

TEACHERS' STRATEGIES TO MOTIVATE STUDENTS TO LEARN ENGLISH IN GRADE VIII SMPN 2 PACITAN OF YEARS 2022/2023

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Abstract

This research aims to know teachers' strategies to teach English, the source, and methods to keep students interested in learning English. This is descriptive quantitative research. The data were taken from 91 junior high school students who received English lessons at their school with various learning strategies and 2 English teachers who taught English to these students. The respondents were English teachers and grade VIII students at SMPN 2 Pacitan. The data were gathered from June 9 until June 13, 2023. The researcher collected data by performing the following steps: determining which school will be used as a research site, deciding which way to use data collection, making instruments for observation, researchers collecting data, and submitting observation results through Google Forms and interview forms. The results show that most % of the students, 100%, consider learning English significant for themselves, and all English teachers also use various strategies to teach and motivate students to learn English. 64% of students find it easy to use vocabulary memorization strategies, and 36% of students find it challenging to use vocabulary memorization strategies. Most teachers, 99%, motivate and support students in learning English. According to students, media or methods that are interesting and appropriate for learning English are 40% using media, 31% using technology, 17% using memorizing vocabulary, and 12% using other methods. In the interviews, English teachers gave various ways to deliver English lessons, such as listening to English music, watching English movies, memorizing, and using PowerPoint to deliver lessons.

Keywords: *Teacher Strategies, Method, English Lesson*

Introduction

Motivating students to learn English can be challenging, especially when faced with distractions and disinterest. Effective teaching strategies are crucial in encouraging students to learn English. English is the connective language in this world. According to Rao (2019), while English is the only language used on every continent, it has become the most used for global interactions. Almost everyone knows English both as a starter and as a native speaker. Even the prerequisite for overseas college was to pass a specific scores test. Four language components are applied to English learning. Namely, listening, speaking, reading, and writing by learning four skills can focus on the student's communication and use. But not a few students feel unsure of themselves in the English language.

Sofyan (2021), English has gained prominence as the language with the most significant growth rate in the contemporary era and holds the status of a commercial language by linking the East and the West, the North and the South. Learning English is essential to support both academic and future children. According to Bouchaib et al. (2018), up until now, most of the discussion around the teaching of foreign languages has been on the effectiveness of teaching approaches at the expense of contextual elements, which include individual, social, societal, and situational aspects that play a significant role in the present standards of language.

Many students feel unsure of themselves in the study and the English language application. Students tend not to develop and instead of having decline. Learning English is not just about theory and its formulas. According to Leong & Ahmadi, n.d. (2017), teachers can provide structure for their students and ask them to repeat. Then, why do the students need practice? In this regard, teachers play an essential role in supporting and supporting students. To build confidence, to convince others that students can if students intend to learn English in earnest. Teachers had to have various ways of teaching English. Mazouzi (2013) states that educators should emphasize accuracy while planning lessons. When speaking, students should

provide enough consideration to the precision and completeness of language form, paying particular attention to grammatical structures, vocabulary, and pronunciation.

Teachers should demonstrate behavior that students can follow. Students will see more teacher behavior. It can trigger good things if the teacher sets a good example, and bad things will happen if the teacher sets a lousy standard for the students. In English as a foreign language, motivation plays a vital role in determining the success of the learning process itself. According to Sri & Muhammadiyah (2009), the realities of teaching, where one must deal with immovable laws, seemingly senseless rules, and a voluminous bureaucracy, have worn down one's lofty intentions. While a teacher cannot change certain circumstances, she sometimes follows instructions. Creativity teaches a teacher's ability to develop lesson materials or materials constantly and can, create an atmosphere of interest, and is quite capable of dictation.

