

IMPROVING STUDENTS' MOTIVATION TO LEARN ENGLISH IN PRIMARY SCHOOL

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Abstract

The most crucial element for educators to consider when trying to enhance learning is motivation. Many educators have contributed their research on how to increase students' motivation. One of the most crucial goals on a daily basis is it. Students who are conceptualized learn, perform well in job, have a strong desire to get involved and motivated, and succeed in school. This essay discusses the traits of primary pupils, the function of the primary English teacher, and the methods used by teachers to inspire students to learn English. Getting kids motivated can be done in three different ways: extrinsic, intrinsic, and group motivation. It is determined that TPR, using songs, and playing games are effective techniques for kids to develop intrinsic motivation. Achieving extrinsic motivation is divided into "external regulation, interjected regulation, and identified regulation" depending on how powerful or weak it is. The last factor is group motivation, which is highly significant in language teaching that takes place in the classroom. Therefore, it is advisable for English teachers in elementary schools to foster an environment where students feel motivated and engaged.

Key Words: *Children, Motivation, Primary School Teacher*

INTRODUCTION

The process of learning English as a second language is fairly difficult. In other words, in addition to pronunciation, vocabulary, and grammar, English learners must also learn about the language's rich cultural heritage. In truth, there are a variety of elements that can determine whether an English learner succeeds or fails, including motivation, aptitude, IQ, and family background. The motivation of English learners is one of these things that is frequently mentioned as having a significant impact on their English learning. In reality, many scholars that are interested in this topic have looked into the function of learners' motivation in learning a second language (e.g. Belmechr and Hummel, 1989 et al.).

Children that are young and unique require particular or specific methods to motivate them to learn English successfully. We play a crucial role as elementary school teachers. Children's enthusiasm in learning English must be encouraged, and to some extent, we are accountable for how well or poorly they

acquire the language in later stages of life. Then, having a better understanding of kids and motivational theories, teachers could practice more effectively. Teachers serve as classroom motivators. They should use the They struggle with abstract ideas. They always hear about improved ways to help teachers better their students since they dislike dull classrooms with little activities. motivation. Human motivation is affected by a number of variables, including the correct aim, challenge, responsibility, opportunity, and leadership.

In order to examine techniques to inspire children in their English learning based on various motivation theories, this study discusses the characteristics of children as young English learners.

Children's Characteristics

Children are inquisitive and energetic by nature. They are animated and frequently exhibit a strong desire to participate. But in order to encourage kids to study, we need to understand what they enjoy or find objectionable. The following are some descriptions of their traits. As follows:

1. A lot of kids frequently lack a specific learning goal.
2. Since they want to be certain that the task at hand is not beyond their capacity, many kids prefer to engage in activities with attainable learning objectives.
3. A lot of kids enjoy using their hands, bodies, and minds to create things. They occasionally prefer to make noise and move about if they are not content.
4. A lot of kids enjoy listening to music. They are adept at mimicking both facial and auditory cues.
5. Children struggle to understand linguistic conventions.

The English teacher's role with children

Given the traits of children mentioned above, a successful primary school teacher may discover that they need to play a variety of roles, including parent, friend, motivator, discipline controller, evaluator, and even actor. Along with language proficiency and teaching talents, we also need to possess distinctive attributes. We must comprehend how kids learn and think. Instead of merely focusing on the language we are teaching, we need to take care of "the whole child." Children need our assistance as they grow linguistically, academically, culturally, and ethically. We must help kids build their understanding of learning strategies and how to learn, as well as the capacity to use their imaginations and problem-solve. They must be taught to respect and care for others as well. However, some education experts believe that one of the most crucial functions played by basic English teachers is that of a motivator. That is to say, a competent primary school English teacher must be able to inspire students to study the language.

RESEARCH METHOD

A feeling of zeal, interest, or dedication that prompts someone to desire to accomplish something—or something that creates such a feeling—is typically referred to as motivation in psychology.

