MOTIVATIONAL STRATEGIES FOR GENERATING ENTHUSIASM OF INDONESIAN EFL LEARNERS

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Abstrak

Peran motivasi dalam proses pembelajaran bahasa Inggris sebagai bahasa asing di Indonesia sangatlah penting, dikarenakan bila dibandingkan dengan di konteks bahasa Inggris sebagai bahasa kedua (ESL), fungsi bahasa Inggris sebagai bahasa asing (EFL) lebih memerlukan usaha keras dan motivasi yang tinggi karena bahasa Inggris tidak digunakan sebagai bahasa komunikasi sehari-hari dan juga sedikitnya kesempatan untuk berinteraksi dengan para penutur asli (native speakers). Artikel ini akan mendiskusikan beberapa strategi yang dapat digunakan untuk meningkatkan antusiasme dan motivasi belajar para siswa dalam konteks EFL (English as a Foreign language).

Kata kunci *: motivasi, pembelajar bahasa asing, kelas bahasa.*

Abstract

The issue of motivation, especially in EFL context is very important since motivation is considered as the fuel or the driving force to keep a language class 'alive'. Motivation itself is defined as the learners' orientation with regard to the goal of learning a second language. Compared to ESL context, learning English in the EFL setting needs more efforts and persistence since English is not used in daily communication and there is little opportunity to interact with native English speakers.. This paper is going to discuss some motivational strategies to boost Indonesian EFL learners' enthusiasm in learning English as a foreign language.

Keywords *: motivation, EFL learners, language class.*

Pendahuluan

English has been taught as a compulsory subject from the elementary level. However, some studies conducted in ELT in Indonesia showed that EFL learners' motivation in Indonesia is low. Some problems which cause lack of interest in learning English in Indonesia are large classes, multilevel ability in one class, teaching technique and the role of teacher.(Mattarima&Hamdan 2011). The main contributing factors are due to the large class sizes, unskilled teachers, and unfavourable learning environments. However, there are some motivational strategies which can be used to overcome those problems. So, motivation is the basic factor in the success of language learning. According to Gardner (2001:2).'motivation is a central element along with language aptitude in determining success in learning another language in the classroom setting'.This essay will discuss some specific steps in increasing the

motivation level to unmotivated EFL learners in Indonesian context,I will divide the steps based on three points of view, the first is from the teachers' point of view as the facilitator of the learning process, then the learner him/herself, and the last from the stakeholders as the external factors who give great contributions tothe success of ELT in Indonesia.In his social cognitive theory that 'learning needs three reciprocal variables. They are personal, behavioural, and environmental factors (Bandura, 1997,as cited in Bruning, et al., 2004:110).

As we know, that ELT in Indonesia is a compulsory subject and it isas one of thesubjects tested in the national examination.Since the national examination is focusing on reading, grammar, and listening skill, learners' speaking skill is less developed at class. As a study conducted by Lamb (2007) in investigating the fall-off in interest of ELT in Indonesia, He found that the decrease of enthusiasm of ELT in Indonesia is due to the teachers' low creativity in teaching, such as only using textbooks, no communicative use of language, and teacher-directed activities. These conditions influence learners' performance and self efficacy. According to Bandura (as cited in Bruning et al., 2004:112) 'self efficacy is a judgement of one's ability to perform a task within a specific domain'. Learners was less enthusiastic of the lesson was also because of their beliefs on their learning. They learn English only because they want to pass the national examination. In other word, learners only think of his/her performance goals in which learners only think about marks than the process of learning itself. (Bruning et al., 2004). However, Communicative Language Teaching (CLT) is being widely used in Indonesian curriculum of ELT now. This approach gives new perspectives on the importance of using language in the real life as a way to communicate meaning and increase learners' motivation as well.

Motivational Strategies In Language Teaching

Regarding the motivation itself, motivational strategies in teaching is underpinned by Dornyei's (2001 as cited in Astuti, 2013) work in which he grouped the strategies into four phases: creating motivational components, generating students'maintaining motivation and encouraging positive retrospective self-evaluation.

In addition, Nunan(2004:6) argued that 'language is more than a set of grammatical rules, with attendant sets of vocabulary, to be memorized. It is a dynamic resource for creating meaning'. So, the most important thing in learning a foreign language is the use of language in students' real life.

As Sukri et al (2009 as cited in mattarima., et all, 2011) point oit that the learning strategies and motivation have a significant role in language learning process as they can

influence the outcome of language learning. These are some considerable motivational strategies which can be used by language teachers, learners and the stakeholders as well to increase learners' enthusiasm in language learning.