It is only natural for a teacher to implement the role of learning. A teacher is responsible for the student's education and should watch out for educating students in promoting intelligence and morals. At the same time, the teacher's role in English learning is five of teachers as controller, thruster, assessor, resource, tutor, and counselor. According to Naibaho (2019), the success of the student's actions, not the teacher's performance, defines good learning. Such concrete manifestations must occur in the classroom, where the pupils are given a task to complete, and after finishing it (with the aid of a superb teacher), the actual learning occurs. In these circumstances, the teacher is a facilitator rather than a knowledge provider, controller, or ruler. According to Ajal (2015), students would subconsciously believe that the students are not studying but rather amusing. This significantly lowers the pressure on kids during the study. As a result, learning methods must be created and modified to meet the demands of students.

The school environment is one of the businesses that create and monitor the growing process. Teachers and students will interact in a learning environment to discover new science. This is done to give learning experiences while providing support as a part of the student's growth process. As a teacher, it is to understand the material and convey it clearly to the students to be easily understood. Teachers can arrange classes in a time, media use, and how to get to students to make learning fun and meaningful. According to Beni et al. (2019), teachers must constantly evaluate the why, what, and how of education to provide students with coherent and meaningful experiences if physical education is to continue being educational for young people. Sartika (2019) says that there is a clear contrast in the learning strategies employed by successful and failed students. Teachers and students must have equal power when conducting the teaching-learning process (Tanjung, 2018).

Zulfikar et al. (2019) state that attitude is a successful element in language acquisition. The program comprises the students' sentiments, viewpoints, and behavioral patterns. This is one of the deciding elements that cannot be disregarded because it may affect learning directly or indirectly. However, the success of learning is also determined by the teaching materials used. The suitability of the teaching materials also plays a vital role in students' mastery of the material. Students' success in the learning process is primarily determined by the position and method of teaching the teacher in the classroom using good English to help master the material prepared by the teacher using English.

Effective teacher strategies can motivate students to learn English. According to Gagne (2008), a student would feel interested in and like studying English to have high motivation and a practical learning approach. The success of students learning English will rise as a result. On the other hand, students who lack enthusiasm and a solid learning approach will be lazy and find it difficult to pick up the language. One strategy is incorporating fun and interactive activities that engage students and make learning enjoyable. Another method is personalizing lessons and catering to students' learning styles and interests. Teachers can also use positive reinforcement and praise to build students' confidence and motivation. Lastly, creating a

supportive and encouraging classroom environment can foster community and motivate students to participate and learn.

This research investigates teachers' techniques to encourage pupils to progress through English language acquisition. In contrast to prior studies, such as those conducted by researchers Girsang & Chadijah (2022) and (Herlinda et al., 2020), this study seeks to explore and shed light on the unique approaches employed by the teacher, such as incorporating interactive language games, utilizing multimedia resources, and providing timely feedback, to inspire and encourage students in the English language acquisition process.

Methods

This study used descriptive quantitative. The data were taken from 90 students and 2 English teachers in SMPN 2 Pacitan, East Java. The research was conducted from 10th May to 10 June 14tJune 14he instruments were Google Forms for students and interviewed teachers. The students' Google form consisted of 13 questions with five open-ended and eight closed-ended forms. The teacher's interview consisted of 10 questions. The respondents were students and English teachers of grade 8 and. The researcher collected the data by implementing these steps: the researcher searched for the school to be researched, the researcher made the instruments for the observers, the observers collected the data, and the observers submitted the result of observation through Google Forms. To analyze the data, the researchers classified the findings into the category. The researcher displayed the data, and the researcher concluded.

Finding and Discussion

Most of the data was collected from junior school students. The researcher found out what makes students struggle to learn English at school and what methods or strategies they use to learn English. The researcher also found out what students' perspectives, techniques, and strategies English teachers use in repeating English.

