Motivational Strategies Applied by the English Tutors to Teach Young Learners

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Abstract

Young learners' characters are different from adolescents and adults, so their teachers need to apply some strategies to motivate them for studying English well. Some children's motivated behavior such as high attention and participation in learning appeared at an English course institution in Palangka Raya, GLC. Therefore, this study aimed to describe the motivational strategies applied by the English tutors of GLC to teach young learners. The study used a qualitative approach with a case study. In collecting the data, it used observation, interviews, and documentation. The research findings showed when it was related to the motivational strategies in teaching English based on Dornyei, two tutors of GLC applied four aspects of motivational strategies. They were creating the basic motivational conditions, generating initial motivation, maintaining, and protecting motivation, and then encouraging positive retrospective self-evaluation. These strategies were applied in the learning process to bring out, preserve, and enhance their motivation.

INTRODUCTION

English is not used in daily life in Indonesia therefore English is regarded as a foreign language. It is introduced in the school from an early age of students. As (H. Douglas Brown, 2001) said that learners based on age levels are children, teens, and adults. In learning English, young learners have different characteristics from adolescents and adults. Children's interests are narrow, restricted primarily to themselves, their immediate surroundings, their families, and their friends (Karl, 1996). It is likely that teacher needs some effort to guide them for studying well. There must be some motivational strategies to motivate children learners in the classroom. According to (Garvin Reid, 2007), he stated that motivation is like fuel. A car will not run without fuel, children will not learn without motivation the fuel of learning. Then, some children need to be motivated.

Motivation is a key factor in successful learning. However, the one who has some facilities to learn English but doesn't have any motivation, his or her learning is unsuccessful learning. Of course, motivation is important. Learners need some motivation to learn English well. As stated

by many experts on motivation. Motivation is something that explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Zoltan Dornyei, 2001). Then, (Gyle L. Macklem, 2015) said that motivation is one of the non-cognitive factors influencing students' achievement because motivation occurred before cognitive, emotional, and behavioral engagement. In addition, Maehr and Meyer (Jere Brophy, 2010) stated that motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.

Students who are motivated in learning process show their motivated behavior such as select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest. Whereas less motivated or disengaged students, on the other hand, are passive, do not try hard, and give up easily in the face of challenges (Cori Brewster and Jennifer Fager, 2000). It seems student who has motivation to be a person who wants to be success and participate in learning process by willingness. Furthermore, (Xiaoying Wang, 2007) also stated that motivated students are more attentive and conscientious in class, also enthusiastic. Obviously, motivation is very important in teaching and learning process. Therefore, it is expected for some teachers to have some strategies to motivate their learners. Furthermore, it is necessary not only to know what strategies for motivating but also how to keep and increase the motivation.

Strategy in teaching means methods and techniques used to help students in learning (Sarode, 2018). Motivational strategies means techniques that promote the individual's goal-related behavior (Zoltan Dornyei, 2001). Thus, teacher should use some methods or techniques in motivating students to learn so they achieve goal-related behavior and to be success in learning. Especially in teaching young learners with their own characteristics, their teacher should apply some motivational strategies to teach children. Young learners mentioned (Malin, 2004) as in the three main groups: four to six, seven to nine, and ten to twelve year-olds. For teaching these students, a teacher needs to make sure the young learners have readiness to learn new language. One of factors that affects children readiness is motivation (Sumarni et al., 2021). As also stated (Yulistianti, 2016) that primary school English teacher needs to know how to motivate children. It is because children have characteristics such as they do not have clear purpose to learn something, they like to do easy task or achievable target, they like to move and imitate, and they can not to comprehend abstract thing. Toward those characteristics, a teacher as director and facilitator have to arrange some methods or techniques so the young learners to be motivated.

English teaching and learning are not only in formal institution but also in non-formal, not only in school but also in English course institution. Many English course institutions are available anywhere in regions. People who want to enhance English ability are provided by so many facilities in which they can learn from. People also can get some learning facilities from an English course institution. In the pre-observation, at a well-known English course institution in Palangka Raya, Central Borneo, children showed some motivated behavior such as high attention and participation in English learning. They also seemed eager volunteering to teacher-fronted activity. According to (Marie Jose Guilloteaux, 2008) that students' motivated behaviors such as they were attentive, very active in learning, and eager to volunteer to speak in front of the class. Therefore, the researcher excited to conduct the study in this institution which GLC (Global Learning Center) Palangka Raya has motto to make English easy and interesting.

Based on the statement above, this study aimed to describe the motivational strategies applied by the English tutors of GLC to teach young learners. The researcher related the motivational strategies in teaching English to the motivational strategies applied in the classroom based on Dornyei (Zoltan Dornyei, 2001). The researcher also chose tutors as part of the subjects and an English course institution as the place of the study to make new insight on the implementation motivational strategies.

