

TEACHERS' EFFORTS TO INCREASE STUDENT LEARNING MOTIVATION IN ENGLISH LEARNING

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Abstract: Motivation is an important factor in determining student success in the teaching and learning process. The purpose of this research is to analyze and determine the efforts made by teachers to increase students' motivation to learn English. This research is done to find out teachers' efforts to increase student learning motivation in English learning at The State Vocational Senior High School 3 Jambi City. This research focuses on teachers' efforts to increase students' motivation to learn English and to find out the obstacles students experience during English learning. The type of research used is field research using a qualitative approach with a descriptive study method. The primary data source in this research is the English teacher at The State Vocational High School 3 Jambi City. In comparison, the secondary data course in this research is class XI students at The State Vocational High School 3 Jambi City. The data collection instruments for this research use interview, observation, and documentation techniques, the data was analyzed through data reduction techniques, data presentation, and data verification. The results of this research conclude that the English teacher's efforts to increase students' learning motivation include learning methods used, giving assignments and assessments to students individually or in groups, giving praise, and giving punishment to students who do not complete their tasks.

Keywords: *learning motivation; English learning; teachers; students*

INTRODUCTION

In this world, education is very important in forming the golden generation in the future because it can improve people's abilities in real life (Nisa et al., 2024). The learning process is characterized by the interaction of teachers and students in learning activities. Therefore, learning activities that can be carried out cannot be separated from the role of a teacher whose job is to educate. Teachers in education have a significant role in educating their students. (Rahmadani & Dafit, 2022).

A professional teacher whose main task is to educate, teach, guide, direct, train, assess, and provide for students. The role of the teacher influences student learning motivation, the main factor is the key to

success in the student learning process. The goal of a teacher is to motivate students to learn knowledge about a particular field or discipline, but also motivate students to develop and actively participate in knowledge (Chamorro-Atalaya et al., 2024). In this case, student learning motivation is very important for achieving student learning achievement and teachers must increase student learning motivation.

Motivation is one of the important factors for success in learning a foreign language (Ahmed & Al-Ward, 2020). A strong motivation to learn makes students study hard and eventually materializes in the student learning outcome and learning achievement (Elizabeth & Ena, 2019). Motivation will occur in each learner to

guarantee or encourage the interest and learning outcomes of students to do their job as learners. Therefore, motivation greatly affects learners' learning outcomes and interests (Hia, 2021). One of the most important aspects of the student learning process that contributes to their overall success is their motivation (Mulyaningsih et al., 2022).

Motivation is divided into two factors, namely internal and external factors related to the types of motivation, namely intrinsic and extrinsic motivation (Janah & Cahyono, 2022). Both are based on nuanced interactions between internalized desires and external influences that collectively shape students' abilities to be motivated and engaged with the English language learning sequence (Hasanudin et al., 2024). Intrinsic motivation is the reason someone does something because of needs and desires. Students with intrinsic motivation strive to develop themselves to achieve their learning goals. Meanwhile, extrinsic motivation is a motive that is stimulated by several external factors such as environment, rewards, and punishments (Elizabeth & Ena, 2019). Many determinant factors affect students' motivation to learn, such as themselves, the school environment as well as their families. In the school environment, such as teachers in addition to teaching and learning should also instill motivation in the students they teach.

The role of teachers in providing motivation, including the motivational practices they carry out, and how they create a learning environment that generates and maintains motivation requires further attention (Hennebry-Leung & Lamb, 2024). Teachers' efforts to increase learning motivation also depend on the extent to which a teacher knows their students' personalities and the extent to which the teacher knows the environmental situation in

which the teaching and learning process takes place (Ratri, 2022).

Motivation is a major factor contributing to learners' second language acquisition (Amalia et al., 2023). Motivation also influences the success of students in learning a language. Students should have adequate motivation to achieve their goals, needs, and instincts in learning. Students have high motivation for academic achievement is very important (Purwanti et al., 2018). Many students are not motivated to learn which results in a decrease in the learning outcome. Therefore, schools should condition the environment in such a way, that students will be motivated to learn. Those who have strong and clear motivation of students must be diligent in performing the process of learning to achieve learning objectives. Motivation is a desire that exists in an individual that stimulates him to carry out actions or something that becomes the basis or reason for a person's behavior. Motivation also has an impact on students' attitudes during learning activities (Zulherman et al., 2023).

