grades and rewards such as food, praise, free time, money or points from an activity. For instance, teachers motivate students to come to class regularly and join in discussion through the use of participation grades. According to this example, it can be concluded that the students who are extrinsically motivated may enjoy the activities because they wish to receive some external motivation such as grades and rewards.


a. Integrative motivation refers to a learner’s desire to learn more about the target language. It means that learners want to know as much as possible about the culture of the target language because they want to get an experience and knowledge.

b. Instrumental motivation refers to a learner’s desire to learn the language to fulfill some purposes. This explanation means that learners want to learn language because they accomplish the goals such as to pass an exam or to advance a career.

(Harmer, 1991:4)

2. Intrinsic motivation is the drive to do things for their own sake or self reward. Intrinsic motivation arises from internal factors such as a child’s curiosity, confidence, desire, enjoyment and satisfaction when performing a task. There is no reward to motivate students except the activity itself. For example, students will study hard for a test because they enjoy and understand the
content of the subject. It can be concluded that intrinsic motivation refers to motivation that comes from inside an individual or self-motivation.

In short, extrinsic motivation is motivation which comes from the outside of the students or external factors. Students need extrinsic motivation to motivate them to learn. It means that students will be motivated to learn if they get rewards or grades from their teachers or their parents. Meanwhile, intrinsic motivation concerns with the factor which comes from the inside of the students. It means that motivation will arise from student’s curiosity, enjoyment in doing a task, satisfaction of their achievement and confidence when performing a task.

C. Perspectives of Motivation

This part explains about perspectives of motivation. There are four perspectives of motivation. They are behavioral perspective, needs perspective, cognitive perspective and social learning perspective.

1. Behavioral Perspective

Skinner (in Richard, 1998:77) states that individuals respond to environmental events and extrinsic reinforcement (Richard, 1998:77). It means that students will be motivated to learn if there are some external motivation to them. Therefore, behavioral perspective refers to extrinsic motivation. For example, when the students are rewarded with a praise, a smile and a gold star for doing their job correctly, they will continue to the
next lesson. Students hope that they will get other rewards and the rewards can be as a motivator for future learning. In short, the use of extrinsic reinforcement as motivator can develop and stimulate students’ habits and behavior in certain ways.

2. Needs Perspective

Needs perspective has similarities to intrinsic motivation. Based on Richard (1998:77-79), needs perspective emphasizes that individuals will take action based on innate needs and intrinsic pressures rather than by extrinsic rewards or punishments (Richard, 1998:77-79). It means that students will learn without relying on extrinsic pressure, they will do based on intrinsic pressure. For instance, students listen to their “inner voices” or innate capacity to consider what is good for themselves, rather than from external sources. In short, individuals try to satisfy their needs by using intrinsic pressures such as self-fulfillment, self-determination, influence and achievement. Hence, teachers need to be aware of students’ needs whether inside or outside the classroom and to have positive expectations for each student.

3. Cognitive Perspective

Weiner (in Richard, 1998:79-80) states that individual’s action is influenced by their beliefs and attribution or perception about the causes of success and failures (Richard, 1998:79-80). Students relate their success or failures to four causes: ability, effort, luck, and the difficulty of the learning task. These four causes can be internal or external. Internal attributions point to the person himself or herself. Ability and effort are internal attributions because they
refer directly to the person who makes attributions such as students will try hard to get a good grade. Meanwhile, external attributions point to something outside of the person. Difficult task and luck are external attribution. These explanations mean that students may relate success or failure to different causes, depending on their beliefs about who or what controls their success or failure. Teachers also need to be aware of their students’ attributions for success or failure and to provide accurate feedback for students. In short, cognitive perspective refers to intrinsic motivation because students are aroused to take action by their thinking which is influenced by the causes of their success or failure.

4. Social Learning Perspective

Social learning perspective is an additional perspective about motivation. According to Bandura (in Learning Theories Knowledgebase, 2008:1-2), in social learning perspective, students can learn through observation, imitation and modeling. It means that students can learn and imitate behavior that they have observed in other individuals. Then, students behave based on other individuals’ behavior that they have observed. External reinforcement is not the only factor which can influence learning and behavior, but the use of intrinsic reinforcement such as pride, satisfaction, and a sense of accomplishment is also a factor to influence learning and behavior.

In short, social learning perspective is combination of extrinsic and intrinsic motivation. Students will be motivated to learn from other students.
will observe, imitate and act other students’ behavior. Students also need intrinsic motivation to influence their behavior to observe, to imitate and to act other individuals’ behavior. Therefore, teachers need to ensure and to motivate students to be successful in learning.