Student's Perspective on Learning English

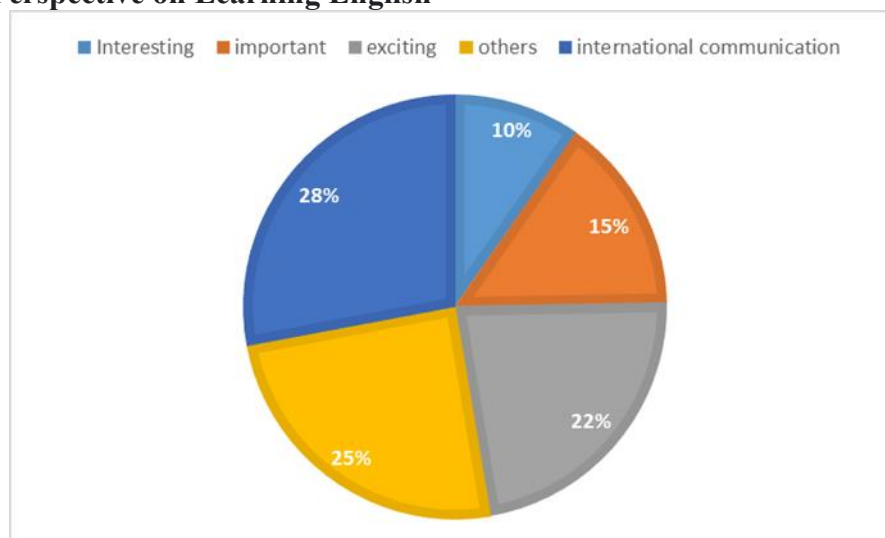


Figure 1. Reason for Liking and Being Interested in Learning English

Students like English lessons and want to be fluent in English. According to respondent no. 22, the reasons for being interested and wanting to learn English are "Karena pelajarannya asik dan menyenangkan." The researcher categorized the respondents' answers into five categories in the data obtained. Figure 1 shows that the highest percentage of reasons why students like and are interested in learning English is international communication. 10% of students answered that English is an international and second language after the mother tongue. With the ability to communicate using English, students can introduce domestic culture to the

global realm regarding social, cultural, and tourism. 15% of students answered that in this era of globalization, English is necessary so that people with good English skills have a broader insight. 22% of students responded excitedly about English, and 28% answered interestingly. These two answers are still relevant, and many choose them because English not only plays a vital role in the progress of education in Indonesia, but English is also an introductory provision that everyone will need to fight and survive in the face of the outside world. The other 25% of students who answered random things outside the answers relevant to the question were included in other solutions. To successfully integrate social media into education, it is crucial to understand why and how students use social media platforms (Balakrishnan, 2017; Ifinedo, 2017; Kanthawongs et al., 2013; Odewumi et al., 2018). Although the respondents were interested in learning English, they still experienced some difficulties.

