



# Arousing Children's Motivation In Learning English During The Corona Virus Outbreak

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## Abstract

Motivation is an important factor that determines a learner success in learning English. The purpose of this study is to find the teaching strategies to arouse young learner motivation in learning English during the corona virus outbreak in SDN 1 Singopuran. This is descriptive qualitative research in which the subject is an English teacher at SDN 1 Singopuran. The data were collected through observation, interview, and document analysis. They were then analyzed using descriptive interactive method. To maintain the data credibility, the research applied this theory to obtain data from various sources by different studies, having an interview with one of the English teachers and comparing the results of interviews with data obtained from observations. The results showed that the strategies to motivate young learners to learn English during the corona virus outbreak in SDN 1 Singopuran by using educational books, flashcards, songs, pictures, and giving rewards to increase their knowledge with quizzes related to materials and pictures.

**Keywords:** Teaching Strategies; Motivation; Young Learner.

**Introduction**

Corona Virus Outbreak (Covid-19). Effect all of the aspects of life, including education. Because of the virus, the learning process has changed from face-to-face to distance learning. This condition forces teacher to make use of technology in teaching. The importance of technological knowledge is useful to support distance or online learning for a teacher so that learning can continue to run more effectively during a pandemic Harnani (2020).

The teacher must use different ways for different stages based on the young learners' ability in each class. The classes can be managed more easily in offline meetings. However, the pandemic Covid-19 forced the teacher in applying different strategies. Self-quarantine and social physical distancing make all the schools get off of classroom activity. Perception the teacher of the impact of online learning on young learners is a lack of availability of learning facilities, differences in the environment when studying at home and at school, which affect young learners' enthusiasm Satrianingrum & Prasetyo (2020).

Teacher and young learners' feel burdened by limited access internet, even if they are in areas that haven't signal is difficult, monitoring of children's development is limited, and teachers have free time Widarini (2021). During pandemic Covid-19, the teacher must have some learning techniques to educate young learners. They must be creative in choosing interesting material for young learners. Therefore, several strategies are applied by teacher in the online learning process to achieve learning objectives. There are several types of teaching strategies. One of them is a combination of learning at school. The learning combination strategies has 3 scopes, namely online learning, face-to-face learning, and independent learning Istiningsih & Hasbullah (2015). All of the materials and interesting techniques applied are conducted to arouse the young learners' motivation to learn.

Motivation can be described as the main incentive that a person may have to perform certain goals. It refers to someone's ambition to initiate an action and carry out a certain goal to do it Tapalov (2011). So far, the young learners' motivation is mostly based on the subjective experience of students, namely their self-will and willingness to achieve to be involved in the learning process Brophy (2004).

In the learning process of young learners, there are several things that can influence such as motivation, maturity, student-teacher relationship, verbal ability, sense of security, and teaching skills in communicating or interacting with students become important factors for teacher Suprihatin (2015). Therefore, teacher need to foster children learning motivation. To obtain optimal learning outcomes, teacher is required to be creative in generating children learning motivation.

Motivation is divided into two motivations, namely integrative motivation and instrumental motivation Gardner, R. C.; Lambert, E; (1972). Instrumental motivation is when the children have the behavior of learning determination to achieve a goal or to receive some rewards such as good grades or avoid punishment when they do not complete their assignments. Integrative motivation refers to intrinsically motivated in a particular learning activity when they want to have fun

and have curiosity from the learning activity.

The teacher has many techniques in the teaching process so that young learners are not only interested in the material but also can store it in their long-term memory. On the other hand, the use of learning media is also inseparable from teaching techniques. The media applied by the teacher in the classroom will support teaching and learning activities. Learning media is a tool or interaction in providing information between teacher and young learners' Sabilah (2016). In addition, there are several materials that can be used in English teaching media such as using pictures, papers, songs, games, and videos. However, it is not easy to develop English learning skills for young learners.

In learning activity, especially English lesson, the teacher usually teaching young learners by using Google Meet or Zoom meeting. Young learners who can identify their learning strategies will find it easy and happy to receive their lessons Adams & pierce (2006). During the online class, many young learners do not listen to the teacher when they explain the materials. If the young learners like to play and do fun activities, the teaching-learning process should be suited to the character of young learners.

