

Langue Journal

p-ISSN: 1693-0487, e-ISSN 2808-3008

Vol. 17 No. 1, Juni 2023

TEACHERS' STRATEGIES TO ENHANCE YOUNG LEARNERS' MOTIVATION IN LEARNING ENGLISH

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| Abstract | Article information |
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| <p><i>Young learners learn more effectively through interactive, hands-on activities that make learning fun and engaging. Therefore, implementing various strategies in teaching is important to achieve effective learning. The aim of this study is to identify teachers' strategies to enhance young learners' motivation in learning English at Oxford Utomo English Institute. The qualitative case study is employed in this study. There are four English teachers are involved in this research. Information was gathered through the use of observation and interviews. The findings of the study indicate that teachers employed five different strategies. Those strategies are implementing gamification learning, providing rewards and recognition, incorporating songs, utilizing role-play, and employing ice-breaking. The teachers employ these various strategies to enhance students' motivation. The strategy is implemented in different learning material.</i></p> <p>Keywords: <i>Strategies, Motivating Student and Learning English, English Course</i></p> | <p><i>Received:</i> 28 July 2023</p> <p><i>Revised:</i> 7 August 2023</p> <p><i>Accepted:</i> 14 August 2023</p> |

Introduction

Studying English as a second language is a challenging task. In other words, English students must learn more than just the language. Not only does it have exceptional vocabulary, grammar, and pronunciation but it also has a thriving ethnicity. By highlighting the cultural richness that comes with language learning, teachers can help students see how they can become part of a thriving ethnic community. They can learn about the customs, values, and beliefs of other cultures, as well as the language itself. This can help them to understand how language shapes cultural identity and how it can help them to connect with people from different backgrounds.

Certainly, various elements influence English learner success or failure, including motivation, IQ, aptitude, genetic factors, and so on (Dian, 2016). The success of students is the most significant issue for educators in any profession, this has prompted many academics interested in EFL teaching and learning to investigate classroom interactions in sort to improved understand how teachers and students collaborate to attain this aim (Pogue & Ahyun, 2006). Because learning is the ultimate goal of any school (Gili, 2013), there is a large body of research on training and the elements that influence it.

Moreover, although acquiring a second language offers many advantages, it is not as necessary as

acquiring a first language. Learning a first language is much more important and beneficial than learning a second language because it is the foundation for all other language learning. A person's first language also helps to shape their identity and sense of self. Like a conclusion, motivation is critical in learning a second or foreign language (Gardner, 2007), and without motivation, learners may find it hard to learn, and even if students start learning, they might abandon it when they encounter hurdles (Dörnyei, 2001; Gardner, 2007; Palmer, 2009).

Motivation is necessary to create an environment of positive reinforcement, where students feel comfortable taking risks and making mistakes. The teacher's role is to provide a supportive and encouraging atmosphere, while also making sure that the students understand the material and stay motivated to engage in the understanding process. A teacher can be a facilitator, assessor, manager, or evaluator, among other things. They become an excellent guide in influencing their students' futures by taking on numerous tasks (Soni, 2022). Teachers can have a substantial impact in promoting or diminishing students' motivation in EFL environments when desire to learn English is predominantly driven by external factors (Bernaus & Gardner, 2008; Dörnyei, 2007). Rather than what is taught, how pupils are taught has a much higher influence on their willingness to study (Christophel, 1990). According to Dörnyei and Otto (1998), the behavior pattern of instructors has a direct impact on the behavior pattern of pupils. As a consequence, teacher motivation, as an indicator of how teachers conduct in class, may be motivating for students and, as a result, can enhance their learning and learning.

Learning English as a foreign language is a difficult process, as demonstrated by the English Course at Oxford Utomo Institute. Young children learn most effectively through interactive, hands-on activities that make learning fun and engaging. They need to feel a sense of accomplishment in their activities and be rewarded for their efforts to stay motivated. According to the findings of the researchers' interviews with students in the classroom, students lack desire to study for a variety of reasons. For starters, they are young students who dislike boring lessons with little activities and who must constantly listen to the teacher. Therefore, the teachers and principals made several strategies, such as holding annual events abroad, meet and greet with parents and by

engaging students in activities such as Total Physical Response (TPR), games, listening to music, and exercises, the researchers found that students experienced increased levels of engagement and enjoyment. As a result of this increased engagement and enjoyment, students demonstrated improved academic performance and achieved higher levels of academic success. The study revealed that there were various factors contributing to students' lack of motivation to learn.

This study explores English language learning English Course at Oxford Utomo Institute in relation to the phenomenon of teaching on non-formal institution, an area that has not been thoroughly investigated in previous studies. This study examines the various strategies teachers employed by teachers to build a positive and motivating classroom atmosphere.