METHOD

The researcher conducted the study by applying qualitative approach. Qualitative approach used to understand and interpret human and social behavior as it is lived by participants in a particular social setting (Donald Ary, Lucy Cheser Jacobs, 2010). The researcher conducted the study on the motivational strategies applied by the English tutors of GLC to teach young learners in the classroom naturally. In collecting the data, the researcher used observation, interviews, and documentation. The purposive sampling used to select the subject of the study. There are two English tutors of children class as the subjects and five students as informant.

The researcher conducted the observation as passive participant. The researcher came to class but did not involve in teaching and learning activities. The researcher took notes for field notes and used observation checklist to identify the strategies applied by the tutors. The observation checklist to identify the strategies applied by the tutors was developed by the researcher based on Dornyei's motivational strategies (Zoltan Dornyei, 2001). Then, the interview used in the study is unstructured interview and the interview guideline is only broad outline. The researcher also paid attention to some documents such as syllabus for children learners of GLC, the papers contained of the learners' task or material of learning, the learners' present list, and written regulation stuck on the wall of classroom.

Data analysis was done based on Miles & Hubermann (2014) which consisted of data reduction, data display, and conclusion drawing. In the data reduction, the authors chose the main data or summarized the data and focused on the important data found from the field. The guideline of the data reduction was the objectives of the study. The data display was a process to arrange the result of the data reduction made in report systematically to be understood and reasonable. Then finally, the authors made conclusion after conducting the data reduction and the data display.

FINDINGS AND DISCUSSIONS
Findings

The researcher found the tutors applied the same motivational strategies in teaching English for children. The findings of the research to answer the research question is conveyed in the table below:

Table 1. The Motivational Strategies Applied by the English Tutors to Teach Young Learners

Creating the Basic Motivational Condition	
Technique	**The Application of the Strategy**
Demonstrating and talking about the teacher's enthusiasm for the course	The tutors were enthusiastic about teaching English.

material, and how it affects him/her personally.	
Taking the learners' learning very seriously.	The tutors showed learners that they cared about their progress and indicated their mental and physical availability for all things academic.
Developing a personal relationship with learners.	The tutors showed the learners that they accepted and cared about them, paid attention and listened to each of them, and then indicated their mental and physical availability
Creating a pleasant and supportive atmosphere in the classroom	The tutors established a norm of tolerance, encouraged risk-taking, had mistakes accepted as a natural part of learning, and then brought in and encouraged humor.
Promoting the development of group cohesiveness.	The tutors promoted interaction among the learners.
Formulating group norms explicitly and having them discussed and accepted by the learners.	The tutors told the regulation to the learners and discussed it with them.
Having the group norms consistently observed.	The tutors never let any violations go unnoticed.

Generating Initial Motivation

Technique	The Application of the Strategy
Raising the learners' intrinsic interest in the English learning process.	The tutors demonstrated aspects of English learning that the learners were likely to enjoy.
Increasing the learners' expectancy of success in particular tasks and in learning in general.	The tutors made sure that the learners receive sufficient preparation and assistance. They also made sure the learners know exactly what success in the task involved.
Making the curriculum and the teaching materials relevant to the learners.	The tutors gave English material that was relevant for children learners.

Maintaining and Protecting Motivation

Technique	The Application of the Strategy
Making learning more stimulating and enjoyable by breaking the monotony of classroom events.	The tutors varied the learning task and other aspects of teaching.
Making learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.	The tutors made the tasks' content attractive by adapting it to the students' natural interests.
Making learning stimulating and enjoyable for the learners by enlisting them as active task participants.	The tutors made every learner took part in every activity.

Presenting and administering tasks in a motivating way.	The tutors whet the learners' appetite.
Providing learners with regular experiences of success.	The tutors adjusted the difficulty level of tasks to the learners' abilities and counterbalance demanding tasks with manageable ones.
Building learners' confidence by providing regular encouragement.	The tutors draw the learners' attention to their strengths and abilities and then indicated to the learners that they believe in the learners' effort to learn and to complete the tasks.
Helping diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.	The tutors avoided social comparison.
Allowing learners to maintain a positive social image while engaged in the learning tasks.	The tutors avoided face-threatening acts such as humiliating criticism or putting the learners in the spotlight unexpectedly.
Increasing learner motivation by promoting cooperation among the learners.	The tutors set up tasks in which teams of learners are asked to work together towards the same goal.
Increasing learner motivation by actively promoting learner autonomy.	The tutors allowed the learners real choice about aspects of the learning process.

Encouraging Positive Retrospective Self-Evaluation	
Technique	**The Application of the Strategy**
Promoting effort attributions in learners.	The tutors encouraged the learners to explain their failures by the lack of effort.
Providing learners with positive information feedback.	The tutors gave positive information feedback to the learners in the learning process.
Increasing learner satisfaction.	The tutors monitor the learners' accomplishments and progress and take time to celebrate success.
Using grades in a motivating manner reduces as much as possible their de-motivating impact.	The tutors made the assessment system completely transparent and made sure that grades also reflect effort and improvement and not just objective levels of achievement.