SDN 1 Singopuran, implements the learning process through offline classes and online classes. Due to the limited time of the teaching process, teacher must make interactive teaching so that young learners can continue to follow lessons. The researcher chose this school as the object of this research because many young learners are not active and lack enthusiasm in learning, especially English lessons. The researcher observed the strategies to arouse young learner motivation in learning English during the corona virus outbreak in SDN 1 Singopuran.

## **Method**

In general, this section describes how the study was conducted. Researchers used qualitative research. The subjects in this study were English teacher of SDN 1 Singopuran. This type of research is descriptive qualitative. The research subject is an English teacher at SDN 1 Singopuran. The data were collected through observation, interview, and document analysis. They were then analyzed using descriptive interactive method. To maintain the data credibility, the research applied this theory to obtain data from various sources by different studies, having an interview with one of the English teacher and comparing the results of interviews with data obtained from observations. The document needs to prepare notes, several sources both oral and written-up field notes, interview data, transcript, Education book, and other empirical materials data when conducting a survey at SDN 1 Singopuran.

## **Results**

Based on the observation conducted by the researcher, it was found two important findings. The first is the teaching strategies to arouse young learners'

motivation in learning English and the second is the problems in applying teaching strategies to arouse young learners' motivation in learning English during the corona virus outbreak in SDN 1 Singopuran

### **Strategies to Arouse Young Learner Motivation in Learning English During the Corona Virus Outbreak**

The researcher observed and interviewed one of the English teacher. Her name is Mrs. Nurul Istiani Rosyidah. Mrs. Nurul explained that SDN 1 Singopuran has implemented a combination of online and offline learning system during the corona virus outbreak. In offline learning, the young learners are divided into 3 groups. Group consists of grades 1, 2, and 3 will be offline on Monday, Wednesday, and Friday, while grades 4, 5, and 6 will be offline on Tuesday, Thursday, Friday, and Saturday. In implementing the offline system at schools, not all early-age children can participate in classroom learning face-to-face. Those who are allowed to attend offline class are limited to 15 children of each class. The limited time of class at school makes teacher think about how to increase children learning motivation, especially in English. Mrs. Nurul explained that she has several strategies that can increase the learning motivation of young learners in learning English. One of them is by providing the education book of Sukoharjo official, the second strategies is using flashcards as the learning media, the third strategies is using song to motivate them, the forth strategies is using some quizzes, and the last one is giving an example picture to young learner.

#### **Providing Book Education**

Based on observations and interviews with Mrs. Nurul, she provides the official books from Sukoharjo education and the life worksheets links to submit the young learners do homework to support her teaching activities. The handbook contains the learning materials that will be studied by young learners according to their respective classes. This book is given every semester.

Based on the results of interviews, the researcher found that teacher never used online meetings such as Zoom or Google Meet in the learning process. They only conduct offline meetings according to school policies.

#### **The Use of Flashcard of Learning Media**

In addition to providing material handbooks, the teacher uses flashcards to teach English, especially focusing on the vocabulary because the weaknesses of young learners are about reading and writing. Teaching vocabulary using flashcards can also increase their enthusiasm in understanding English vocabulary. Flashcards also have variations in the teaching and learning process.

Based on the teacher statement, flashcards can improve learners' writing and reading skills. However, this would not work without the support of active young learners in the classroom. Therefore, this learning will be successful if young learners are willing to be active and take the initiative to come to the front of the class.

#### **The Use of Song to Motivate The Young Learner**

Based on the interview, Mrs. Nurul has been using song that can arouse the

young learners' motivation to learn English. A song is a sound that rhymes with music in sequence, combination, and temporal relationship to produce a musical composition that has unity and continuity. Songs play an important role in the development of learning English. Songs can improve memory, understand vocabulary more effectively, and can develop pronunciation skills with good intonation. The songs are such as Alphabet, Head Shoulder Knees Toes, and Part of Body.

