

TEACHER'S EFFORTS TO MOTIVATE STUDENTS TO THE IMPORTANCE OF ENGLISH THROUGH MANAGING ENGLISH LEARNING IN THE CLASS

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Abstract

This study aims to know how the students' motivation of learning English, how is the teacher's way to motivate students to learn English, and how the effect of learning management on students. The method use was descriptive qualitative. Data was collected by doing observation, interviews, documentation, and questions. The results of this study stated that students were motivated to learn English caused by two factors, which are an internal stimulus and external stimulus. A teacher should know first these two things before determining what appropriate method to apply. The good of teacher's learning management would help students learning English. Smart students should not always be allowed to work alone in group assignments. This method makes students with the type of external stimulus even more unmotivated.

Keywords: *Efforts, Motivation, Managing Class.*

INTRODUCTION

The principles and strategies for making language learning successful are part of the hard work of every teacher in his class. In some schools, some students like and don't like English. However, they must accept English as one of the subject in class as part of the curriculum in Indonesia.

A full awareness that the position of English in Indonesia is still too foreign for students, especially in North Maluku. Therefore, every English teacher is required to always be innovative to create successful learning for students. In academic understanding, a creative teacher always has his way of sorting the content of a subject that will be of interest.

Furthermore, the rejection of English in students' mindset not only comes from cases such as (we don't need English because we are in a remote area, or English is difficult to spell) but is also predicted depending on the teacher's ability to teach or bring awareness to students through the design of learning, so that students find it helpful in accepting what the teacher easily says in English. In

support of the statement, as stated by (McCaffrey, 2003, p. 36) *"student's future achievement is very affected by the teacher."*

According to Danielson and McGreal (2000, p. 5), that in the education system, the learner is inappropriate to be imposed contemptible in the classroom. All students have the same rights in education to be taught by the same teacher. That all students have the same right in education to be taught by the same teacher.

Several previous studies related to the pattern of managing English learning in the classroom have been carried out, including research by Nurkhamidah, N. (2000) about the factors that cause listening anxiety in learning English and stating that "negative attitude and emotion will affect students' performance and achievement in language learning" (p.142). Many things have been found from previous studies regarding the reasons for student achievement in learning English, including the negative attitude of the learners themselves as stated by Nurkhamidah above. In addition, another reason that can support students' achievement in learning English is none other than the role of the teacher himself.

In another study by Delfita and Sasongko (2017) about EFL Learners by evaluating whether learning can take place effectively or not by using Web-based-Test (WBT). And the results of this study show that it is true that WBT can trigger student interest as well as motivate students in learning English. The type of WBT used is google form and Quizizz. As a very related addition from Delfita and Sasongko (2017) that "Teachers explore the potential of students through a meaningful learning process (p.550). Therefore, teachers are required to make various innovation efforts so that students are always motivated to learn, which in the end is expected to be able to achieve maximum learning goals.

Another study conducted by Erwinsyah, A. (2016) with the title Learning Management as one of the technologies in Learning, discusses learning management should be able to develop interpersonal relationships and a positive socio-emotional climate. By adding about professional teachers, where professional teachers can mobilize their expertise in managing learning to improve students' ability to listen to lessons. In general, the research conducted by

Erwinsyah, (2016) is only an overview of learning management, but at least it is a basic introduction to the management of English learning.

There are many studies discussing patterns of English language management, including discussing in detail the management patterns or methods used online and offline to motivate and trigger students' motivations in learning English, but the authors did not find any research that proved that learning management patterns (as an effort from a teacher) apart from motivating students, it can also build students' awareness about the importance of the English language explicitly. It can be in the form of methods, patterns, and strategies of teachers in campaigning for the importance of English for students.

For this reason, this article has set to find out what learning management patterns are applied by teachers in order to motivate students learning English in the classroom and what is the impact of the pattern of managing English learning for students ?.