Teachers

A teacher is considered as the most important person in increasing his/her students' motivation. According to Dornyei (2001:120 as cited in Thanasoulas, 2002) ,'Teachers' behaviour is powerful 'motivational tool'.

A good language teacher should have balance in technical knowledge, pedagogical skills, interpersonal skills, and personal qualities as well. As we know that a language class is more dynamic than other classes, there may be many 'surprises' happen inlanguage classes. Therefore good language teachers should have appropriate behaviours so that he/she can create a pleasant and supportive classroom atmosphere. There are some steps which can be done by teachers to encourage their students in learning English. Firstly, By making explicit instructional goals to the learners, so that, learners will be more actively involved in the learning process and keep their efforts in facing difficult tasks due to their target to fulfil their goal of learning. However, in Indonesia, since the policy is made by Indonesia ministry of Education. Schools have touse a mandated

English textbook which the goals and objectives are often expressed implicitly in the book. But, a good language teacher should try to explain the goals by involving students in the process and assessing students' needs as well, so that, learners will achieve the desired outcomes. According to Nunan (1999:17), 'A first step in giving learners a voice is to make instructional goals clear to them'.

Secondly, teachers can enhance students enjoyment in language learning by using authentic materials as course book supplements, for example articles from magazines or newspaper, junk mails, etc in teaching, because they are more interesting, so that this may increase students' interest and persistence in the given tasks. One of the studies on the effect of authentic materials on the motivation of EFL learners conducted by Peacock (1997) showed that authentic materials increase students' level of interest and enjoyment during the class. In addition, this can increase learners' intrinsic motivation, it is 'people seem to engage in the activities for their own sake and not because they lead to an extrinsic reward' (Deci,1975, cited in Brown, 2007:172). Another great step which can be done to increase learners' enthusiasm in ELT is by encouraging cooperative learning, such as by using group discussion activities, role playing, etc, these activities can also reduce learners' anxiety especially in speaking activities. Asa

research conducted in Indonesia by Tutyandari (2006). Students' low proficiency in oral production is due to the lack of self -confidence, no prior knowledge on the topics and poor teacher-learner relationship. Therefore, by asking them to do given tasks in small groups will motivate them to get involved with class activities.Furthermore, the reality of ELT in Indonesia, most classes are large which consists approximately 35 to 40 students in a class, So, peer or group activities will help teacher to handle the class and increase their participation as well.

In addition, A good language teacher should also teach metacognitive strategies to their students by asking whether their learning strategy used so far works or not, for example, using skimming strategy in reading a text in an exam due to the limited time.etc. Teaching metacognitive is important in keeping students' persistence. Zimmerman, 1990 (cited in Bruning, et al., 2004:117) claimed that 'metacognitive awareness becomes one of three important components in self-regulated theories'. Furthermore,in Indonesia, the 'Vision 2020' for education sector is to develop teachers' career by holding teacher training programs to improve teacher's proficiency in EFL teaching. In addition, Based on my own experience when I taught English in Indonesia, I also observed a peer teaching so that teachers can share their experiences and strategy in teaching.' Reflecting in one'

teaching ,and, in the process , developing knowledge and theories of teaching is an essential component in this lifelong process'. (Nunan& Lamb, 2000:120).

Next, making use of the internet is regarded as a considerable way in increasing student's interest, self-evaluation ,andautonomy in learning as well, for example, by improving students' motivation in writing through emailing, chat program, and online discussion forum, or enhancing students' vocabulary by using online games activities, etc. According to Teeler&Gray (2000),The internet helps teachers in getting varied teaching materials quickly, in addition, internet can keep one's contact with others through the push of a button. In addition, according to Soliman&Guetl (2010:829), 'In the virtual environment, the user(learner) has more control on his/her experiences and is more of an actor. Therefore, it is more directed towards learner-centered learning'.Regarding with learner-centered approach. The principles of experiental learning in language teaching is very useful in increasing students motivation,particularly the intrinsic one as Kohonen (1992, cited in Nunan, 2004:13) 'Experiential learning theory provides the basic philosophical view of learning as part of personal growth.The goal is to enable the learner to become increasingly self-directed and responsible for his or her own learning'.