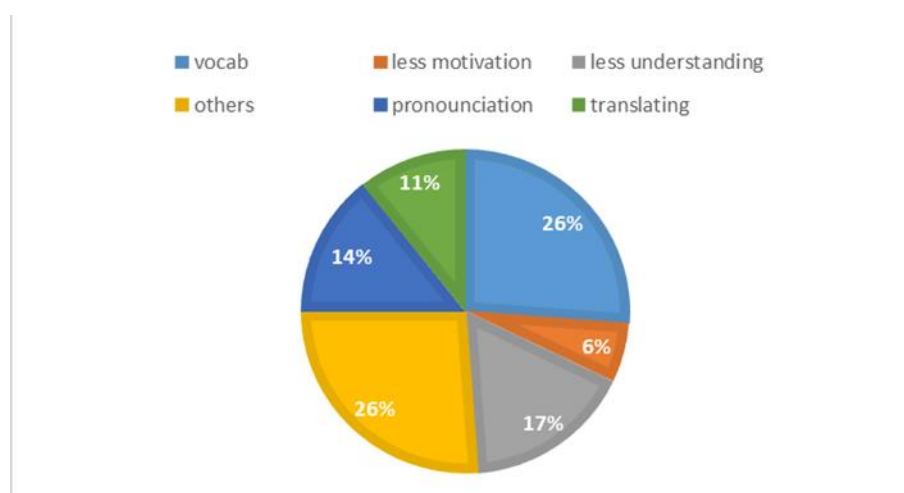


Figure 2. Difficulties in Learning English

One of the difficulties respondents experienced was the lack of memorized vocabulary. Like respondent number 38, who said, “*Kesulitan dalam pelafalan dan tidak hafal vocabulary.*” 6 Students have difficulties learning English. Figure 2 shows that pronunciation and other things are the highest percentages of students’ problems in learning English. 26% of students chose to answer various answers such as lack of confidence when pronouncing vocabulary, when the teacher explains the lesson in full English, factors from students who do not study enough, etc. Prasetyo (2020) Turning to their research concern, it turns out that the pupils continue to struggle with reading material in English. Students’ motivation and vocabulary are two examples. In studying, motivation is crucial. The students’ interest in learning English is minimal. The pupils are concerned about making a mistake.

Of the various difficulties students feel when learning English, one of the cases is the difficulty in writing using English. Brown (2001) in Aprilia et al. (2020) mentions five aspects of writing. The first is content, which is the essence of the writing and the idea portrayed in the writing. This element relates to the writer’s knowledge in writing, including substance, thesis sentence development, and relevance in presenting the topic and bearing in presenting the case. The second is form, which is the arrangement or organization of the writing that shows the overall structure of the writing. The structure is appropriate for the type of text being written. Third is vocabulary, which is students’ consideration in choosing the right words to express their ideas. their ideas. Fourth is grammar or language use, using grammatical forms and syntax in writing. This component is usually assessed by the accuracy of sentence structure, such as subject-verb agreement, tenses, word order, etc. Finally, mechanics is a consideration in writing applications such as punctuation and spelling. Because of the difficulties students experience in learning English, students become less interested in learning English.

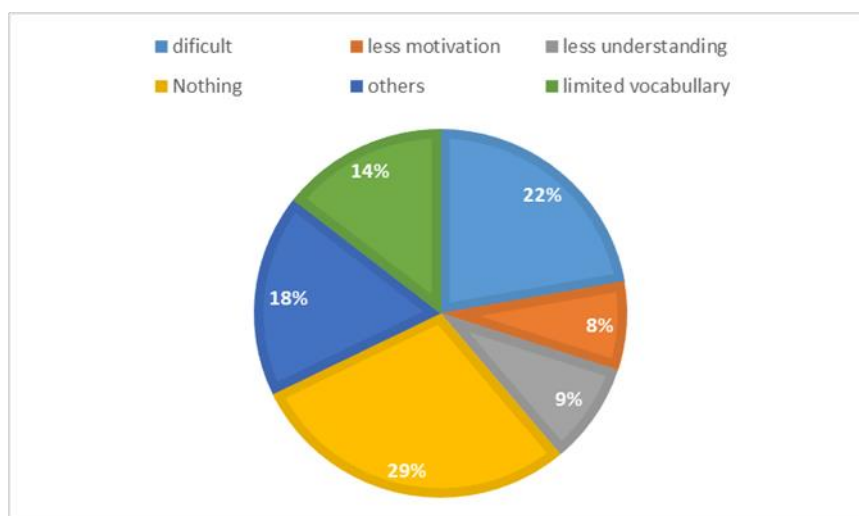


Figure 3. Things that Make Students Less Interested in English Lessons

Figure 3 shows that the highest percentage of less interested forms is not difficult. 8% of students answered that they lack motivation to learn English. At the same time, student motivation is one of the things that significantly affects students' enthusiasm for learning English. They are less interested in English due to a lack of interest and awareness of English learning. According to Sardiman (2012), students' incentive to engage in learning activities, maintain the continuity of the learning process, and assist in the learning process are all examples of the term "motivation." 9% of students answered that they lack understanding of English, and 14% responded that they lack knowledge of English due to the lack of vocabulary they have. 18% of students also answered that they had difficulties when learning English. This can affect students' interest in learning English. Of course, they have difficulty understanding it because English is not their daily language. 29% of students answered that no obstacles or things made them less interested in English. Another 22% of students who answered random things outside the answers relevant to the question were included in other solutions. Due to these struggling students, they become less interested in learning English, even though English lessons are essential for them to know. Therefore, paying attention to what strategies and methods English teachers use to attract students' interest in learning English is necessary.