RESEARCH METHOD

This study uses a qualitative method. Basrowi and Suwandi (2008, p. 1) stated that *qualitative research is conducted through an intense and or prolonged contact with a "field" or life situation*. Next will go through the description method. According to Gibson and Brown (2009, p. 5.) Description involves adapting a particular theme and narrating it with real situations but retaining the advantages of the original data.

In collecting data, there are 3 steps to be followed in planning this research; Observation / Survey of Research Sites, observing the English teacher when carrying out the learning process in class, interviewing the teachers and students after making observations. Process of analyzing data based on the results of observations/surveys and interviews. This technique helps researchers to describe and answer research questions easily.

RESEARCH FINDING AND DISCUSSION

This section describes the results discussed in the field findings, including:

Findings

Students' English Learning Motivation

Self-Stimulus and Interest

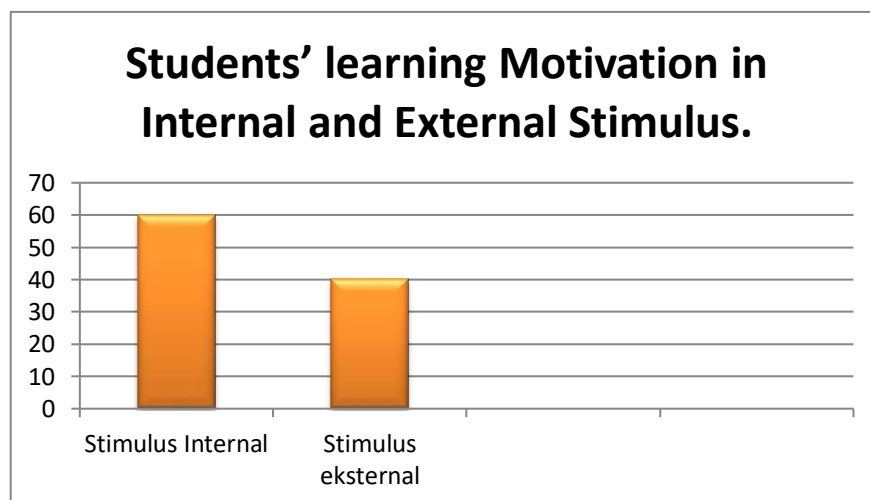
Being a foreign language or second language learner should be supported by many things, both internally and externally. Given the complexity of the process of acquiring a language. One of the important factors found in this study is self-stimulus and interest. Self-stimulus itself departs from 2 things, namely:

Internal stimuli

Internal stimulus is where learning English comes from a strong impulse from within the learner. However, in this study, it has not been proven empirically and accurately that this internal stimulus affects the success or failure of mastering English. This is due to the many factors to measure the success of a learner in learning a language.

External Stimuli

As with *internal stimuli*, it cannot be fully ascertained that this is a very influential factor in students' interest in learning English in the classroom, but this *external stimulus* also plays an important role. It can be seen in the following diagram:



Picture 1. Students' learning Motivation in Internal and External Stimulus.

Based on the diagram above, it shows that of the 30 students interviewed, it can be explained that 60% of students interested in learning English are driven by *internal stimuli*, namely students who want to know and learn English because of encouragement and interest from within themselves. While the remaining 40% of students tend to want to know and learn English due to *external influences* (*external stimulus*). Even so, it should be grateful that this 40% percentage is not a sad thing, because this is a positive thing, only a matter of level or reason from which a learner likes learning and mastering English. Regardless of the size of the internal and external, both lead to students' interest in learning English in the classroom.