Redmond (2008) asserts that motivation, or the reason an organism engages in a certain action, drives behavior in living things. An individual's motivation has both conscious and unconscious motivations. Psychological theories must take into account a "primary" level of motivation to meet necessities like food, oxygen, and paying attention in class. (2) The students' interest in responding to explanations and questions; this indicator is deemed insufficient if the students offer no responses, even when asked at a "secondary" level, and is sufficient when the students express motivation to satisfy social needs like achievement and success. According to Sasson (Success Consciousness.com), motivation is the internal force or energy that propels people to act, carry out tasks, and achieve goals. Desire and ambition have a lot to do with motivation, therefore when they are lacking, motivation suffers as well.

A person frequently has the will and ambition to do a task or reach a goal, but lacks the drive, the initiative, or the motivation to act. This results from a lack of inner motivation and desire. When one has a vision, a distinct mental picture of what they want to do, as well as a strong desire to make it happen, motivation becomes powerful. Motivation is reawakened and propelled ahead under this circumstance, encouraging one to act and bring the vision to life. One of the most crucial factors in success is motivation. When one lacks motivation, they either achieve nothing or only poor results; but, when one is motivated, they achieve larger and better achievements. A student who lacks drive and studies little compared to a student who is highly motivated and puts in a lot of time studying will receive quite different grades. As a result, the following indicators in this research reflect motivation: (1) the students' interest in listening to explanations; in this study, it is deemed insufficient if the students engage in other activities while the lesson is being taught. sufficient when they occasionally hear the lesson, It's good if they always pay attention to the lesson. Very good if they constantly respond with irrelevant information when asked; Good if they respond with relevant information when asked; Very good if they respond with relevant information when not asked. (3) The students' willingness to collaborate with others, and in this case the indicator is deemed insufficient if the students do not contribute to the group; adequate when they make irrelevant contributions when asked; good when they make relevant contributions when asked; and very good if they make relevant contributions without being asked. Motivation is a crucial notion in every philosophy of education, according to Ball (1957). In order to better comprehend the function of motivation in language acquisition, it is crucial to present many points of view on definitions of

motivation. Ball (1957) defined motivated students as those who want to do what teachers anticipate, whereas unmotivated students are those who don't want to do what teachers want. In contrast to teachers, psychologists (such as Lewin, 1952 et al.) devote more time to studying the idea of motivation. Lewin, a proponent of cognitive education, stresses that learning's intrinsic desire influences success. Bruner (1966) appears to disagree with this assertion, contending that when students are compelled or pressured to learn, they may lose their innate interest. Beard and Senior (1980), two behaviorist psychologists, contend that "incentives and rewards" are the driving forces behind the development of behavior. This notion is supported by Spencer (1959), who asserts that it is crucial for teachers to use a variety of 'Rewards' are used to encourage students to have 'Interests and Goals' in carrying out tasks.

Examples of definitions for kid-friendly activities are shown here.

Total Physical Response (TPR)

To the best of my knowledge, kids prefer to roam around, use their hands, and The body can provide motivation in several ways. It makes sense for the primary school of thought. Many language teaching scholars have contributed to the study of motivational strategies in language education based on these notions. Students' willingness to engage in the learning process naturally affects their drive to learn. But it also takes into account the motivations or objectives that drive participation in or absence from academic activities. Although all students may be equally driven to complete a task, their motivational sources may vary.

Motivational Techniques

Developing Internal Motivation

In general, intrinsic motivation refers to the drive to participate in an activity because it is pleasurable and fulfilling to do so, according to Ryan and Deci (2000). It is clear at this point that the teaching approach is essential for influencing and fostering children's learning motivation. Many kids like language learning simply because they enjoy the classroom activities where they can show off their skills and succeed. Similar to this, kids who dislike their classroom activities may grow to have a bad attitude toward the language. In light of the principle of multiple intelligences, we must create a range of activities that meet various requirements and give kids various opportunity to use their various intelligences. The following suggestions for organizing lessons and getting English teachers in classrooms to plan some hands-on activities for kids take into account the characteristics of kids. They'll respond to the teacher with speed, which will make it easier for them to pay attention in class.