D. Strategies to motivate students to learn

This part will present strategies to motivate students to learn. The first part will present the strategies to improve extrinsic motivation. Then, the second part will discuss the strategies to improve intrinsic motivation.

1. The strategies to improve extrinsic motivation

According to behavioral perspective, students which are rewarded with some external reinforcers will continue to next lesson. It means that students need external reinforcers to motivate themselves. There are some strategies to improve extrinsic motivation:

a. Most students depend on the encouragement and support from their teachers when learning tasks are difficult. Besides, teachers should always express delight and offer praise when students perform well in doing a task (Cole and Chan, 1994:377-378). Hence, teachers must have some verbal encouragement and praise as reinforcers to motivate students in learning process. According to Cole and Chan (1994:377-378), verbal encouragement and praise are highly effective reinforcers for most students in elementary school classes such as “Excellent”, “Marvellous” “Good for you”, “You are doing very
well”, “Keep up the good work”, “You can do it”, “I know you are capable”. Frequent verbal encouragement of this kind is important, especially when students are faced with the tasks that require extensive effort or difficult tasks (Cole and Chan, 1994:377-378). It is concluded that verbal encouragement can be used in joint construction and independent construction stages of learning because students do a task in these stages of learning. Sometimes, students face difficult task then students need frequent verbal encouragement to keep trying to success in solving the difficult task. In short, effective teachers should also directly praise and offer verbal encouragement at group level and individual level to motivate students.

b. Rewards can be reinforcers for less desirable learning activities. Students will continue to do less desirable learning activities if there are some rewards for them (Cole and Chan, 1994:377). Teachers can give varied rewards such as a star picture, a smile picture, a point, a sticker, a snack or a pen. Sometimes, students who do an activity or a task feel that the content of the activity or task is uninteresting or less desirable. Then, students will be demotivated to do the activity. Teachers can provide rewards to motivate students in doing less desirable activity or task. For example, teacher who says, “Those who score 100 on spelling activity will get a point.” Then, students will be motivated and choose to do the activity frequently. From this explanation, rewards can be used in joint construction and independent construction stages of learning process because rewards can make students continue to do an activity or a task. Actually, students do an activity or a task in joint
construction and independent construction stages of learning which is done in a group and individually.

c. Teachers should provide positive feedback which can encourage further learning. Positive feedback is a positive comment for students’ work. Besides, positive feedback helps students develop their understanding and improve their performance in learning process. By giving feedback, students will be motivated to continue learning process and students will have a greater effort to get good result. According to Irons (in University of Sussex, 2012:2), giving feedback should be an ongoing process. It means that this strategy can be used in BKOF, modeling, joint construction and independent construction stages. By giving positive feedback from the beginning of the lesson to students, they will be motivated to continue their learning until the end of the lesson.

d. According to Slavin (in Houghton Mifflin Company, 1997:419-421), Teachers can use cooperative learning groups and peer learning methods in learning process. Based on Kagan (in Panitz, 1998:1), in cooperative learning groups, students help each other in doing a task in order to build supportive community which raises performance level each member. Students can also learn from other students. Therefore, cooperative learning groups method have positive effect on motivation because students in cooperative learning groups are more likely to hard work, to attend class regularly, to increase performance on tests, to praise the efforts of others, to solve problems and to receive help from one’s groupmates. According to Biehler (in Houghton
Mifflin Company, 1997:140), the general idea of cooperative learning is that by working in a small groups (of four or five students) and by helping one another master several tasks then students will be more motivated to learn. It means that cooperative learning groups can be used in joint construction stage of learning because students must work in a group. It can be concluded that cooperative learning methods can increase motivation to learn.

In short, extrinsic motivation can influence students to learn well. Students will be motivated to learn and to improve themselves if there are external factors such as rewards and praise for students. Teachers can provide external motivation such as rewards or praise to improve students’ motivation in Building knowledge of the field (BKOF), Modeling, Joint construction and Independent construction stages of learning.