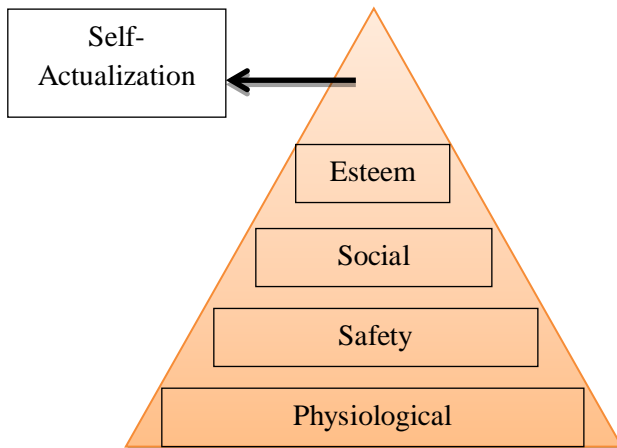
External stimulus is where learners are interested in learning English because of a strong push from someone (the teacher) himself. Some of them are described by respondents (students), such as; delivery of interesting material, very relevant to their age As said by Harmer, J. (2001) that considering the age of students is an important factor to prepare what we teach and how we teach. Harmer, J. added, “*people of different ages have different needs, competencies, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.*” (2001, p. 37).

Results of Learning Management Efforts

It was found from the results of interviews with English subject teachers that; “*Teachers like to give challenges to students such as; guess their own nature by using English words (example: Greedy, hotheaded, sorehead, cheery, etc).* While the results of interviews with students are: The teacher chooses a group by not considering the reasons why he is combined in a particular group. The most surprising finding in the interviews with students who were considered superior in class was “he was not included in any group because he was smart in English class. This student experienced this treatment many times.

DISCUSSION

Motivation to Learn English



Picture 2. Hierarchy of Needs Oleh Maslow, H.M. (2000).

Citing the very popular theory of learning in researchers since 2000 until now, which is written by Maslow (2000). Maslow stated that at least five phases of needs hierarchy in learning motivation such as the pyramid beside which is the highest motivation is *self-actualization* and the lowest is *physiological*. A person will be at one certain degree if he thinks that he only needs the things related to that. However, people will think about different things when their

Adhering to the theory put forward by h Maslow, it can be related to the discussion in the title of this research. But before that, it is necessary to explain the results of the students' English learning analysis. Students with personal types who view the importance of English, as follows.

Student Type “No (X).”

Analyzing student learning interests/activities/initiatives to be motivated: Some things need to be tightly controlled (tight control), must be encouraged with an extra effort by the teacher, properly supervised. Because students like this tend to be indifferent to the importance of English in global life. Students who always say “NO (X)” whenever asked by the teacher to participate in learning English need to be pushed more strictly. For this reason, the pattern applied by the teacher found in this study is acceptable. Among these patterns are forcing students who used to say “NO (X)” to keep following the instructions, giving jobs that can increase knowledge of English, and controlling strictly as long as an activity/work is done by students. An example of the case presented is “ *In learning narrative text, student X is asked to memorize words (vocabularies) related to the simple past tense in the allotted time, then asked to pronounce (pronounce) in front of the*

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class and corrected together. Vocabularies that have been memorized earlier are then applied in writing narrative texts. This activity is strictly monitored and ensured that the instructions are successfully implemented. ”

Type of student “Yes”

It was found that certain students were able to follow the teacher's direction and the pattern applied by the teacher in every English lesson. Although the presentation is not much, these students can easily understand the English lesson. Because it is known, these students have their own will and are motivated to learn English. It was found in this research interview that, these “Yes” students were motivated to learn English for reasons; his interest in English, considers the importance of English in the world of work and the world of traveling, and what is no less motivating is the teacher's pattern of managing the class in delivering lessons at every meeting.

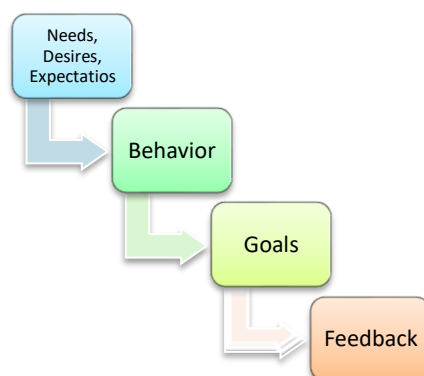
The relationship between Maslow's theory of motivation and the two types of students discussed above clearly explains that;

