

SOME EFFORTS TO MOTIVATE CHILDREN (STUDENTS) IN LEARNING ENGLISH

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I. INTRODUCTION

The role of teacher in conducting the language learning activity is not only to transfer knowledge for the students, but also to motivate the students to involve themselves in language interaction as the goal of teaching and learning process. The writer is interested in discussing this topic because the role as a teacher especially children's teacher is quite difficult job but attractive. The teachers are demanded to be capable of being friendly and warmly to the students, so they feel enjoyable in the learning process. The main jobs as a teacher are not only to transfer the knowledge and values from teachers' notebook toward students', but also to motivate, to create interesting learning activities, to facilitate

and to guide them to achieve the objectives of the studies.

There are two kind of motivation. The first is intrinsic motivation which comes from inside of the individual or self-motivation, and the second one is extrinsic motivation that is the desire from outside of someone influenced by the environment, the teachers, and families. Especially in learning process, the students are also influenced by the curriculum.

In this paper, the writer limits the topic on the extrinsic motivation factors that is from the teacher who creates, activates, and develops the desire of the students in order to make them interested in learning English as foreign language.

II. MOTIVATION

A. The Kinds of Motivation

In doing everything in this world, people are motivated by spirit of success. Actually motivation is something that supports the effort to do what people need. According to Sardiman (2004) motivation is essential condition of learning. A child is curious to learn something new that he or she never knew before, in this case, the child has self-motivation or intrinsic one to inquiry about it.

Moreover, motivation is a primary factor that influences someone to do something physically and psychologically. Physically, it can persuade someone's motorist system and control his movement to do something. On the other side, psychologically, the motivation can persuade someone to do something because of his or her emotional feeling. If someone is in a good mood condition, he will do something happily and enjoy it very much,

but if not, he or she will be under pressured in that action or do it half-heartedly.

According to Weinstein (1978), there are two kinds of motivation:

- a. Intrinsic motivation
- b. Extrinsic motivation

Every body has these kinds of motivation. As Weisntein said that intrinsic motivation comes from the inside of one self that is a form of desire to do something and to fulfill what he or she needs. Meanwhile, the extrinsic motivation comes from outside of one self influenced by the environment like teacher, family, friend, etc.

B. The Function of Motivation for Students

According to explanation above, motivation is a kind of desire, need, or incentive. The function of motivation here is to encourage or reinforce the students to learn and participate in learning the target language eagerly. Besides, the motivation

also affects on both of the learning and the behavior of students in the classroom.

The function of motivation from the teacher to the students is to develop the student's self-motivation in order to create a continuous desire to learn English. Hoover (1964) said that when all students are highly motivated to learn, there can be no serious discipline problems. In this case, motivation or desire to learn is the basic of all other instructional processes. In short term, Dewey called it learning by doing.

C. Some Factors of Motivation Process in Teaching Children

There are some elements inter-related to motivation. According to Blair (1975); they are need(s), drive(s), incentives and motives. They provide great effect on behavior.

1. Need(s) and Drive(s)

Motivation is an energy change within the person characterized by affective

arousal and anticipatory goal reaction. Need describes reality and permanent tendency a person inferred from the commonalities among the goals that the person appears to be seeking. Needs are activated by internal changes and environment.

Petri (1981) said that drive is a general motivator of behavior and stimuli of the drive provide the steering mechanism for directing activation. Drive has close relationship with needs. A child who has learnt to crave attention and has thus developed a strong drive for it will exert great energy to achieve the satisfaction or desire. In this case, the student who needs attention may attract the classmates. If he can not find it, the student will look for it in other way or from other persons.

2. Incentives

Incentives usually describe some goal objects that motivate us. Incentives are the things we want and desire. In other word, incentive is something that

encourages a person to do something; it is equivalent with reinforcement. In classroom activities the reinforcements known as threatening of failure, emphasis upon marks, honor roll lists, scholarship, competition for marks (Hoover, 1964: 87). So, these activities can be used as incentives.

Motivational plans from the teacher can be effective if the student has fair chance of winning, for example English teacher has devised ways of permitting a student to compete with his own past record by keeping off his errors.

3. Motives

A motive is an instance of motivated behavior and goal-seeking behavior (McDonald, 1959:84). When someone has a motive, it means that he has self-motivation to get what he needs, for example the students have to study hard to get a high grade.

Actually, motivation depends on the experience and interest. For example,

someone who is expert in History has to attend that seminar, because he is not in it and there is no good learning process in him.

D. The Roles of Teacher(s) and Student(s)

A primary function of a teacher in the classroom is to motivate the learners and to nurture those who are already motivated to the task of learning a foreign language. According to Hoover (1964) there are some roles of teacher(s) in the motivational process:

- The teacher(s) have to create an atmosphere that provides desirable outlets for needs, in which interest will grow as a result in learning English.
- The teacher(s) use and integrate needs, motives, and incentives into a pattern that is effective style for the students.
- The teacher(s) should select tasks carefully to create an educational environment in which the students

are motivated to achieve the language.