Methodology

This is a qualitative descriptive study that analyzes teachers' strategies to enhance students' motivation in learning English. Fraenkel and Wallen (2008) stated the descriptive study will provide a comprehensive overview of the required movements of student backgrounds in research proposal introductions, offering an in-depth and accurate understanding of the subject. The qualitative method will be used in this study.

This study was carried out at Oxford Utomo English Institute in North Jakarta. The subjects of this study were four English teachers from Oxford Utomo English Institute. Researchers utilized interview and observation. To obtain the data. After obtaining the data, the researcher analyzing the data by following the procedure below:

1. Compiling all data from observation and interview notes,
2. Going over all of the data,
3. Classifying the data based on issue statements,
4. Defining the data that has been categorized

Results and Discussion

Strategies used by the teachers to increase young learners' motivation in learning English at Oxford Utomo English Institute.

In observations conducted on May 02 - 17, 2023, in the English class at Oxford Utomo English Institute, researcher found several teaching strategies used by teachers to increase young learners' motivation in learning English at Oxford Utomo English Institute. The strategy they implemented are:

1. Gamification Learning

Based on the observation, it was noted by the researcher that the teacher use gamification learning to make them engaged but also motivates them to actively participate and improve their language abilities.

The name of games in the Gamification learning can be seen in the following table:

Table 1. The Name of the Games Implemented By Teacher in Gamification Strategy

| Teacher | Date | Class | Name Of the Games |
|---------|------------|----------------|--|
| 1 | 02/05/2023 | Children class | Mention the words based on the alphabets |
| 2 | 03/05/2023 | Children class | Complete the scramble words |
| 3 | 04/05/2023 | Children class | Guess the words by the emoji |
| 4 | 02/05/2023 | Children class | Gibberish game |
| 1 | 05/05/2023 | Children class | Mention the fruit based on the alphabets |
| 2 | 06/05/2023 | Children class | Complete the scramble words |
| 3 | 08/05/2023 | Children class | Guess the words by the emoji |
| 4 | 05/05/2023 | Children class | Gibberish game |

2. Offer Rewards and Recognition

Researchers found that teachers' offers rewards and recognition the researcher obtained this information from an interview with the teacher at Oxford Utomo English Institute; the teacher uses this strategy to help students to boost students' motivation in learning English. They are various topics in picture describing activities as it is seen in the table below.

Table 2. Kinds of Rewards Implemented by Teachers in the Offer Rewards and Recognition Strategy

| Teacher | Date | Class | Kinds of Rewards |
|---------|------------|----------------|----------------------------|
| 1 | 02/05/2023 | Children class | Verbal Praise & Stickers |
| 2 | 03/05/2023 | Children class | Verbal Praise & Snack |
| 3 | 04/05/2023 | Children class | Verbal Praise & Money |
| 4 | 02/05/2023 | Children class | Verbal Praise & Stationary |

3. Use a Song

During the observation, the teacher used songs in teaching learning activities this strategy helps students more enjoyable and engaging for students. It adds an element of fun and excitement to the lesson, which helps maintain their interest and motivation. Secondly, singing songs is a great way to improve pronunciation and intonation. The title of songs activities shown in the following table:

Table 3. The Title of Songs Implemented By Teachers in Use a Song Strategy

| Teacher | Date | Class | Title of Songs |
|---------|------------|----------------|--------------------------------|
| 1 | 02/05/2023 | Children class | What time does the train leave |
| 2 | 03/05/2023 | Children class | No popcorn |
| 3 | 04/05/2023 | Children class | Red plaid hat |
| 4 | 02/05/2023 | Children class | No popcorn |

4. Role Play

From the observation, the researcher found that all teachers used role play strategy. Firstly, the teacher provides examples to the students which is repeated after the teacher. After that the teachers present them in pair. The objective of this strategy is to gives them the opportunity to learn how to speak and act in relevant contexts

and be more confident to speak English, as it seen in the table below.

Table 4. Topics Implemented by Teachers in the Role Play Strategy

| Teacher | Date | Class | Topics |
|---------|------------|----------------|----------------|
| 1 | 02/05/2023 | Children class | Transportation |
| 2 | 03/05/2023 | Children class | My home |
| 3 | 04/05/2023 | Children class | Clothing |
| 4 | 02/05/2023 | Children class | At school |

5. Ice Breaking

During the observation, the researcher used ice breaking strategy before teaching the lesson. By engaging in ice-breaking activities at the beginning of a lesson, teachers can help students feel more relaxed and actively involved in learning. Also help alleviate any awkwardness or anxiety that students may feel when entering a new classroom environment or interacting with unfamiliar classmates. The strategy discussed in the discussion can be seen in the following table:

Table 5. Strategy Implemented By Teachers in the Ice Breaking Strategy

| Teacher | Date | Class | Strategy Used |
|---------|------------|----------------|--------------------------------|
| 1 | 02/04/2023 | Children class | Count up and down number 1-100 |
| 2 | 03/04/2023 | Children class | Do the tongue twister |
| 3 | 04/04/2023 | Children class | Tell their school activities |
| 4 | 02/04/2023 | Children class | Sharing the hype news |

The Implementation of English teaching strategies at Oxford Utomo to enhancing young learners' motivation.