2. The strategies to improve intrinsic motivation

Intrinsic motivation comes from students’ pleasure or satisfaction of doing the activity. Intrinsically motivated students find enjoyable learning. According to Harmer (1991:4), intrinsic motivation plays a vital part in most students’ success or failure as learners (Harmer, 1991:4). Hence, teachers should have strategies to improve intrinsic motivation to students. There are strategies to improve intrinsic motivation to students:

a. Teachers can involve students to make decision in learning process such as problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, or in some other ways getting physically involved
in the lesson (Harris, 1991:2). It means that involving students in learning process can motivate students to learn. For example, students want to know the problems faced in doing exercise. Then, students will have great effort to solve those problems. Teachers as a participant and a resource, teachers participate in problem solving by giving some sources related to the exercise so that students can solve the problems in learning process. Then, students will be satisfied because they can solve the problems. This strategy can result intrinsic motivation such as students’ curiosity about the problems in doing exercise, students’ desire to solve the problems and students’ satisfaction when they can solve problems. Involving students in presentation, class activities, group work and assignments will encourage students to play an active role in the learning process (Krista, 2009:2). It is concluded that this strategy can be used in BKOF, modeling, joint construction and independent construction stages of learning.

In BKOF stage, teachers can involve students by giving simple questions related to the lesson. The questions do not need right or wrong answer. It just involves students to express their own opinions so that students are motivated in the beginning of the lesson. Teachers can also involve students in introducing the material by asking some vocabularies related to the material.

Emma (in Inspiring Teachers Publishing Inc, 2012:1) states that teachers can involve students in modeling stage by asking students to take notes, to read material, to listen the teacher, to copy vocabularies or to discuss the material. In short, involving students in explaining material can motivate
students to learn. Besides, involving students in modeling stage, teachers can also get more attention from students.

In joint construction and independent construction stages, teachers can also involve students in problem solving of group task or individual task (Harris, 1991:2). If there is a problem in a task, teachers can involve students to solve the problem. Teachers can share the problem of the task to students. Then, students try to solve the problem of the task. It means that involving students in problem solving of group task or individual task can motivate students to learn.

b. Teachers can provide varied learning activities to motivate students. Students react positively to varied learning based on games, interesting activity and real activity. Learning activities that students find interesting and stimulating are usually motivating then students will also enjoy the content of the activity (Cole and Chan, 1994:369). Varied learning activities can improve intrinsic motivation because they are interested and enjoy the activity. Besides, students’ desire to learn will also arise. Teachers can create varied learning activities in learning process. It can be concluded that teachers can create varied learning activities in modeling stage, joint construction stage and independent construction stage of learning because varied learning activities are done effectively in these stages of learning.

In modeling stage, teachers explain the material. According to Forsyth and McMillan (in Panitz, 1998:1), teachers can motivate students by creating
interesting activities. Teachers can explain the material by using songs, role
play, discussion, pictures or video related to the material. Then, students will
enjoy the content of the activities.

In joint construction stage, teachers can use grouping method to check
students’ understanding. In grouping method, teachers should design
interesting and real activity which can motivate students to do activity in a
group. Teachers can design group activity such as using games related to the
material. Teachers should design games as interesting as possible because
students like having fun and reacting real activity. Then, students will be
motivated to learn with their group.

In independent construction stage, teachers can give individual activity
which is attractive such as colouring picture, arranging the puzzle related to
the material, etc. Besides, the content of activity should be based on
curriculum concept and relevant to students. Then, students can enjoy the
content of the activity so that students will be motivated to do the individual
activity well.

In short, students with high intrinsic motivation will improve their
capabilities or abilities in learning by using intrinsic pressure such as
curiosity, self-confidence, satisfaction and enjoyment. Besides, students who
intrinsically motivated do not rely on extrinsic pressure such as rewards,
praise or grades. Besides, motivating students from the beginning of the
lesson can maintain their motivation to learn until the end of the lesson.
CHAPTER III

DISCUSSION

This chapter discusses the description of SDN 06 Ngringo, job training activities and discussion about motivating strategies for Elementary school students to learn English in SDN 06 Ngringo.

A. Description of SDN 06 Ngringo

1. SDN 06 Ngringo

SDN 06 Ngringo which is located at Jl. Dahlia 1 Perumnas Palur, Ngringo, Jaten, Karanganyar was officially established in 1978. The building of SDN 06 Ngringo consists of six classrooms, a headmistress’ room, a teacher’s room, a library, a medical care unit, a computer laboratorium, a mosque, a schoolyard, a warehouse, a parking area and a toilet.

The total number of the students of SDN 06 Ngringo is 226 students; the students consist of 112 boys and 114 girls. Students are facilitated with some extracurricular activities such as dancing, scouting, drum band and singing.

