CHAPTER I

INTRODUCTION

1.1. Background

In education, English has been one of the most important subject or material in any educational programs. Nur Rohmah (2008:1) stated that the globalization of English has prompted continuing debating about the rule of English as an international communication language and how people from other linguistic communication use English in the world.

English also becomes a requirement of learning subject for students who want to graduate from junior high school or senior high school. It is important for people who want to apply for jobs, because it is a requirement that is required in most of the companies. However, learners always face many problems when they learn English as a foreign language. Learners should recognize and learn “to be”, tenses, etc, that they do not know in either mother tongue or Bahasa Indonesia (Herlina, 2006:99). Each teacher has various ways or styles in teaching English. The ways are related to the teachers’ abilities to give motivation to the students.

In general, motivation is concerned with the factors to stimulate or inhibit the desire to engage in behavior. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best abilities in academic setting. Motivation is very important to motivate and encourage the students to be eager to learn English. Teacher’s motivation is related to the use of motivating strategies, which in turn are related to students motivation and English achievement (Gardner, 2009:25). Still related to previous statement, Brophy (2004:4) states that:

“Motives, goals, and strategies will be difficult to distinguish in situations that call for intentional learning of cognitive content (such as
the content of this book), because forms of motivation to learn and optimal strategies for accomplishing the learning tends to occur together in the classroom context, the concept of student’s motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may not be the ones desired by their teachers.”

*Sanggar Kegiatan Belajar* or Studio Learning Activity (SKB) is an education management unit non formal or informal which has been established by local government, as a government education legal entity, which has the task and function of planning, doing, coordinating, evaluating, fostering, controlling quality, pilot organizer and management unit non formal and informal innovation.

SKB in carrying out its duties and functions can not work alone but must be able to work with other communities. The community has a broad meaning. It can mean parents of learning citizens, related institutions (both government and private), social and community organizations, businesses, sponsors, donors, institutions, and individuals. Therefore the SKB must develop a partnership pattern in implementing the PNFI program.

Learning activity studio (SKB) is one of the same types of non-formal education. Which means that SKB is one of the education service groups that organizes non-formal education programs. With status as a service group, and SKB also has the right and authority to be able to change the SKB organization in accordance with the needs as a unit of education, including SKB head is a functional official whose job is to form and implement learning (mentor). To conduct education programs outside of school (audits and community services) namely life skills education, early childhood education, adolescent girls 'education, skills education, skills education and job training, equality of education, and other education aimed at
developing students' abilities. Get infrastructure facilities, education and education personnel and an adequate operational budget and can get guidance so that they can achieve national education and accredited standards.

SKB is a kind of non-formal education unit under the district or city education office and technically administrative is responsible for the head of the education office in the city district, and technically it is fostered by the responsible field for the implementation of Early Childhood Education and Education programs in the district education office city. Nationally the SKB is fostered by the Directorate General of Early Childhood Education and Education while improving the quality of education and education personnel in the Joint Decree is developed by the Directorate of Teachers and Education and Early Childhood Education staff in the Directorate General of Teachers and Education Personnel.

The mentor constitutes a profession that must be implemented professionally. He must be able to understand the tasks, not only to teach the students but also he must respond fast and understand other tasks like record students’ values, supervisory task, to implement student discipline, and so on. Task and responsibility as a professional mentor can be implemented by creating supporting situation for students to motivate them to learn English.

Study in SKB is held as usual in formal school from Monday until Saturday, but in here formal study is only 3 days; Monday until Wednesday and on Thursday and Friday the students study like extra class like beauty class, cooking class, and other. The address of SKB is at JL. Kol. Pol. M. Taher, No. 68, Wijaya Pura, Jambi Sel., Jambi City, Jambi 36122

Based on the writer’s observation, the problems are faced in learning process because of feeling afraid and pressure to be the reason for students are not feeling free
to follow the activities besides from other factors include in minimum facility and English is a foreign language for them. Therefore the researcher decided the title of the thesis is the mentor’s strategies in motivating the students of English at Sanggar Kegiatan Belajar (SKB)

The following strategies are used to start from inviting the students, and explaining to the students that English is very important for them and can help them to get a good job easily, and the answer from them, They can not do, because to memorize the words in English is very difficult for them. This factor makes the students are not interested in learning English, so that mentors provide motivation to students to make it easier for them to learn English so that they will not be burdened with the presence of English.

Many efforts have been done by the writer to be his responsibility as English lesson to guide the students better. Learning motivation is a big problem at Sanggar kegiatan Belajar (SKB), Jambi city. It happened because less motivation. Base on the writer’s observation during doing observation at sanggar kegiatan belajar (SKB), Jambi city. Mentor’s basic responsibility is to improve the students’ potency can be used to solve the problems faced.

1.2. Research Question

How does the mentor give the strategies of motivation in teaching English to the students of packet B and packet C in the classroom?

1.3. Research Objectives

To find out how the English mentor’s strategies of giving motivation to increase the student motivation in learning English.
1.4. Limitation of the Research

This study was done at Sanggar Kegiatan Belajar (SKB). The participant in this research was the mentor’s at Sanggar Kegiatan Belajar. It focused on teaching English. The main points are how to encourage and motivate the students to understand about English for young learners in packet B (junior high school) and packet C (senior high school). This study will investigate the mentor’s activity that they used in the classroom during teaching and learning activities. The researcher limited of the research by multiple data sources by doing observation, interview, record and etc.

1.5. Significance of the research

This research is expected to enable to see the mentor’s strategies in the classroom in teaching English. It also knows the problems faced by the mentor in teaching English in the classroom. The strategies of a mentor in providing motivation to students by talking about how important students to learn English because they can know English and what we can do by learning English. So students can understand English which will make it easier for them to get a job that is difficult for them to get it, but now by learning English they will also begin to think that English is important for their future.
1.6 Definition of Key Terms

In this case, there are some key terms related to the research:

1. Motivation

   Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior (Morris & Maisto, 2002)

2. Strategy

   Strategy is a plan of action or policy designed to achieve a major or overall aim.