Between May 2 and May 17, 2023, the researcher investigated the teaching strategies employed by English teachers in children class.

The researcher conducts both classroom observation and interview to find out how teachers implement the strategies in teaching. This table shows us the finding of second research question, the way teachers' implemented strategies in teaching English:

Table 6. The Implementation of English teaching strategies

| Teacher | Strategy | The Way Teachers Implement the Teaching Strategy |
|---------|----------------------------|---|
| 1 | Use a song, Game & Rewards | Sing a song together with the music based on the text book & mention the words based on the alphabets, the winner get rewards |
| 2 | Use a song, Game & Rewards | Sing a song together with the music based on the text book & complete the scramble words, the winner get rewards |
| 3 | Use a song, Game & Rewards | Sing a song together with the music based on the text book & guess the words by the emoji, the winner get rewards |
| 4 | Use a song, Game & Rewards | Sing a song together with the music based on the text book & show the picture from the youtube guess the sentence by the gibberish, who win get the rewards |
| 1 | Ice breaking & role play | Count number 1-100 by rolling & ask student in peer to do the |

| | | |
|---|--------------------------|--|
| | | conversation based on text book |
| 2 | Ice breaking & role play | Do the tongue twister & ask student in peer to do the conversation based on text book |
| 3 | Ice breaking & role play | Tell about their school activities at that day & ask student in peer to do the conversation based on text book |
| 4 | Ice breaking & role play | Ask students to tell about the hype news & ask student in peer to do the conversation based on text book |

Following the explanation of different teaching strategies utilized to motivate young learners in studying English, this section will delve into the implementation of these strategies by teachers.

Based on the classroom observation, most of the students in the class showed interest in using gamified learning. In the process, the first player was the teacher, and then they spin the wheel to select a student who would mention a word or fruit starting from a particular letter of the alphabet. If the student answered correctly within 10 seconds, they received a score, which was then recorded on the board for everyone to see. In the interview teacher 1 approach that gamification strategy not only helps improve their confidence by actively participating and performing in front of the classroom. According to Dehghanzadeh (2021) this approach aims to motivate students and foster healthy competition by incorporating features like points, levels, badges, leaderboards, and rewards into English language learning activities. By utilizing these elements, students are encouraged to actively participate in their language learning journey. During classroom observations, it was observed that teachers frequently employed

gamification as a strategy to effectively engage students' motivation. The implementation of this strategy not only fostered student motivation but also provided them with opportunities to enhance their English language proficiency. According to Hojjat Dehghanzadeh et al. (2019), games including gamification strategy, are widely acknowledged as highly effective instructional methods for motivating students and increasing their level of engagement in the learning process.

Teacher 2 revealed that they had often used the strategy of offering rewards and recognition to motivate students to learn English. Teacher 2 gave rewards and recognition to the students. The teacher rewarded the students while teaching them to practice vocabulary preview and write it down in their books without looking at the textbook. Students who could practice and write well received snacks, and they were happy with the special treat. The other students didn't receive snacks, but they were also given rewards to support the learning process, such as applause and words of affirmation. These rewards motivated the students to study English. According to the researcher, the offer rewards and recognition strategy had been considered a creative approach for students. In the learning English strategy, the teacher had acted solely as a facilitator for the students. This was also supported by the result of the observation that the researcher had obtained from the class during the learning process. The students had also expressed their endorsement of this strategy in the teaching-learning process. As mentioned by Partin (2009), providing rewards in the classroom had been beneficial as it served to motivate students and helped them achieve their learning goals. By incorporating potential rewards into classroom management strategies, teachers could create a positive learning environment where students were encouraged to actively participate and work towards their objectives. Implementing reward and recognition strategies can serve as an effective means of motivating students to actively engage in language learning and practice. One approach is to involve students in immersive role-play scenarios, either individually, in pairs, or within groups. According to Dweck (2006), by acknowledging and rewarding students' efforts, we can cultivate a growth mindset within them. This

mindset encourages students to perceive challenges as opportunities for personal development and learning.