1. Students who have an interest in the English language, then naturally he will follow the direction of teachers voluntarily. If necessary, the student will study independently / without being asked to improve his knowledge in the field of English. Students began to think to communicate with others, how to apply their skills *of speaking* to their peers and teachers of subjects, to improve their English language skills. Moreover, this is the way he offers himself to tried to convey to the group and the people around him that he has an intelligence that not everyone has, he is also trying to be known by the school environment. Then the desire to excel will wake up by itself so that he takes the initiative to study harder on his own what he believes to be his weakness in the field of English. At this stage, it is automatically categorized in what Maslow calls *Self-Actualization*.
2. Conversely, students with *the type of “x”* is always indifferent to circumstances even when the learning taking place in the classroom. They have no interest in what their English teacher is instructed to do. This

attitude is shown by way of leaving the seat, often in and out of the room at the time of working assignment in class, extra activities such as playing *with gadgets* and read the paper that was not a requirement at the time of learning materials at the time. These negative attitudes were mentioned by Nurkhamidah (2000) that “negative attitude and emotion will Affect students' performance and achievement in language learning “ (p.142).

This is in line with what was presented by Uno, BH (2016) in his book entitled Theory of Motivation and its measurement. He stated that each person will move to achieve his goals according to their individual needs. While the needs themselves will encourage and become a person's strength to realize that goal. Motivation shapes behavior. Thus, a pa described by Uno is obvious that between motivation and behavioral support each other. Strong motivation will describe one's behavior towards one's ambitions, ideals, or dreams.

The difference in findings between points 1 and 2 above is quite clear if it is related to the arguments of Uno or Maslow. In point 1 above, it is illustrated that superior student who is motivated to learn English tend to try to achieve goals according to their needs and desires. On the other hand, the students in point 2 try to avoid it in ways that are visible in the ongoing learning activities. Point 2 students do not think that English is their need. They do not think to achieve an understanding of English; they show behaviors that are contrary to the planned learning outcomes. For more details, the motivation cycle can be presented by Uno, BH (2016) as follows;



Picture 3. Basic Motivation Cycle by Uno, B. H. 2016

It can be concluded that the type of students in point 2 above is students who are motivated to form behavior that will dislike English subjects. So that his ambition, goal, or ideal is not to motivate himself to learn English but instead his ambition, goal or idea is to keep pushing himself away from things related to English lessons such as; *reading text (reading text)*, *saying words in English (pronounce)*, *dialogue, etc.* For this reason, teachers need to be more enthusiastic in helping motivate students to get out of the above problems. According to Pauline, R. & Kevin, G., 1993, p. 154. At least a combination of the following key points becomes a reference for whether a teacher can help motivate students to learn English.

Table 1. Reference Points Help Motivate Students

- Using words of praise
- Encourage students to contribute to the lesson
- Set realistic lessons
- Give challenges to students
- Provide opportunities for students to build meaningful communication
- Giving responsibility to students in the form of assignments
- Give interesting topics to be worked on/discussed by students
- The tone of the teacher's delivery in the classroom. Is it soft or vice versa.
- What are <i>Teacher-Infronted Activities</i> (learning-centered on teacher activities)
- <i>Student-Centered Activities</i> (Learning that is centered on student activities)

Besides, on another occasion, according to Macalister, J. (2010), assess their importance assess progress (progress) in terms of learning outcomes. That to assess the progress of successful learning should pay attention to the progress check. 3 things that are considered important to benefit from the assessment of learning progress by Macalister are as follows;

1. Learning progress can be used to set targets and paths /ways to those targets.
2. Progress learning can be used to scan Knowing the adequacy of the material and order it in a lesson.

3. Learning progress can also be used to monitor and report student progress and achievements during the learning process.

The progress assessment offered by Macalister above should be a recommendation for every English teacher. In addition to being a reference to determine student learning progress, it is also useful as a benchmark for English teachers to find ways or determine more effective patterns to motivate students to learn English.

Methods Applied by Teachers to Motivate Student Learning English.