Discussion

Based on the findings above, here the discussion of the four motivational strategies applied by the English Tutors of GLC to Teach Young Learners:

Creating the Basic Motivational Condition

In creating the basic motivational conditions, all techniques mentioned shows that the tutors built the good interaction and relationship from the tutors to students also among the students so they felt comfortable in learning process in the classroom. About the first technique, *demonstrating*

and talking about teacher's enthusiasm for the course material, and how it affects him/her personally. In applying it, the tutors showed their enthusiasm in teaching English. On the other hand, they did not talk about the enthusiasm for English and how it affects him/her personally. It because they thought that the children learners could not be told about abstract thing and do not interest in it. Related to the basic characteristics of children, talk about 'Here and Now' or the children cannot be asked to discuss the abstract things or life and situation in the past or in the future (Yulistianti, 2016) thus, this technique can be changed with "Demonstrating teacher's enthusiasm for the course material".

Generating Initial Motivation

After having the basic motivational condition, the tutors generated the students' initial motivation. The tutors began *raising the learners' intrinsic interest in the English learning process*. In applying the strategy, the tutors demonstrated aspects of English learning that the learners were likely to enjoy. (Swiatczak, 2021) mentioned intrinsic motivation refers to the direct satisfaction of needs based on interest in and enjoyment of an activity.

The next technique is *increasing the learners' expectancy of success in particular tasks and in learning in general*. More specifically, the tutors made sure that the learners receive sufficient preparation and assistance and made sure they know exactly what success in the task involves. Dornyei stated people learn best when they expect success (Zoltan Dornyei, 2001). It means the children do things best when they think they can succeed. There are several methods for increasing the learners' expectancy of success such as provide sufficient preparation, offer assistance, make the success criteria as clear as possible. Those methods mentioned above applied by the tutors in teaching English.

Third, *making the teaching materials relevant to the learners*. As one of some principles in English language teaching (ELT) (Jill and Charles Hadfield, 2008), teacher should respect to the individuality of learners such as the activities and materials are appropriate to learner. When the researcher conducted observations, the tutors taught the learners with simple material such as simple conversation, short text, simple story for children and tales (such as Butterfly, The Box of Treasure), simple vocabulary (such as police, doctor). Related to (H. Douglas Brown, 2001), since children (up to the age of about eleven) are still in an intellectual stage so rules, explanations, and other about language must be approached with extreme caution. For example: don't explain grammar using terms like "present progressive" or "relative clause".

Maintaining and Protecting Motivation

The keyword in this strategy is *making learning more stimulating and enjoyable.* Making the English learning stimulating and enjoyable through breaking the monotony of classroom events, increasing the attractiveness of the tasks, enlisting students as active task participant, presenting and administering tasks in a motivating way, providing learners with regular experiences of success, building learners' confidence, helping to diminish language anxiety, allowing learners to maintain a positive social image, and increasing their motivation by promoting cooperation and learners autonomy.

The activities and materials taught by the tutors were varied enough to appeal to different styles of learning. All techniques mentioned before aimed to make children can continue to engage in English learning and they also related to the students' psychology needs. Therefore, every

teachers or tutors should cover the students' psychology needs. (Motevalli et al., 2020) stated that all teachers and educators in making their students to be motivated and stay engaged with their academic learning, it is important to pay attention to the students' psychology needs. That student's psychological need is also as important as student's physical health in education.

Encouraging Positive Retrospective Self-Evaluation

The tutors encouraged the learners to explain their failures by the lack of effort. In failure situation, teacher should emphasize the low effort being a strong reason for underachievement because this communicates to students that they can do better in the future (Zoltan Dornyei, 2001). All educators also should provide the learners with positive information feedback for their learning performance, when good or when fail. The positive way to give feedback should keep and increase children' satisfaction. From the research finding, we know that the tutors told the learners to do improvement and praised them for their task. In addition, according to Dornyei's statement that "Feedback can have a gratifying function by offering praise it can increase learner satisfaction and lift the learning spirit" (Zoltan Dornyei, 2001). Then, something can keep and increase children' satisfaction is also grade. The tutors used grades in a motivating manner and reducing as much as possible their de-motivating impact. They made the assessment system completely transparent and made sure that grade also reflect effort and improvement and not just objective levels of achievement. Thus, a teacher should include learners' ongoing process in assessment, do not only rely on the results of one or two test only.

CONCLUSION

The researcher analyze the motivational strategies applied by the English tutors of GLC to teach their young learners by related them to the motivational strategies stated by Dornyei (Zoltan Dornyei, 2001). The result of the study showed that the tutors of GLC applied four aspects of motivational strategies. They were creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and then encouraging positive retrospective self-evaluation. In addition, in the case young learners, the first technique "demonstrating and talking about teacher's enthusiasm for the course material, and how it affects him/her personally" could be change with "demonstrating teacher's enthusiasm for the course material". It is because the enthusiasm for English and how it affects teacher personally is as an abstract thing and could not be talked to young learners related to their comprehension. The researcher suggests for all teacher, tutors, or educators to have some motivational strategies in English teaching for young learners. Those motivational strategies mentioned and discussed are recommended to apply in the learning process to bring out, preserve, and enhance young learners' motivation.

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