In observation, teacher 3 explained the lesson in the textbook to be discussed that day, which was about transportation. English was used by the teacher to explain the topic covered in the class. The textbook provided a song called "What Time Does the Train Leave," which the teacher found relevant to the lesson. To make things easier, the teacher used YouTube to play the song. Then the students practice and present with peer in front of the class without see the lyrics. It concluded that the teacher incorporating singing songs into English lessons has two main benefits. Firstly, it makes learning more enjoyable and engaging for students, keeping their interest and motivation high. Secondly, singing songs helps improve pronunciation and intonation by allowing students to listen to and imitate native speakers through song lyrics. This enables them to develop better speaking skills and sound more natural when communicating in English. According to Hare & Smallwood (2008), the utilization of songs and rhymes in learning can enhance learners' listening skills, sound discrimination abilities, and aid memory retention. Additionally, Fairbanks (2000) suggests that incorporating music into the learning process can be highly effective as it stimulates the brain during information processing. Integrating songs into English lessons offers two primary advantages. Firstly, it enhances the enjoyment and engagement of students, thereby sustaining their interest and motivation throughout the learning process. Secondly, singing songs aids in improving pronunciation and intonation as students have the opportunity to listen to and imitate native speakers through song lyrics. Thornbury (2002) highlights that utilizing songs underscores the fact that children primarily develop listening skills before mastering reading since they are not yet proficient readers.

Furthermore, from the observation, teacher 4 implemented role-play in the class to improve their confidence by actively participating and performing in front of the classroom also enhances understanding of foreign cultures and reduces fear or embarrassment when communicating in English. Teacher proceeded to explain the day's lesson from the textbook, focusing on the topic of "at school". English was used by the teacher

to discuss and elaborate on the specific subject matter covered in class. Teacher 4 formed pairs of students for a role-play activity. The selection process was facilitated using Google's Wheel of Names to randomly pick the students' names. Each pair was given around 5 to 7 minutes to practice their assigned conversation before presenting it in front of the class. Therefore, the role play strategy is an effective approach to improving students' English language skills in a fun and interactive way inside the classroom. According to Ruzmetova (2022), when role-play is incorporated into English language teaching, students have the opportunity to engage actively in authentic scenarios where they can practice using the language naturally. This approach enhances both fluency and creates a fun and interactive learning environment. Through the implementation of role-play strategies, students have the opportunity to practice their language skills in a practical and authentic context. Ruzmetova (2022) highlights that integrating role-play into English language teaching enables students to engage actively in realistic scenarios, allowing them to naturally apply and use the language. This approach facilitates more immersive learning experience where students can actively participate and develop their language abilities.

Lastly, from the interview conducted with teacher 2, the teacher gave students the practice sentences focused on the usage of "there is" and "there are." Teacher 2 employed repetition and a tongue twister technique, wherein students repeated after the teacher to say "Theo thought thoughtful thoughts" as fast as they could without stumbling. Then, the teacher encouraged students to say the tongue twister one by one. This ice-breaking activity was introduced in the middle of the lesson to promote the development of fluency and confidence in English speaking by encouraging students to speak smoothly and quickly without stumbling over words. The teacher found that implementing ice-breaking strategy plays a crucial role in boosting students' self-esteem and confidence when using English. By creating a safe and supportive environment through ice breakers, the teacher encourages students to take risks, try new language skills, and actively participate in the learning process. According to Hadfield and Dornyei (2013), an ice-breaking strategy is used at the start or in the middle of a lesson or course with the aim of

establishing a positive learning environment, fostering connections among students, alleviating anxiety, and enhancing motivation. Used an ice-breaking strategy is an effective approach to promote a relaxed and engaged learning environment for students. Hadfield and Dornyei (2013) describe ice-breaking strategies as activities implemented at the start or during a lesson or course to foster a positive learning atmosphere, establishing rapport among students, alleviating anxiety, and enhancing motivation.

Conclusion

Young children learn most effectively through interactive, hands-on activities that make learning fun and engaging. Because the children have their own behavior and characteristics, they prefer to enjoy things that attract them. There are five strategies used by the teachers in this study to enhance young learner's motivation. Those strategies include implementing gamification in learning, providing rewards and recognition, incorporating songs, utilizing role-play, and employing ice-breaking. There are some ways to implement those strategies, such as by creating a supportive classroom environment and using total physical response (TPR) activities. In addition, the teachers could enhance students' motivation to learn English. Based on the finding above, the teachers use total physical response (TPR) activities to create a good atmosphere for students and to prevent drowsiness and boredom in the classroom, so the students are able to enjoy the learning process. Even each teacher has a different way to implement those strategies. But they have similarities in enhancing students' motivation, especially in children's classes to learn English.

Acknowledgment

The researcher extends sincere gratitude to the supervising lecturers, teachers, and students at Oxford Utomo English Institute Jakarta for their invaluable participation in this research study. Their indispensable contributions played a vital role in successfully completing this study. The researcher deeply appreciates their involvement and recognizes the significance of their support throughout the research process.

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