

TEACHER MOTIVATION TOWARD THE STUDENT LEARNING ENGLISH AS THEIR FIRST FOREIGN LANGUAGE FOR 4TH GRADE

Teguh Triyanto, Universitas Pekalongan, teguhnumbawan@gmail.com

English Education, Faculty of Teacher Training and Education, Universitas Pekalongan

teguhnumawan@gmail.com

ABSTRACT

This study, titled "Teacher Motivation Toward Students Learning English as Their First Foreign Language for 4th Grade" explores the methods and strategies employed by teachers to motivate students to learn English. The research addresses two primary questions: 1) How do teachers motivate students to learn English as their first foreign language? 2) What are the learning methods and strategies for teaching students learning English as their first foreign language? In this research uses a qualitative narrative inquiry methods, this study gathers in-depth insights through interviews and observations with 4th-grade English teachers. The findings reveal that effective motivation strategies include creating an engaging and enjoyable learning environment, using interactive and student-centered teaching methods, and providing continuous positive reinforcement. Additionally, the study highlights the importance of tailoring instructional strategies to accommodate the diverse backgrounds, learning styles, abilities, and interests of students. This research contributes to a better understanding of the dynamic role teachers play in fostering motivation and improving the overall learning experience for students learning English as their first foreign language.

Keywords: Teacher motivation, student learning, English as a first foreign language, 4th grade, qualitative narrative inquiry, learning methods, teaching strategies.

INTRODUCTION

The independent curriculum in the Pekalongan district has been implemented since 2022. In this independent curriculum, there are many changes to subjects, especially in English lessons. English subjects that were originally *mulok* (local content) are now electives.

English language subjects at the elementary school level were removed or eliminated in the 2013 curriculum. Even though in the previous curriculum, namely the education unit level curriculum (KTSP), English language lessons at the elementary school level were taught. This curriculum change is based on other factors. Alhamuddin (2019) in Angga (2022), curriculum changes from the independence era to 2013 were based on rapid world changes in various fields, including education. The development of the world of education is global. and of course, changes to the curriculum are not necessarily due to a change in minister changing the curriculum.

The curriculum is dynamic because it always changes according to developments and challenges of the times. The more advanced human civilization becomes, the more difficult the challenges it faces. Knowledge competition is increasingly being carried out in the international world so Indonesia is also required to be able to compete globally to raise the dignity of the nation.

According to Wuwur (2023), the independent curriculum is one of the educational programs launched by the Indonesian government to provide freedom and flexibility to educational units in preparing a curriculum that suits school needs. because the preparation of this curriculum is also adjusted to the characteristics of students and the global challenges they will face. Sunarni and Karyono (2023) stated the results of their research that in the implementation of the independent curriculum there were several problems faced, namely that it seemed forced on some schools, not all teachers welcomed the socialization of the independent curriculum, resulting in a lack of human resource competence in schools.

In the Pekalongan district, not all elementary schools provide English lessons in this independent curriculum. Only a few sub-districts hold English lessons. Even though Pekalongan district used to be a reference or example for other districts and municipalities because it dared to appoint civil servant English teachers in elementary schools. Many other areas follow Pekalongan Regency. However, in 2012 Pekalongan Regency changed or replaced the English local content. So English is currently only an optional subject. The addition of English local content can be provided in elementary schools as long as the school considers the addition of local content to be relevant and under the conditions of the sector and the school can provide the necessary facilities related to learning materials and teachers to support English language learning at the school (Zein, 2017 in Mafulah, 2022).

This is also following article 14 of government regulation number 28 of 1990 (paragraph 3) which clearly states that basic education can explain and/or add study material from subjects that are adapted to the needs of the school. This regulation is the basis for the implementation of English local content in elementary schools. Did not teaching English in elementary schools cause social inequality? Because when elementary school students graduate and continue their studies to junior high school, these students will find it difficult to learn English at the junior high school level. Because at the junior high school level, English subjects are no longer basic level material but rather advanced level material as it should be. So English teachers at junior high school level must teach English from the basic level, which should have been taught in elementary school. This research was conducted to find out how teachers can motivate students (especially 4th-grade students) to want to learn or like English because this is their first foreign language.