The explanation described above is sufficient to bring our understanding to the problem as formulated in this study, namely the reality between English as an international language need and the motivation of students to learn English. It is quite illustrated in the findings of this study that the influence of *internal and external stimuli* greatly affects students' learning motivation. For this reason, as modern education develops, it seems that the method approach is very important in designing learning in the classroom. According to Macalister J. (2010, p. 37), "modern" education requires a "method" approach. In other words, the principle of this method will lead teachers to strategies for imparting knowledge and motivating students in learning English.

Before questioning the methods or patterns such as what the teacher applied for motivating learners, is important in this study to determine in advance the extent to which the student's motivation itself in learning English. All have been answered and discussed in this chapter. For this reason, in this section, we will discuss the efforts or patterns that are applied to students.

All teachers will agree that learning should be designed attractively and able to motivate students in the lesson.

According to Macalister, J. (2010, pp. 3-4) "*One teacher decided that the learners' lack of interest in learning English should be the major factor influencing curriculum design.*" That to deal with students who are known to have no interest in English lessons, it is necessary to reconsider the learning design. The fact that the difference between 60%:40% for internal stimuli: external stimuli still leaves the task together. Although only a few, 40% of

students who learn English due to external encouragement need special attention. The representation of the description of interviews with student respondents and subject teachers is as follows:

Table 2 . Representation of Student Interviews with External Stimulus.

No	Student Respondents with External Stimulus	Student Activities During Learning	Effort/Pattern Applied by Teacher
1	RBT	1. Feeling English lessons are not important,	Focus on giving small assignments to the students concerned,
2	JA	2. Enjoy yourself with gadgets,	Ask the student more questions to keep his focus on the lesson
3	ARS	3. Reading a newspaper which was not a medium	Communicate <i>face to face</i>
4	NHN	for the lesson at that time,	Explain in a voice that is a bit loud for getting students' attention.
5	RHK	4. Go in and out of the room,	Teacher-centered learning
6	JTH	5. Often leaves the seat for activities	
7	KLF	that are not related	
8	ASJ	to group work.	
9	LKR		
10	SDJ		

The method that has been designed for face-to-face learning is packaged based on the learning needs of students. However, the efforts implemented do not always go according to plan. Table 2 above is clear to conclude that the difference in treatment for students who are known to have internal stimuli and external stimuli must be different. Not because they want to differentiate between students, but rather to find the right way to involve all students to contribute to the lesson, to achieve the goals and indicators of learning achievement.

The explanation in the column “Efforts / Patterns Applied by the Teacher” shows a reality that is different from the expectations of each teacher and the

demands of learning in general. Learning that should be fun for teachers and students sometimes turns upside down. Student-centered learning does not apply to students who do not have an interest in learning English. The efforts of these teachers are certainly tiring because the teachers will be somewhat emphasizing or forcing students to learn. It can be said that the teacher's methods written in the table column above are ways to build interpersonal and emotional relationships with students.

Teacher Professionalism

Tucker, P. & Stronge, J. (2003 p. 1) said that *“teacher must have ways to trick a school become an exciting and interesting place. The kind of this teacher is the teacher who has a big desire and ambition to teach a subject and have a real or authentic care for the learners. They added that a teacher is most inspiring for the students to have fun with ideas and brave to take challenges in working a subject affair.”*

The meaning of Stronge & Tucker above is that teachers must have a way to make school a fun and interesting place. This type of teacher is a teacher who has a great desire and ambition to teach a subject and they have an authentic concern for students. Tucker and Stronge added that a teacher must be an inspiration for students to have fun with ideas and dare to face challenges in working on a subject.

Instinctively, we know that an English teacher as described by Tucker & Stronge above has led us to the shadow of becoming a qualified teacher. Sometimes, a qualified teacher not only inspires his students but also makes them feel comfortable to follow each learning process. According to Nikolic, V. & Cabaj, H. (p.14), the primary curiosity that should be in a teacher is *“why do I teach and what do I teach?”*

Described that, the main curiosity that a teacher should have is *“why do I teach and what do I actually teach?”* This kind of question will encourage a teacher to be able to evaluate himself in teaching and be able to experience in dealing with learning situations in the classroom.