Vocational education is a form of education, which is career-oriented and develops learners' specific knowledge, skills, and abilities related to particular positions or fields (UNESCO, 2021) (Wang et al., 2024). Vocational Senior High School is a special school that is equivalent to Senior High School. At the Vocational Senior High School, students learn based on their chosen major. Which are bringing them into the world of work. In teaching and learning, students still get the general subject: English lessons, because English lessons are one of the subjects for the Final Examination.

Information on the low student motivation in process general subject at The State Vocational High School 3 Jambi City can be seen in students' lazy follow to study theoretical subject matter as well as English because many students are absent and go out

in the learning process. The phenomenon in this problem is what forms of motivation the teacher provides so that students' language learning motivation does not increase.

METHOD

Qualitative research methodology was chosen to be applied in this research. Qualitative research aims to understand events in the field by comparing the experiences being investigated, such as descriptions of actions, motivations, perceptions, and behavior and language. This qualitative research aims to understand natural events that occur in schools. This incident was the teacher's effort to increase students' motivation in the teaching and learning process in English subjects. Qualitative research is a naturalistic, interpretative approach concerned with understanding the meanings that people attach to phenomena (actions, decisions, beliefs, values, etc.) (Gay et al., 2012; Ritchie & Lewis, 2003).

This research was conducted from January 2024 to March 2024. This research was carried out at The State Vocational School 3 Jambi City Jl. Lingkat Barat 1, Kenali Asam Bawah, Kec. Kota Baru, Kota Jambi, Jambi 36129.

In this research, the researchers used data collection techniques using interviews, documents, and observation methods. Data was analyzed through data reduction techniques, presentation, and verification. The informants in this research were Drs. Tholip, M.DS as head of The State Vocational School 3 Jambi City, and Mrs. Dini Subekti, S.Pd., as an English teacher and class XI students.

RESULT AND DISCUSSION

After conducting research and finding data, the researchers started the research from the observation, interview, and documentation stages. Next, the researchers analyzed the

findings data which explained the teacher's efforts to increase the learning motivation of class XI students at The State Vocational School 3 Jambi City.

1. Teachers' efforts to increase students' learning motivation in English learning.

Motivation is very important in learning activities because motivation encourages enthusiasm for learning and conversely a lack of motivation will weaken enthusiasm for learning. Motivation is an absolute requirement for learning; a student who studies without motivation (or lacking motivation) will not succeed optimally. Therefore, teachers must be able to increase students' learning motivation to achieve effective and quality learning outcomes in carrying out learning activities.

Mrs. Dini Subekti as an English teacher said that she always encourages and reminds students "We as English teachers never get bored of always encouraging students to be enthusiastic about taking English lessons", then "Never get bored of advising students, in learning English both inside the classroom and outside the classroom."

Not all class XI students at State Vocational School 3 Jambi City have good intelligence and activity. Student learning motivation also depends on how a teacher creates interesting learning according to the learning methods used. The learning method is a plan that contains a series of activities designed in a way specifically to achieve educational goals.

a. Learning methods used

Based on the results of the interview with Mrs. Dini Subekti, the learning methods used in learning English is the storytelling and question-and-answer method. Mrs. Dini Subekti said that she often uses the storytelling and question-and-

answer method because the storytelling method is a learning method carried out with the presentation of material through oral explanation by the teacher to students. The question-and-answer method is a way of presenting lessons in the form of questions that must be answered, especially from teachers to students, and can also be from students to the teacher. These two methods are the most practical. The application of the storytelling method is critical because this method can provide changes and improve students' English language skills, especially students' speaking abilities (Rismawati, 2022). The question-and-answer method is considered quite effective in improving student learning outcomes. There is another opinion that says, namely, this method is an effective and efficient teaching method in coaching student learning creativity (Kusumawardani, 2021).

The results of observations made by researchers showed that it was true that English teachers used storytelling and question-and-answer methods. Apart from that, English teachers also use learning media that is adapted to the lesson material (Observation on February 5, 2024). Teachers are fully responsible for implementing learning at school. Teachers also play a role in increasing students' motivation to learn English. Even though learning activities do not always run smoothly, teachers still carry out their duties.

b. Giving assignments and assessment

On February 6, 2024, the researchers continued classroom observations. The researchers saw that students were quite enthusiastic and actively following the lessons given by Mrs. Dini Subekti. The enthusiasm of the research students could be seen from their focus in listening to the explanation given by Mrs. Dini Subekti and the material given by Mrs. Dini Subekti was quite interesting to the

students. After explaining the lesson material, Mrs. Dini Subekti invited students to ask questions. The researchers saw that several students asked questions, in this case, it was seen that the students had the motivation to participate in the process of learning English in class. Mrs. Dini Subekti said, "Motivating students to increase their participation in learning English is not difficult. Usually, I motivate them by giving individual or group assignments" (Interview on February 5, 2024). Assignments can be carried out at home, at school, in the library, or elsewhere. Tasks are given individually or in groups (Laoli, 2020). English teachers assume that assignments are one option to increase students' motivation in learning English. By giving assignments student learning outcomes improve when they use motivation as "smart processors" to facilitate their needs and achieve curriculum goals.