There are 2 (two) Statements of this research, there are: First, How do teachers motivate students to learn English as their first foreign language? Second, What are the learning methods and strategies for teaching students learning English as their first foreign language? The objective of this study is to know how teachers motivate students in grade 4th to learn English as their first foreign language. And to know the methods and strategies teachers used in their teaching for students in grade 4th. This research can provide valuable input for teacher professional development in the context of foreign language learning. This can help teachers to improve their skills and knowledge in teaching English as a foreign language. By improving teacher motivation towards students, this research can contribute to improving the overall quality of education, especially in foreign language learning. Motivated students tend to achieve better performance in English, which in turn will have a positive impact on the quality of education.

According to Herzberg's theory in Sudrajat (2008), theoretical motivation is divided into two factors, namely motivational factors and hygiene or "maintenance" factors. What is meant within a person, while what is meant by hygiene or maintenance factors are factors that are extrinsic in nature, meaning they originate from outside the self and determine a person's behavior in a person's life.

The use of English is a global obligation as a means of communication in various aspects of social life; Transportation, trade, banking, tourism, technology, diplomacy, and research and development programs (Brown, in Aprianto, 2021)

A method defines a systematic process for problem solving including the required aids and resources. Many engineering disciplines use methods as a means to capture proven practices and formalize best practices. (Kurt Sandkuhl and Koç, 2014)

Gerlach & Eli (1980) in the journal (Syahputra, 2014) Syahputra said that it is necessary to have a link between learning strategies and learning objectives to obtain effective and efficient learning activity steps. Learning strategies consist of methods and techniques (procedures) that will ensure that students will

achieve their goals. Therefore, teachers determine learning strategies that suit student needs and school conditions. The narrative has acquired an increasingly high profile in social research. It often seems as if all social researchers are doing narrative research in one way or another (Riessman, 2008).

Teaching English for young learners refers to a more specialized area of teaching English that deals with younger students. It is different from teaching adults. When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation levels, knowledge, and last but not least, different learning styles. (Rismareni, 2016)

RESEARCH METHOD

This research uses qualitative narrative inquiry methods. According to Hasibuan (2022), qualitative research is multi-method focused, involving interpretation, and a natural approach to the subject material. Qualitative research is research that aims to interpret research from a subject matter. according to Nugrahani (2014).

Narrative inquiry is first and foremost a way of understanding experience. It is also a research methodology. It is, then both a view of the phenomena of people's experiences and a methodology for narratively inquiring into experience and thus allows for the intimate study of individuals' experiences over time and in context

The setting of this study was conducted in two schools: SD Negeri 01 Kajen and SD Negeri 02 Kebonagung, located in Kajen District, Pekalongan Regency.

The Subject of this study is a teacher of the English language at SD Negeri 01 Kajen and SD Negeri 02 Kebonagung, located in Kajen District, Pekalongan Regency.

The data collection in this research will collect data by asking questions (interview) to English teachers in two schools in the Kajen sub-district, SD Negeri 01 Kajen, and SD Negeri 02 Kebonagung.

The data analysis that will be used in this study is a questionnaire. A questionnaire is a data collection tool that consists of a series of questions or statements designed to obtain information from respondents.

Table 1.1 *Questionnaire.*

No.	Questionnaire
1.	How do you motivate students to be motivated to learn English?
2.	What is the difference in the approach to teaching middle school students and elementary school students?
3.	How can teachers make English lessons fun and interesting for elementary school students?
4.	What are the most effective methods for teaching English to students?
5.	What strategies do you use when you teach English?
6.	What is the impact of a positive and supportive classroom atmosphere on elementary school students' motivation to learn English?
7.	What media do you use when teaching English to students?

FINDINGS AND DISCUSSION

In this study, the researchers interviewed two English teachers at two elementary schools, namely SD Negeri 01 Kajen and SD Negeri 02 Kebonagung. There should be three schools, namely SD Negeri Tanjung Sari, but an English teacher at these schools is difficult to find. The teacher at SD Negeri 01 Kajen is Mrs. Indah Daniarsih, and at SD Negeri 02 Kebonagung is Mr. Hartono Bagus.