McCaffrey, D., etc., (p. 36) explains that *“student’s future achievement is very affected by a teacher. That the performance of students in the future is greatly influenced by the success of educating/teaching teachers today. Adhering*

to this opinion, the teacher needs to manage English learning as well as possible, considering that English is an international language that inevitably is useful for the lives and futures of students.

The Risk of Differentiating Students Based on Intelligence.

The most surprising thing in the findings that have been described in the results section above is also worth discussing in this section that, smart students should not always be allowed to work alone in group assignments. Even though, the teacher thinks this way is probably good for making the other students are not relaxing in the working group as just rely on a smart student. However, if this method is applied continuously, it will cause jealousy from other students. What is worried is that instead of encouraging students with lower average abilities to continue to motivate themselves to compete, they continue to say "No" or lose their desire to learn English even more. According to Lestari (2020, p. 9) that the desire to learn can be called the achievement motive, and the achievement motive can be improved through the learning process. If someone has a high motive/desire to learn, then he will try to finish it himself.

Associated with the case of the application of students above, it can be concluded that, students who have lost their desire will find it difficult to form learning behavior. Students who have no English learning behavior will find it difficult to have aspirations of mastering English in the future, and it will be very difficult to engage them in learning.

Giving Rewards to Students

Delfita and Sasongko (2017) that “Teachers explore the potential of students through a meaningful learning process (p. 550). Therefore, teachers are required to make various innovation efforts so that students are always motivated to learn, which in the end is expected to be able to achieve maximum learning goals. For this reason, the effort can be defined in the form of awards.

It is important for teachers to always give awards, praise, or appreciation to students every time students respond to questions or are correct in doing exercises in English. Based on the data found in interviews with subject teachers, this is what the teacher also did. However, this data is different from the reality when the

researcher made initial observations in class. At the time of presenting the material in the classroom teachers, researchers did not see giving activity *rewards* on a particular teacher. In fact, for every student who is given a question and the answer given by the student is correct, there is absolutely no visible appreciation such as; applause, praise such as the word "good" or other simple words of praise. Expressions of praise to students will add confidence to learn. According to Lestari (2020, p. 10), that means the most effective and easy to reward good behavior or learning outcomes is through a verbal statement. According to him, if the verbal statement is given in front of many people, it will please the students. So that in the case of this study, the reward that should be able to motivate learning English, but is not able to be given by the teacher to the students, the students feel in vain in doing an achievement of learning outcomes.

Build Intense Communication.

Building intense communication with students is also one of the patterns or efforts of teachers to build closeness with students. Especially for the type "X" students mentioned in the previous section. Incidentally, some of the teachers who were observed and interviewed were teachers who served as homeroom teachers in the classes they teach, and the results of the interviews showed that building close relationships with students really helped them to follow the learning that we were running.

The closeness is meant, such as talking warmly/relaxingly with students, inviting jokes, giving trust, or small responsibilities such as picking up books in the library. This method seems to give a signal to students that their presence is always considered valuable and appropriate to study with the teacher in English subjects. Research conducted by Erwinsyah, A. (2016) with the title of Management Learning as One Technology in Learning, discussed about learning management should be able to develop interpersonal relationships and climate *socio-emotional positive*. The trust and responsibility given by the teacher to students is also a form of establishing interpersonal relationships. The above method succeeded in creating positive encouragement because students felt they had an emotional closeness with the teacher.

CONCLUSION AND SUGGESTIONS

The close relationship between learning management patterns and learning motivation needs to be a full consideration for every English teacher. This research shows that the teacher is not always able to maintain only one learning method even though for him the method is fun and suitable for a sub-topic material. After all, in general, students cannot be forced to like and master English. The motivation to learn English among learners is not the same. Thus, teachers should not stop at one pattern. If the first pattern does not work, it is recommended to look for another pattern.

The author finally found and proved that the pattern of learning management (as an effort from a teacher) apart from motivating students, can also build students' awareness about the importance of the English language explicitly. It can depend on teacher methods, techniques, and teaching strategies in campaigning for the importance of English for students.

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