Based on the interview data above, not only using flashcards, but the teacher also has a learning method by linking songs and adapting them to the material being studied so that the learners do not get bored with theoretical learning during class meetings.

### **The Use of Quizzes for Young Learner**

Mrs. Nurul gives the material and assignment only every week, but she sometimes makes a quiz so that young learners don't feel bored with the same learning method. It can be concluded that quizzes can make young learners get motivated to answer questions so that they have the enthusiasm to learn English especially when they can meet their friends during class meetings.

### **Giving an Example Picture**

Based on the result of the interview, in addition to use a flashcards and a song, Mrs. Nurul also provides picture in motivating students' learning. This learning method aims to consist of their speaking skills. Pictures are learning media that can motivate young learners in learning activities to improve their ability in English, especially in the speaking skills.

Pictures can be used as the young learners' imaginative in thinking about what they are. Using pictures is applied as a strategy of communicating sentences and expressing a description which can include questions and answers related to the picture. Pictures can be applied to improve their imagination by doing this activity.

### **Discussion**

During the covid-19 pandemic, all schools are required to conduct the lessons that were previously offline become online classes. Teacher must be creative in choosing interesting materials for young learners. They must be innovative to create different strategies. Teacher must have effective strategies to arouse the young learners' motivation in learning English.

Based on the analysis of the data above, the researcher found several research findings that can answer the research questions. The strategies used by Mrs. Nurul in the implementation of learning process at SDN 1 Singopuran during the covid-19 pandemic are: First, providing the Education book of Sukoharjo official; Second, using flashcards as the learning media; Third, using song to motivate the young learners; Forth, using quizzes, and Fifth, giving an example pictures. The main problems in applying strategies by English teacher at SDN 1 Singopuran are: First, teacher understanding towards young learners; Second, the use of e-learning of

online media, and Third, less active students in the learning.

In this section, from the result of research finding are about strategies to arouse young learners' motivation in learning English during the corona virus outbreak at SDN 1 Singopuran. This is the more detail explanation of data analysis above by the research.

### **Strategies to Arouse Young Learner Motivation in Learning English During Corona Virus Outbreak**

The spread of the COVID-19 pandemic has made all schools closed from learning activities in offline classes. This makes it difficult for teacher to teach young learners in online classes. Young learners must use learning media to continue the teaching and learning process so that English learning can be carried out. During online classes, all learning activities can be carried out by using WhatsApp. The writer has compared with the previous studies written by Sutarto, Sari, & Fathurrochman (2020) entitled "Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic". The research method by Sutarto, Sari, & Fathurrochman is different from the findings of this research, the difference is Sutarto, Sari, & Fathurrochman applied strategies of the learning process through WhatsApp, learning by video material, Classroom, and Zoom. But, in this research, the researcher found that the teacher strategies are providing Education Book, using flashcards, using songs, using quizzes, and giving an example of a picture. By finding the difference of study of the research, the researcher found English teacher at SDN 1 Singopuran do not use Classroom meeting and Zoom in teaching English. The teacher had only conducted offline meetings according to school policies.

Based on the analysis of the data above, the researcher found the strategies to arouse young learners' motivation in learning English: First, providing the Education book of Sukoharjo official; Second, using flashcards as the learning media; Third, using song to motivate the young learners; Fourth, using quizzes, and Fifth, giving an example picture. Scott & Ytrebeg (2004) theory stated that the way of method to arousing children's motivation namely helping the young learners feel better, using TPR to young learners, Arranging desk, grouping the children, and classroom language.

So, the researcher concluded that this research is not same as Scott & Ytreberg (2004) theory because only using total physical response ways was applied by English teacher in SDN 1 Singopuran.

### **Conclusion**

This part consists of the strategy is taken to arouse young learner motivation in learning English in SDN 1 Singopuran, there are provide the book Education, the second using flashcards in learning media, the third strategies to using the song to motivate the young learner, the fourth the use of quizzes for young learner, and the last one is given an example picture to young learner. In addition, young learners have not been able to understand the material properly due to limited learning time

and can only rely on WhatsApp groups. This makes it difficult for young learners to learn during the pandemic.

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