2. Vision and Mission

The vision of SDN 06 Ngringo is to create faithful, well mannered and intelligent students with excellent achievement. The missions of this school are to provide students with good character, to provide the quality of the
education to create smart students, to improve the quality of education, to support students to explore their interest and talent and to promote collaboration with other parties.

3. The Organization Structure of SDN 06 Ngringo

The organization of SDN 06 Ngringo is led by the school committee who is named Edy Santoso, SH, MH. School committee as a mediator and a
connector between school and parents. Besides, school committee cooperates with headmistress to make decisions related to school. Then, headmistress and teachers should do school committee’s decisions.

Nunuk Sri Susilawaty, S.Pd, M.Pd is the headmistress of SDN 06 Ngringo who leads and controls all of the school activities. She has responsibility to coordinate everything related to the school such as headmistress should control teachers in holding the learning process. Besides, there is an administration officer in this school who helps headmistress manage school administration.

There are fourteen teachers who teach in SDN 06 Ngringo. Six teachers are responsible to handle a class as a classroom teacher. The others teach specific subjects such as English, religion, sport, art and computer. Besides, there are also a librarian and a janitor in SDN 06 Ngringo. A librarian is responsible to manage the library. Meanwhile, a janitor keeps and cleans the school. Headmistress always involves school personels such as administration officer, teachers, librarian and janitor to coordinate the school in order to make the school activities run well.

B. Job Training Activity in SDN 06 Ngringo

This part will present the activities during the job training. There are two parts: class observation and making a lesson plan.
1. Class Observation

I did job training from January 10 to February 16, 2012. Before doing the English teaching and learning process, I had class observation on January 10, 2012. The English teacher, Ms. Desi Wahyu Pancaningrum permitted me to follow the teaching process during my observation. She gave me some informations about teaching English, the schedule, the characteristic of the students and the material that I had to teach.

During the observation, I noticed about the physical condition of the class. The classrooms in SDN 06 Ngringo are comfortable. The classrooms have standart facilities such as chairs, desks, white boards, fan, cupboards and teaching instrument. There were a lot of pictures which were made by the students on the wall. There were also several words of motivation on the wall to motivate the students.

In English teaching and learning process, the condition in the class was so noisy. Several students were unmotivated to learn English, then they preferred talking with their seatmates to learning English and giving attention to their teacher. Then, the teacher used several strategies to motivate students to learn English well. Sometimes, teacher used songs and games related to the material to motivate students. She even gave the students reward to motivate students such as points. Besides, the teacher also gave a praise for students when students answered question correctly such as “Very good”. From this observation, I could learn and prepare for facing this situation.
2. Lesson Plan

Lesson plan is used as teacher guidance. This is because lesson plan can help the teacher deliver the materials to students easily. By using lesson plan, the teacher can manage the time of teaching. Lesson plan can also control the material given to the students based on the curriculum concept.

Before delivering the materials, teacher asked me to make a lesson plan. I made lesson plan according to the materials which were given by English teacher. One topic could be taught for 2 or 3 meetings.

C. Motivating Strategies for Elementary School Students to learn English in SDN 06 Ngringo

During my job training in SDN 06 Ngringo, I found several students who were lack of motivation when dealing with some activities. Students were lack of interest, attention and participation in learning process. Students did not present their homework regularly. Besides, some of students did not complete the tasks that I gave. From these reasons, I decided to design motivating strategies for students in order to make students motivated to learn English well. There are several motivating strategies which I used to improve extrinsic motivation and intrinsic motivation to learn English when I did job training.
1. The Strategies to Improve Extrinsic Motivation

a. Using Verbal Encouragement

I gave verbal encouragement to students when they faced the difficulty of the task so that students were motivated to solve the difficulty. I always encouraged students by saying “You can do it well, keep spirit”. After students got verbal encouragement, students tried to solve the difficulty of the task until they could solve the difficulty. I usually used verbal encouragement in joint construction and independent construction stages of learning because students did a group task or an individual task in these stages. Sometimes, students also faced the difficulty in doing the task then they needed verbal encouragement from teacher. Verbal encouragement arose extrinsic motivation because students’ motivation to learn and to solve the difficulty of the task was affected by verbal encouragement.

b. Using Rewards

Rewards were used in joint construction stage because rewards could affect students to do the group task well. I gave a reward for a group of students who could do the task correctly. I used rewards such as star pictures. As a result, students tried to do the task well in order to get more rewards from teacher.