1. Teachers motivate students to learn English as their first foreign language.

a) Intrinsic Motivation.

In this discussion, the research finds that in this intrinsic motivation in two schools, the researcher asked the two teachers. First, in the SD Negeri 01 Kajen, Mrs. Indah Daniarsih gives him stimulation that the students want to go study tour at Bandung. That the students can or want to learn English. As a result, the students wanted to learn English on their own after being stimulated by Mrs. Indah Daniarsih. This stimulation motivated the students to learn English independently, with the support of Ms. Indah Daniarsih, the English teacher at SD Negeri 01 Kajen.

Similarly, Mr. Hartono Bagus also stimulates his students by playing games. By playing games, the students become curious about learning English in depth. This motivation leads them to study English independently, with the support of Mr. Hartono Bagus, a teacher at SD Negeri 02 Kebonagung.

This is also in line with what Mrs. Indah Daniarsih said, "because every student's way of motivating them is different, but if their friends can understand or master it enough, students who don't understand or haven't mastered it will feel jealous of their friends who already understand or have mastered it." Similar to Mrs. Indah Daniarsih, Mr. Hartono Bagus also expressed a similar sentiment. He said, "Every student has a different background and learning style, so I implement comfortable and enjoyable learning methods to motivate students to learn English on their own. For instance, students ask about vocabulary related to animals, vehicles, stationery, and their surroundings."

b) Extrinsic Motivation

In this extrinsic motivation, the researcher finds that this motivation is from two schools. First, at SD Negeri 01 Kajen, Mrs. Indah Daniarsih provides extrinsic motivation by offering bonus points to students who master English and also by comparing them to a peer who has already achieved a good level of English proficiency, so that students feel encouraged not to fall behind their more proficient classmates. Similarly, Mr. Hartono Bagus also applies the same method as Ms. Indah Daniarsih to provide extrinsic motivation to students. Mr. Hartono Bagus gives bonus points to students who can master English and also compares them to a student who has already achieved a good level of English proficiency. This is to motivate other students to learn English so they can be like their proficient peers.

Mrs. Indah said, "Students are happy when they are offered an incentive or given something. So, I entice them by saying, 'Who wants to come to the front? Mrs. Indah will give you bonus points,' or 'Whoever can answer my question, raise your hand. Mrs. Indah will give you bonus points'".

Mr. Hartono Bagus also expressed a similar approach but with a different method. He said, "If there are students who struggle with learning English, I will help by asking them about the difficulties they face. Then, I will guide or explain it to them slowly so they can understand and master it. If a student feels lazy or doesn't want to study anymore, I tell them, 'Your friends already

understand or have mastered English, only you haven't. Don't you want to be like your friends?"
Conclude Mr. Hartono Bagus

2. Methods and Strategies for teaching students learning English as their first foreign language.

a) Direct Strategies

In these direct strategies, the researcher found similarities in their studies. Both schools use direct strategies by helping students acquire new information through the lessons taught by the respective teachers at each school. Both teachers also perform direct language transformation, such as through repetition of words, note-taking, and practicing English in front of the class. Additionally, they provide compensation when students answer correctly.

This is reinforced by Mrs. Indah Daniarsih's statement "If students want their English pronunciation to be correct, I repeat the word until their pronunciation is correct. For elementary school students, the most important thing is understanding how to pronounce words correctly. Besides pronunciation, I also train them by having them write down what I write on the board," concluded Mrs. Indah Daniarsih.

Mr. Hartono also said, "I ask my students to memorize the numbers from one to ten. Once they have memorized these numbers, I ask them to come to the front and recite the numbers from one to ten. If their pronunciation is incorrect, I help correct it together with the others and repeat it several times until the students' pronunciation is correct," he concluded.

b) Indirect Strategies

In these indirect strategies, the teachers implement similar methods. First, the teachers plan the lessons for the students and evaluate the learning process. This allows them to set goals, monitor progress, and adjust teaching methods based on the assessment of the learning. Next, the teachers also manage the students' emotions, motivation, and attitudes through methods such as self-encouragement, anxiety reduction techniques, and maintaining a positive mindset. Finally, the teachers involve the students in interactions with the English teacher or their peers, encouraging them to ask questions and participate in discussions. This also includes indirect strategies where the teachers facilitate the learning process.