- The teacher(s) should learn educational psychology that can help to manage the classroom and solve some problems that might occur in learning process.
- The teacher(s) can present material in meaningful ways to the students that enhance the student's self-image.
- The teacher(s) should have a good behavior without differentiating the student's sex and the social background of their parents.
- The teacher(s) had better have self-motivation.

The writer thinks that those suggestions can be accepted because the teacher(s) who loves his or her job and has a good behavior, strong desire and big interest in teaching will give good influences towards the process of teaching and learning process.

On the other hand, the students' behavior can also give influence in the process of motivational instruction. Like the following:

- The student who has self-motivation will learn English best because his self-motivation makes the teacher's job easier.

Weinstein (1977) pointed out that the children who are self-motivated; the teachers no need to provide extrinsic reward, but only need to provide the materials.

- The student in high motivation in learning English will have good result. Again Weinstein stated that the children who think well of themselves may increase motivation for attaining high grade in the future.

E. Some Efforts to Motivate Students in Learning English

The teacher should know what children like and what they dislike. She or he as adult person has very different thought from children. Children use their mind in certain way and in special way that sometimes is not the same as adult's thought. Therefore, a teacher should know the children way of thinking about something in order to know children better.

By understanding children better, the teacher can handle the class and overcome the students

By knowing children's behavior generally, especially about objects they are interested in, the teacher will make the children interested in studying English. This will make an English teacher easy to practice several techniques of teaching in order to motivate children to learn foreign language. In fact, talking, singing, pictures, and playing are objects that can make them interested in studying.

1. Singing

Singing is one interesting activity for children. They usually like children's songs sung by other children at the same age with them. Ortiz (1999) said that children in age 4 to 6 years old mostly can do their social interaction and share with same age friends. The children also like the song they are familiar with. The important thing is that the children like a kind of happy songs that can make them amused and happy. Mostly the songs contain simple rhythm and poems about fairy tales or stories. By these, the children will sing and memorize the song easily and quickly. Of course, later on if they enjoy the song, they will often sing them.

2. Talking

Children usually like talking. At school they talk with their classmates and with the teachers. Through

conversation, they will know more and get more knowledge about English conversation. According to Biehler (1968) kindergartens are quite skilfull with language. Most of them like to talk, especially in front of a group. They feel happy when they are directly involved in a kind of little conversation. They can share freely about what they have heard, seen or read before as long as they are enjoyable and interested in.

3. Pictures

Children like to see pictures very much especially colorful pictures. This can help the teacher to teach them in learning process. For example; id the teacher teaches about the name of animal, the teacher can show the pictures of animal in the classroom, even the teacher can teach the student to know the colors of animal, so the students can

understand the lesson indeed. Before the class is dismissed, the teacher can invite the students to memorize the lessons, names of animal and colors by showing the pictures one by one and ask them the name of the animal and its color without the teacher's help, except if they do not know it at all.

4. Playing

Playing is the best way to learn something for children because they love playing. Rixon (1994) stated that it is a commonplace that young children learn better through playing at least can be induced to go along with teaching that is tempered by fun activities. Game is a kind of playing. A game is interesting fun activity for children, so the teacher should prepare many things, such as the visual aids, the properties, the rules, and the scores of the game.

Sometimes children can be more motivated by giving the reward, price, or surprises as result of their work. The teacher must be creative to arrange game in certain forms in order not to make them bored. Children are also able to play with playing materials; toys, balls, dolls, papers, kites, pianos, and guitars. Their choice depends on what they like. Besides, the children may be able to play without materials, such as they play a role as a mom or as a teacher, hide and seek, guessing thing by mention the characteristics. At last, the teacher invites the students to play guessing English song, the teacher plays several tunes on the piano or guitar and the students have to guess the title of the song. Therefore, the students can play and even sing a song together.

5. Reading

There are children who like to read all kinds of reading. They enjoy reading pieces of word, parts of sentences and phrases; especially they like to read something new for them. If they find new words and firstly know the words, they will memorize them. For example when a child walking with his parent and he finds the words unknown before, such a colorful advertisement board in the road in which he is interested in, he will read and memorize it. Besides, most of them like reading books like comic strips, storybooks, tales, etc. They sometimes enjoy reading about someone's experience or biography in the books. Comic strips are especially so interesting for them even the colorful ones. There are many kinds of children's reading books, such as Walt Disney series book, Donald Duck series books, the

animal stories, the heroes and many others. Furthermore, the teachers can use those English comic serials as teaching aid in the learning process. It will help them to spell and pronounce English words.

6. Having Variations in Teaching Children.

An English teacher should know the variation of teaching to motivate students so they do not get bored. Variation in teaching is very important in the learning process especially for children easily getting bored and sleepy.

the ability of the teacher to gain the interest of student to study. Besides, the English teacher should know the characteristics, behavior, interests or hobbies of the children and also what they like and dislike.

The teacher should motivate the students in their learning activities in order to make them interested and more enjoyable. The students can be motivated by creating various interesting materials representations such as doing a kind of plying games, singing, using visual aids like the colorful ones, and so on.

III. CONCLUSION

In teaching activity, the job of a teacher is not only to transfer knowledge but also to motivate the students in learning. Motivation is very important because it inspires the students to learn. The students' success will depend on their motivation and

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