The learning process will be successful when students have the motivation to learn. Therefore, teachers need to foster student learning motivation. To obtain good learning outcomes optimally, teachers are required to be creative and arouse students' learning motivation. One logical way to motivate students to learn English is by providing assessments. The process of classroom assessment can serve an important role in enhancing student motivation and achievement. Mrs. Dini Subekti said, "I have tried to motivate students to be serious about learning English. One of the things I do is give assessments to students" (Interview on February 5, 2024). Teachers have the opportunity to help students succeed through quality assessment (Woytek, 2005).

c. Giving Praise and Punishment

Praise for efforts to motivate students for their learning outcomes is an internal factor that can be controlled. This gives them a message so they can improve their failures and learning outcomes (Calingasan & Plata, 2022; Lam et al., 2008). Praise is a form of

appreciation in the form of verbal and non-verbal language. In the teaching and learning process, praise is called positive feedback (Anggreni et al., 2019). Based on the interview on February 5, 2024, Mrs. Dini Subekti said, "Usually, I also provide learning motivation to students in the form of praising their abilities and presence in class."

Teachers giving punishment to students must be educational punishment. For example, if a student commits a violation the teacher can give punishment in the form of additional lessons or assignments (Ikhsan et al., 2022). The punishment given here is not physical punishment but educational punishment (Prasetyo & Yunarta, 2023). As an English teacher, Mrs. Dini Subekti said, "Every time I teach, I motivate students to learn English. I also give punishment to those who do not do their work" (Interview on February 5, 2024).

2. Obstacles for English Teachers in Increasing Students' English Learning Motivation

English is one of the four subjects on the national exam. Whether they want it or not, whether they like it or not, students have to spend three years in middle school or high school. To find out the extent of the English teaching and learning process at school, the following are the results of the researchers interview with one of the senior teachers at The State Vocational Senior High School 3 Jambi City, namely Mrs. Dini Subekti.

When asked about the general view of how English has been taught so far, she answered that the number of students who have adequate abilities from 4 (four) English language competencies, speaking, writing, reading, and listening, is no more than 20% of the total number of students. who master these four competencies. On the other hand, the number of students who have very minimal abilities is also around 20%.

She further explained that the remaining 60% were at an average level, meaning that they had sufficient abilities in only one or two competencies, namely reading or writing. He also believes that in this group, students actually have the ability or potential to develop or improve their mastery of English, but they are passive and less motivated to progress.

According to this woman who was born in Tebo, and has been teaching English for almost 15 years at different schools, she has experienced various experiences related to teaching English to students who have different backgrounds, both from an economic, social, and economic perspective. its culture. According to her, this also greatly influences the types of obstacles that arise. However, in general, she sees these obstacles as follows: She believes that lack of student motivation is one of the main problems of learning English. She further explained that student motivation can come from outside, such as interactions with friends, family conditions, and living environments that are less supportive in that direction.

Meanwhile, the motivation comes from within the students themselves because these students have not yet found a moment where they have to study this international language well and seriously. The reason is many graduates who are already working regret why they didn't learn English well and correctly when they were at school. As a result, their careers have to be stopped or delayed because they do not use this foreign language.

The second obstacle is that many students consider English a difficult subject. This may be due to students' previous knowledge of English being minimal and the striking differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns used. As a result, they tend to be passive and hesitant to try it. This is made worse when they pay less

attention to the lesson during the teaching and learning process. In fact, they tend to hang out with their classmates and do other activities such as doodling, studying subjects, and some even sleep.

The third obstacle is insufficient time for practice. According to her, the only opportunity or time they have to relate to English is in English lessons. After that, they were faced with an environment that did not support English language interactions. Meanwhile, class time is often very short; twice a week. Then, when and where else can they practice and apply it? If this situation occurs continuously, we will fail to achieve the goals previously set.