Children are incredibly skilled and effective listeners long before they are

able to create any words. Regardless of whether they comprehend, parents chat to their children every day. They can eventually obey commands like "Smile!" and "Don't touch your nose," among others. With this in mind, it is simple to see how we may provide similar chances for our students in English classes. This means that children should be allowed to listen and reply swiftly or with gestures and actions to demonstrate their understanding before we urge them to talk or repeat after the instructor or the recorder. TPR would then get them ready to speak. Additionally, kids enjoy taking part in activities, and they rarely feel bored while doing them. When a teacher instructs students in English, Slattery and Willis (2001) note that the teacher is "using language for a purpose; giving them the opportunity to show that they understand; giving them another opportunity to acquire the language; giving them another opportunity to absorb the sounds and patterns of the language naturally."

Playing video games

Games are enjoyable for youngsters and are crucial for learning, according to Halliwell (1992:5). It's not because they're enjoyable. It is somewhat due to the urge for communication sparked by enjoyable features and partially due to the unpredictable nature of some games. can and could be used. Additionally, the language proficiency needed for communication-focused games is higher than that needed for language-focused ones since these According to Superfine (1997), games that are designed with learning in mind can assist create a good learning environment in the classroom and a meaningful context for activities. More importantly, games show kids' interests and typical behavior; they support kids' cognitive development, let them explore social behaviors and emotions, offer variety in language learning, and can even be used as a productive, non-threatening way to assess class performance. Games can be used to learn grammar, vocabulary, speaking, listening, reading, and writing. Teaching language should be grounded in the children's everyday experiences. According to Halliwell (1992), it is a very real aspect of being a child and not just something to be enjoyed.

In the classroom, there are often two types of games. Games that emphasize fluency are known as communication-focused games, whereas those that emphasize accuracy are known as language-focused games.

The latter emphasizes the growth of the learners' communicative skills and fluency more (Xie, 2001). While communication-focused games are frequently played in couples or small groups, language-focused games are more frequently played with the entire class. As their names imply, the teacher has more control over what language concepts are practiced in games that are language-focused, but it is difficult to predict what precise language skills will be learned in games that are communication-focused. They typically arrive after the

language-focused ones. The fact that they are more sophisticated does not imply that games that emphasize communication are superior to those that emphasize language. Before undertaking increasingly difficult tasks, language-focused games are absolutely important when new language concepts are introduced. The games listed below can be utilized in the classroom either with or without modification.

Using music

It is well known how beneficial employing songs in the elementary English classroom can be. Songs in the classroom are frequently a welcome diversion from the usual methods of language instruction and practice, according to both teachers and students. More and more educators are realizing that songs can be used as magical teaching tools to help students improve their language abilities, including pronunciation, vocabulary, sentence patterns, memorization, and the development of a native understanding of the language. On the other side, songs can assist teachers in fostering a laid-back environment in the classroom where students feel secure and unthreatened.

FINDING DISCUSSION

The methods listed above can help you develop intrinsic motivation. The most significant factors in motivating language learners intuitively seem to be happiness or enjoyment with an activity, personal interest, and a goal or goals. The next section discusses extrinsic incentive.

Getting External Motivation

Because these three determine how a learner community behaves when extrinsic motivation is present, Vallerand (1997) and Vallerand et al. (1989, 1992, 1993) indicate that three group leaderships are effective motivational circumstances for a learner community. Depending on how much language learners set the objective for accomplishing a performance, group motivation is quite important. Extrinsic motivation is divided into three categories: "external regulation, introjected regulation, and identified regulation," going from weakest to greatest.

External considerations, such as "tangible benefits and costs," are examples of "external regulation" and are used to drive language learners' performance in language exercises. As a teacher of elementary students, you must pay close attention to external regulations.

The term "introjected regulation" suggests that people have turned external constraints like teachers' and parents' expectations or a personal drive to outperform someone else in a language test into internal force.

The strongest type of extrinsic motivation is called "identified regulation," and it contends that language learners participate actively in language activities

because they choose to do so.

Motivating a group of people

Group motivation asserts that "group cohesiveness," "group norm," and "important role" are played in language learning that takes place in the classroom. Therefore, it is advisable for English teachers in elementary schools to foster an environment where students feel motivated and engaged.

CONCLUSION

In this work, the traits of children are illustrated, and this indicates the functions of primary school teachers. The focus of this study, which is the methods for inspiring kids to learn, is then reached. It is clear that the key to effective teaching and learning is student motivation. Motivation and pupils' success in learning English are positively correlated. Any successful teaching and learning strategy can be used to raise it in order to raise student achievement.

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