In independent construction stage, I also gave rewards for students in doing less desirable task such as star pictures and smile picture. Sometimes, students were uninterested to several tasks given. Then, I
decided to give students rewards so that students would like to do less desirable task. I also gave points for students in independent construction stage. After getting rewards from teacher, students did and performed less desirable task well. For instance, when I asked students to do the task, they did not do it well. Then, I said “Those who can do this task correctly and well, I will give you additional points”. Then, students tried to do the task well because they wanted to get points from me. Rewards also arose extrinsic motivation because students’ motivation was caused from outside factor such as points.

3. Using Positive Feedback

I gave positive feedback to motivate students in independent construction stage of learning. I designed the individual task in a piece of paper then students answered the task on it. Sometimes, I gave a task from students’ worksheet (LKS). The task could also be homework. If students could answer the task correctly, I always gave students written comments or feedback such as “Great job”, “Very good” and “Well done”. If students still had a mistake in doing a task, I gave comment “Be careful in doing this task!”. Students felt pride with their achievement when they got a positive feedback from teacher. Then, students improved their motivation to get better achievement. This strategy could improve extrinsic motivation. Students’ motivation was affected by feedback from teacher.
d. Using a Word of Praise

I also gave a word of praise such as “very good”, “that’s right, you are clever student”, “good job” for students who could answer the questions correctly. Praise could arise extrinsic motivation. I gave a praise for students in every stage of learning process. Students who got praise felt pride with their answer. As a result, students tried to answer the question because they wanted to get praise from teacher. A word of praise was good strategy because praise could make students maintain their motivation to learn from the beginning of the lesson until the end of the lesson.

e. Using Cooperative Learning Methods

In Joint construction stage, I used cooperative learning method. Cooperative learning method should be done in a group. Students worked in a group in joint construction stage. Students were also motivated when they collaborated with their friends in doing a task. Besides, students could also share their knowledge to their friends. Therefore, I designed a task which was done in a group for grade II students.

In grade II, there were 48 students then I divided the students into 12 groups. Each group consisted of 4 students. I also arranged students’ seat into two desks together. The group task was about the things in the school. I designed the task by giving several pictures on the paper. Then, students should cut pictures on the paper given. Next, students should write the number of things that they have cut using “There is/There are” on the
worksheet. If the picture was one bag, students should write “there is a bag”. After students finished cutting and writing the number of the things, one of students should read their group works in front of their friends. (The task as an appendix)

In doing the task, students faced several difficulties then they helped each other to solve the difficulties of group task. When students collaborated with other students, students also shared their knowledge to solve the difficulty of group task. I was also as a participant and a resource if students faced difficult task. I participated in solving the difficulty by giving students sources related to the task given.

2. The Strategies to Improve Intrinsic Motivation

a. Using Varied Learning Activities

I used varied learning activities in BKOF, modeling, joint construction and independent construction stages of learning. I used varied learning activities to improve intrinsic motivation.

In BKOF stage, I introduced Fruits topic to grade I students by using pictures and guessing games. I showed fruit pictures to students and I also asked “What is it?”, “is it an orange or a mango?” then students tried to answer it. It just introduced the material to students. Introducing the material by using pictures and guessing games could arise students’ motivation in the beginning of the lesson.

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In modeling stage, I used role play activity to explain the material and to give examples. For example, when I explained simple present continuous tense for grade III students, I played as a person who was doing something such as “I am eating”, “she is writing” then students were interested in giving attention to me. I also asked students to stand up then students should do what I said. If I said “You are drinking” then students did it. From this strategy, students could be motivated to learn more by playing role because they enjoyed the content of the activity.

Besides, I also used songs entitled “Little Indian” to explain the material about number for grade I students. When I explained days in a week for grade III students, I also used song entitled “Days in a week”. I asked students to sing this song together. This activities could improve students’ motivation to learn.

I used games in joint construction stage because I wanted to check students’ understanding by using games. If the task contained games, students would be motivated because they loved having fun and real activity. Therefore, I designed listening games for group task which was about Food and Drink. I divided students into four groups. Each group consisted of 8-10 students then they had to stand in a line. After that, student who stood in the last row made a sentence based on the picture given; for example: Rina is eating noodle. Then, the sentence was prompted to students who was in front of him/her. Student who was at the front wrote the sentence on the white board. This game was done
alternately. I also gave a point for students as a motivator in playing a game related to the material.