Mrs. Indah Daniarsih and Mr. Hartono Bagus expressed similar sentiments. They said that if a student feels shy or appears quiet, they approach the student and ask why they seem quiet. Usually, the student is quiet because they struggle to master English like their peers. It is the teacher's role to help them in their learning. The teacher asks about the difficulties they are facing and then helps them to overcome these challenges.

c) Differentiated Instruction

In this study, both teachers use differentiated instruction. Mrs. Indah Daniarsih and Mr. Hartono Bagus employ a teaching approach that adapts methods, content, processes, and products to meet the diverse learning needs of each student. This method is based on the principle that students have different backgrounds, abilities, interests, and learning styles. Therefore, the teaching approach must vary to ensure that all students can reach their maximum potential.

Mrs. Indah Daniarsih and Mr. Hartono Bagus expressed the same idea. They said that each child has a different background, learning style, ability, and interest. However, despite these differences, there is usually a common thread or shared interest. The teacher's role is to leverage this shared interest to teach English, making the learning experience enjoyable and different from

other subjects that require more focus. However, this should not be done continuously. It needs to be interspersed with serious but enjoyable learning activities for the students.

CONCLUSION

In conclusion, this study found that the students' motivation to learn in both schools showed many similarities. The methods and strategies used by the two teachers were also quite similar. The student's motivation to learn English improved when the English teacher was able to explain or present the material enjoyably, making the students feel happy while learning English. It is crucial to design strategies and methods accurately, as each student has different backgrounds, learning styles, abilities, and interests. Therefore, teachers must choose appropriate strategies and methods to ensure that students can understand what is being taught by their teacher.

REFERENCE

- Angga. (2022). Komparasi Implementasi Kurikulum 2013 dan Kurikulum Merdeka di Sekolah Dasar. *Basicedu*.
- Aprianto, D. I. (2021). Pembelajaran Bahasa Inggris sebagai Bahasa Asing bagi Anak-anak Usia Sekolah. *JPMB: Jurnal Pemberdayaan Masyarakat Berkarakter*, 121-134
- Hasibuan, S. (2022). Metode Penelitian Kualitatif. In S. Hasibuan, *Metode Penelitian Kualitatif* (p. 39). Makassar: Tahta Media Group
- Kurt Sandkuhl, H. K. (2014). Component-based method development: an experience report. In *The Practice of Enterprise Modeling: 7th IFIP WG 8.1 Working Conference, PoEM 2014, Manchester, UK*, 168-178.
- Mafulah, S. (2022). Pelatihan Story Telling untuk Meningkatkan Kemampuan Pembelajaran Kosakata bagi Guru Bahasa Inggris di SDN Mulyoagung 02 Kabupaten Malang. *Science Contribution to Society Journal*.
- Nugrahani, F. (2014). Metode Penelitian Kualitatif. *Solo: Cakra Books*.
- Riessman, C. K. (2008). *Narrative Methods for the Human Sciences*. Sage Publications.
- Rismareni Pransiska, S. M. (2016). Requirements of teaching english for young learners: an overview in Padang, west Sumatera. *Proceedings of ISELT FBS: Universitas Negeri Padang*.
- Sudrajat, A. (2008). *Teori - Teori Motivasi*. Retrieved from Akhmad Sudrajat: <https://akhmadsudrajat.wordpress.com/2008/02/06/teori-teori-motivasi/>
- Sunarni, & Karyono, H. (2023). Persepsi Guru Terhadap Implementasi Kurikulum Merdeka Belajar di Sekolah Dasar. *Journal on Education*.
- Syahputra, I. (2014). STRATEGI PEMBELAJARAN BAHASA INGGRIS SEBAGAI BAHASA ASING DALAM MENINGKATKAN KEMAMPUAN BERBAHASA SISWA. *Khutubkhanah*.
- Wuwur, E. S. (2023). Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Ilmu Pendidikan*.