Teachers' Strategy to Motivate Students

The findings show the results of an interview with an SMPN 2 Pacitan teacher. The teacher said that learning English is very necessary. Besides being an international language, English can also improve students' quality of education. Most of the students are interested in English. Still, only a few students in the class are less interested, not because the subject of English or the strategies and methods given by the English teacher is not exciting but the students' character. The character of the students themselves who are not very active or interested in learning at school, not only in English lessons but in other subjects. The methods used by the teacher are many to support students' knowledge and abilities in learning English. Learning should be carried out by providing a contextual approach so that it becomes more meaningful for students (Ardhyantama et al., 2020). The teacher summarizes a lot of vocabulary tailored to the material to be taught through books. The teacher gives students a target to memorize the vocabulary of daily activities. So students must remember it from basic terminology to general ones and will be billed for the meeting next week or when it is close to the exam. Even the teacher gives a lure for students to be interested, and students who successfully answer will be given prizes such as additional grades, snacks, etc

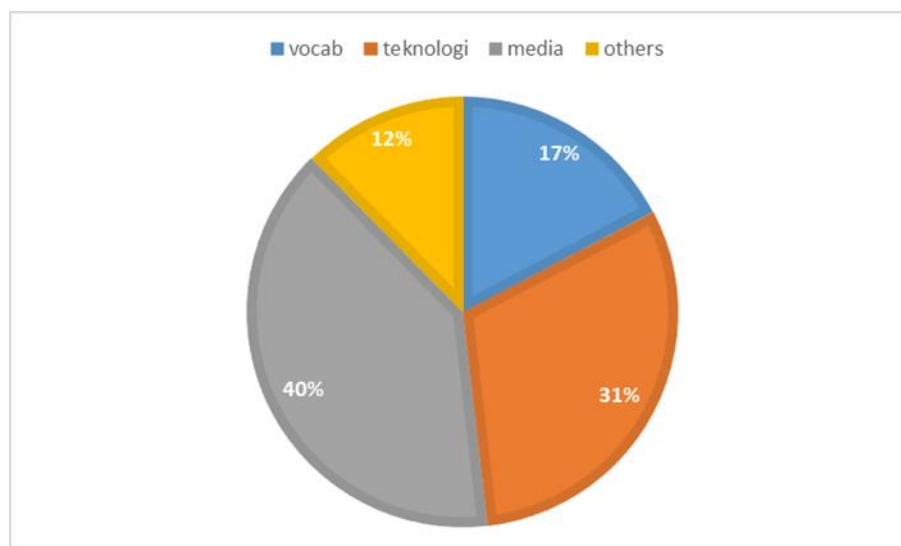


Figure 4. Giving Appropriate Media or Methods for Learning English

Teachers use technology strategies such as learning videos, media, PowerPoint, etc. Teachers always give warm-ups and motivation when starting learning and recall in memory at the end of learning and being motivated again. Not only during learning but teachers are always encouraged to study hard not only in school but can study at home through cell phones, television, laptops, etc. When students get bored, the teacher usually makes the class atmosphere fun again by watching English movies and songs. When more and more vocabulary is understood and memorized, it helps students speak English. By learning English through speech in the field of public speaking, students can understand and can practice speaking or communicating in good and correct English (Pacitan, 2022)

Figure 10 shows that the highest percentage of interesting forms is media. 17% of students answered that vocabulary can increase students' knowledge of English. Mastering a lot of vocabulary can make it easier for students to understand reading, writing, and English communication. 40% of students answered that learning media can make students interested. This answer is more answered by students because not only making interested in learning media can develop students' learning abilities, help students learn optimally, and facilitate the interaction between teachers and students. 31% of students answered that technology makes learning English enjoyable. This is still relevant to the media teachers, or students use when learning. Technology can increase student interest in learning because the display is more interesting, so students are not bored. Technology can make it easier for students to find what they don't know, support digital skills for the future, etc. The other 12% of students who answered random things outside the answers relevant to the question were included in other solutions. Learning media are physical and virtual tools that teachers employ to help pupils learn information more effectively and efficiently. So that the teaching materials are more readily accepted by pupils and inspire them to study more (Musfiquon, 2012).