In independent construction stage, I designed attractive activity which was done individually. I designed attractive activity for grade I such as colouring pictures. I gave an individual task which was about Colours and Fruits topic, I asked students to colour fruit pictures according to fruit colours itself. For example, the colour of watermelon is red then students coloured the watermelon picture using red colour.

As a result, students were motivated when I used varied learning activities. Besides, students also enjoyed the content of the activities. It is concluded that varied learning activities such as using role play, pictures, games, song and colouring pictures could improve intrinsic motivation. This is because students’ motivation was affected by students’ enjoyment in doing the task. (The pictures and the songs as an appendix)

b. Involving Students in Learning Process

In BKOF stage, I involved students by giving easy question to motivate students in the beginning of lesson. For example, the topic was about Food and Drink. Then, I asked students “what is your favourite food?”, “Do you like eating pizza?” or “Do you want to eat pizza?”. I did not need right or wrong answers from students. I just involved students to express their opinions in order to make students motivated to learn in the beginning of the lesson.
In modeling stage, I explained the material to students. I involved students by asking students to take notes about the material given. Besides, I also involved students when I gave some examples to them. In explaining the material, I gave example to students in order to make students easily to catch the material. I made several examples to students then I involved students to answer the examples and to make other examples related to the material. Sometimes, I asked students to come in front of the class to answer and to make other examples. Then, students tried to do it well.

In joint construction and independent construction stages of learning, I involved students to solve the task problems. Sometimes, there were problems in doing a task such as there were grammatical errors, misspelling or unclear task then I involved students to solve the task problems.

In short, involving students in learning process could improve intrinsic motivation. Intrinsic motivation was affected by students’ curiosity and desires to answer, to make examples or to solve the task problems. Then, students’ satisfaction also arose when they could answer the examples and solve the task problems.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion in chapter III, there are several conclusions that can be drawn from this final project. The conclusions are as follow:

1. There are five strategies to improve extrinsic motivation to learn English:

   a. Using Verbal Encouragement

       Verbal encouragement could be used in joint construction and independent construction stages of learning when students faced the difficulties in doing a task. This is because verbal encouragement could affect students’ motivation to learn and to solve the difficulty of the task.

   b. Using Rewards

       Rewards could be used in joint construction and independent construction stages. Students would do the group task and individual task well after they got a reward from teachers. I used star pictures, smile pictures and points as rewards.

   c. Using Positive Feedback

       Positive feedback was used in independent construction stage. I usually gave a positive feedback or written comment on students’ works. I gave written comments such as “Great job”, “Very good”, and “Well done”. I also gave positive feedback to students who still made a mistake in doing a
task “Be careful in doing this task!” Then, students improved their motivation to get better achievement.

d. Using a Word of Praise

I used praise in every stage of learning process. I gave a word of praise to students who could answer the question correctly. I often gave a word of praise such as “very good”, “that’s right, you are clever student”, “good job”. Then, students always tried to answer question correctly in order to get praise from me.

e. Using Cooperative Learning Method

I used cooperative learning method in joint construction stage because cooperative learning should be done in a group. Using cooperative learning method could make students motivated because they could share knowledge and help each others to solve the difficulty in doing a task. I also participated in problem solving by giving sources related the difficult task.

2. **There are two strategies to improve intrinsic motivation to learn English:**

a. Using Varied Learning Activities

I used varied learning activities in every stage of learning. I used pictures, guessing games, songs, role play to introduce and to explain the material to students in BKOF and modeling stages of learning. Then, I also used attractive activities such as games and colouring pictures to check
students’ understanding in joint construction and independent construction stages of learning. Students were motivated when I used varied learning activities. Besides, students also enjoyed the content of the activities.

b. Involving Students in Learning Process

I involved students in every stage of learning process because students who were involved in learning process would be motivated to learn. Then, intrinsic motivation arose which was affected by students’ curiosity and desires to answer, to make examples or to solve the task problems. Then, students’ satisfaction also arose when they could answer the examples and solve the task problems.

B. Suggestion

Based on the observation in SDN 06 Ngringo, there are suggestions which may be useful for the English teacher of SDN 06 Ngringo. The suggestions are:

1. Teacher should give more motivation and attention to students in English learning process in order to make students motivated to learn English well.

2. Teacher should design motivating strategies to improve extrinsic and intrinsic motivation so that students can be motivated to learn English.

3. Teacher should not punish students who make mistakes, they do not do the homework or they do not present their task well. This is because punishment can give bad impact for students. It is better if teacher motivates students by giving verbal encouragement or rewards.