No less important, which he believes is one of the problems that contributes to failure in learning English is the lack of resources and teaching materials. Resources and materials here refer to various objects that can be used for teaching such as models, cards, computers, language laboratories, and so on. They play an important role in the success of the teaching and learning process in the classroom because they represent real-world elements, intended to help students understand and explain reality.

In other words, they help to turn something complex into simple. For example, when a teacher wants to teach about animals, it will be rather difficult for students to understand just using words, so they need sources and supporting materials for the material. So, if teachers provide few resources and materials, it will make English much more complicated for the learners.

The final problem faced in teaching English is the overcrowding of students in English classes. The number of students in a typical classroom can range from 15 or 20 students. In Indonesia, however, teachers can find more than 30 students in very small classes without tape recorders, televisions, posters, or DVDs. Of course, it will be

difficult for teachers to implement activities that can improve students' communication skills because it is impossible to personalize teaching, and as a result, poor results are seen every day.

3. Alternative solutions for English Teachers in increasing Students' English Learning Motivation

From the explanation of the problems above, she provided several alternative solutions to overcome these problems as she has done with his students so far.

a. Students do not understand English

On this issue, she tried to instill the importance of learning English, both for everyday life and to face developments in the times that continue to develop rapidly and become increasingly sophisticated, if we don't learn English then we will be left behind.

b. Students think English is difficult

When facing students who experienced these obstacles, she explained that English was not difficult. If students are willing to study seriously do exercises or assignments, then they will automatically get used to the questions given, ranging from easy to difficult, and they will automatically understand English.

c. Unsupportive environment

In this case, she advised students to always try to speak English with their closest environment, for example with their classmates, parents, or other family members. Practice can start with something small like asking objects in the school environment or at home. Students can master English language skills through active interaction with respondents (Mega & Sugiarto, 2020).

d. Students have a limited vocabulary

Maybe it's because of a lack of knowledge and not reading books about English, so they have difficulty understanding what the teacher says and have difficulty understanding the reading. When students read in a second language, the experience can easily become overwhelming when students lack vocabulary (Komiyana, 2009).

In fact, there are still many students who have difficulty placing vocabulary correctly in a sentence and students also have difficulty memorizing new vocabulary (Agustin, 2022). Students need to learn reading strategies that can improve their vocabulary knowledge and understanding of reading skills (Aryanti et al., 2023). In this case, she gives students an understanding of the importance of reading. So, she encourages and guides students to read diligently.

e. Don't know how to use grammar

Grammar is the most important aspect of language learning for second-language learners (Singh et al., 2017). Grammar problems included misuse of conjunctions and prepositions (Lahuerta, 2017). Apart from explaining grammar by providing patterns or forms that will be used, whether yesterday, today, or in the future, we also must not give up to always getting used to asking one question every time we start a lesson according to the teaching material provided. While they are lessons or teaching materials that have been taught.

f. Lack of media used

Usually, we only explain, or give a verbal description of a condition, form, or place. In this case, students can only imagine seeing without directly seeing the shape or condition. As a result, it is difficult for them to understand and comprehend the meaning we convey. It is recommended, that we use

media and show it. Is it in the form of pictures/real objects, so that students see and know directly, and understand what the teacher is saying, especially with the attractive colors. The use of appropriate learning media by teachers is very necessary because of several benefits. One of the benefits is increasing student learning motivation (Aini, 2013). This is the researchers interview with her. The goal is clear so that students are enthusiastic about learning and will not feel afraid or inferior about learning English.

CONCLUSION

The purpose of this study was to find out the efforts of teachers to increase student's English learning motivation at The State Vocational Senior High School 3 Jambi City. The efforts for teachers to increase student's English learning motivation at SMKN 3 Jambi City gives students learning method use, assignment and assessment, praise and punishment in English learning.

The main obstacle faced by teachers in increasing students' motivation to learn English is a lack of student motivation to learn English and it is also influenced by external factors including relationships, family, and living environment. Apart from that, obstacles occur because many students consider English a difficult subject, there is not enough time to practice, lack of resources and teaching materials, and too many students in class.

The teacher provides several alternatives to overcome this problem, namely trying to instill in students the importance of learning English. If students face problems when learning English, the teacher explains that English is not difficult, but students must study seriously and do the assignments given by the teacher. Teachers advise students to practice English in their closest environment, for example with friends, parents, or family members because

language is second nature. Teachers provide students with an understanding of the importance of reading, apart from that, teachers to explain grammar by providing patterns or forms that will be used, and the teacher uses media and shows pictures/real objects so that students see directly and understand what is being conveyed.

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