The fifth step in generating learners' motivation is by giving positive feedback to students, it is very important, especially to increase students' extrinsic motivation.it is defined as' motivation to do the tasks intended to get reward, such as prize, grades, etc. (Brown, 2007). Finally, The last step that can be done to increase learners' motivation is by encouraging them to practice English outside the classroom. In my opinion, it is very important to familiarize students with English and practice the vocabulary and grammatical rules to communicate meanings. In my experience, for example : every Saturdays, I asked my students to speak English all the time, even outside the classroom,or invited them to go on excursion to Bali or other places and asked them to practice their English with English native speakers, I also asked them to create a group in which all the member of the group should have commitment in practising English all the time, These strategies worked well in increasing their motivation in learning English. In addition, I motivated my students to learn English in order that they can pursue their study abroad by applying overseas scholarship or home-stay programs. This may increase their integrative orientation. As In Socio educational model, Gardner (1985, cited in Norris,2001) pointed out that integrative orientation is an active involvement whether in the language, culture, or the community of the target language and it is very important in long-term success of language learning.

In addition, a study conducted by Astuti (2013) on teachers' and students' perceptions of motivational teaching strategies in an Indonesian high school contexts, her findings show that there are two motivational components. The first is the teachers' rapport with students such as rewards and positive reinforcement for the students. The second strategy relates to the teachers' planning decisions such as the classroom activities, the feedback, learning resources, and the classroom management as well.

According to Abrar-ul-Hassan (2009 as cited in Al –mahrooqi, et al, 2012) there are three mechanisms which can increase students" motivation: ensuring that they are aware of their progress towards their goals; ensuring there is enjoyment in the classroom; and offering lessons that are related to their lives.

Furthermore, Hapsari's (2013) finding in her study involving twenty eight teachers show that most of the participant use various learning activities that involve students interaction and movement to bosst students' motivation. Al Mahrooqi's et al (2012) study on analyzing the use of motivational strategies by EFL teachers in Oman shows that the most favoured strategy used by EFL teachers in Oman is teachers personal performance in the classroom by setting a personal example with their own behaviour.

Learners

High motivated learners will show great efforts and perseverance in language learning.In Indonesian context, the driving forces of English learning usually due to the certain motives, such as English skill is needed in applying a job, as a requirement for university entrance test, achieving higher social status, etc. Those are regarded as instrumental orientation, so students learn a language for special purpose only (Gardner,1985). However, integrative orientation is more important than instrumental orientations, because students who have integrative orientations are more motivated in language learning. Ellis (1997,as cited in Norris, 2001:3) pointed out that integrative motivation is more significant in formal learning environment than instrumental motivation.

Good language learners should apply learning stretegies in order that they can be successful in language learning process. The definition of learning strategy according to Richards et al is' intentional behaviour and thoughts used by learners during learning so as to be better help them understand, learn, or remember new information".
In addition, Abrar-ul-Hassan (2009 as cited in Al –mahrooqi, et al, 2012) suggests that three mechanisms can increase students" motivation: ensuring that they are aware of their progress towards their goals; ensuring there is enjoyment in the

classroom; and offering lessons that are related to their lives.

Stakeholders

The last important factor in increasing learners' motivation of language learning in Indonesian context is the stakeholder factors. First, Minister of Education who has responsibility in the development of curriculum should make the curriculum relevant for the learners. So far, the boredom of students in learning English is due to the uninteresting materials and inappropriate teaching methods as well. As teacher-centered class interaction is still dominant in EFL context. However, nowadays as Mattarima and Hamdan (2011) maintain that the school-based curriculum that is more focusing on the learner-learning than teacher-teaching give a significant contribution as language teachers may better understand students' individual differences and create interesting classroom activities so that the teaching of English becomes more fun. Furthermore, in the 2013 curriculum in which the focus is also on incooperating character education in the English teaching materials, language teachers may also create various activities which deal with cultures and also use authentic materials such as newspaper articles, radio news to better explain the example of moral education related to daily life events.

Finally, parents also should give support to their children in

language learning process by emphasizing on the importance of mastering English in this globalization era and also provide authentic materials which can be used as valuable language learning resources at home such as English magazines or newspapers.

Conclusion

To sum up, motivation is the key factor in the success of language learning, since the motivation and language learning strategy use have a very strong correlation, particularly in the EFL (English as a Foreign Language) context in which English is not used in the daily live so that EFL learners need more efforts and persistence in learning a foreign language.

Therefore, A good cooperation between teachers, students, and stakeholders is needed to create an 'alive' atmosphere in the language classroom . so that, students are keep motivated in language learning.

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