The teacher is always consistent in providing motivation and memorization targets for students, if students do not reach the target, the teacher will allow repeating, and if students have not made any progress, then the teacher will give educational warnings such as rewriting vocabulary on paper until students understand and memorize. The teacher always gives warnings, but there is no violence in it. According to the information of English teachers, the strategy for mandatory memorization of English vocabulary in English lessons only exists and is carried out at SMPN 2 Pacitan. Because the strategy has also produced results, it can make it easier for students to understand things that speak English.

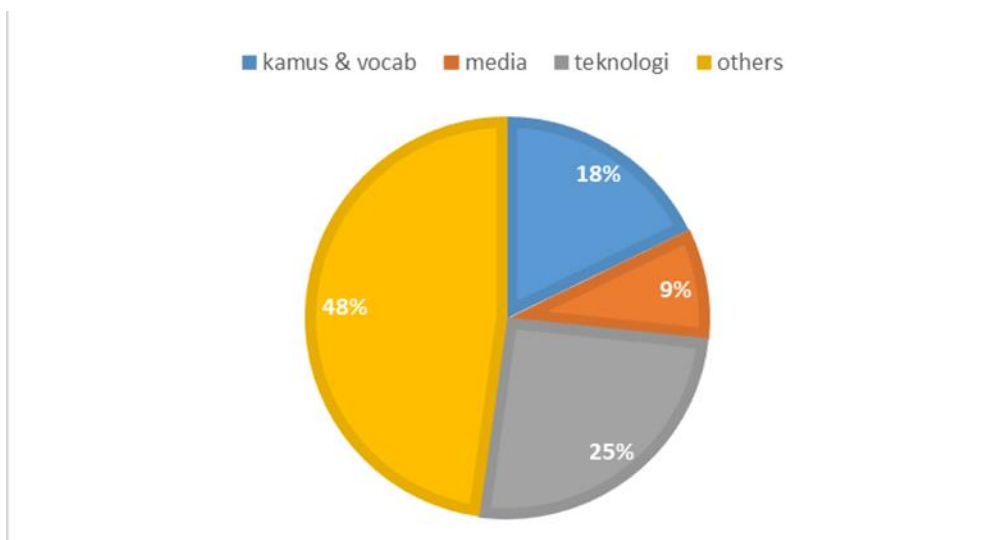


Figure 5. Media or Methods Used by Students When Learning English Independently

To facilitate students in learning English independently and progressively. Of course, students need media and even teaching fun methods. Researchers have categorized it into four techniques and tools students use to make learning English easier. Figure 12 shows that the highest percentage of media forms is 9% of students who use learning media when learning English at school or home. According to (et al., 2019), teaching media will become a more effective and efficient support in accomplishing the learning objectives when appropriately used throughout the learning process.

Additionally, educational media will boost pupils' motivation to learn. Then 18% of students answered dictionaries. These two answers are still relevant so that media such as dictionaries and books can support their knowledge of English. This media can be used when students will look for vocabulary. 25% of students answered that they use technology such as cell phones to find references for learning, which is one tool that connects them to the virtual world. The other 48% of students who answered random things outside the answers relevant to the question are included in other solutions.

Conclusion

The results of this study show that many of them are interested in learning English, but behind that, students also experience some difficulties. 14% have difficulty in excellent and correct pronunciation, 11% of students have difficulty interpreting English writing, and as many as 26% of students lack vocabulary. Then 6% lack motivation to learn English, and 17% of students do not understand English, but the teachers' strategies can prevent this. Some of the reasons students are interested in learning English, 15% assume that English is essential and, 10% answer that English is an international language, 17% of students answer that vocabulary can increase students' knowledge of English. 40% of students responded that learning media can make students interested. Teachers provide strategies to motivate their students to provide good teaching, such as learning media, memorizing vocabulary, books, etc.

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