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BUILDING UP STUDENTS' MOTIVATION IN LEARNING ENGLISH THROUGH FUN ENGLISH LEARNING STRATEGY (FELS)

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Abstract

Motivation is one of the factors that helped determine effectiveness in learning, even in language learning like English. Therefore, to gain an optimal effectiveness in the learning process, a developed learning strategy is needed. Recently, it is revealed that fun learning situation has potential characteristics to be used as a strategy to increase students' motivation in learning English. This article discussed the effect and incensement of students' motivation through Fun English Learning Strategy (FELS). The strategy was well-designed in two class of sample, experiment and control class. It was conducted to obtain data quantitatively and qualitatively for the need of analysis. FELS showed a great effect and also an improvement to the learning process, especially to the students' motivation in learning English, compared to those without the application of it. Furthermore, FELS showed an improvement of students' motivation in learning English, and gave positive effect to the learning process indicated by the value of t -test was higher than t -table, $25.93 > 2.00$, with degree of freedom were 64. Finally, these results suggest that Fun English Learning Strategy has a potential to be used in improving students' motivation in learning English.

Keywords: Learning Strategy, Learning Motivation, , Fun English Learning Strategy



A. Introduction

Motivation is one of the factors that helped determine the effectiveness in learning. Learners learn earnestly if they have high learning motivation. Thus, in other word, motivation can be the entire driving force within the self that leads to learning activities, ensure continuity of learning activities, provide direction on learning activities, so that the desired goal by the subject of learning can be achieved. Related to English language learning, motivation also plays important rules since students' English learning ability is very diverse, even in Indonesia, and English is one of challenging course for Indonesian students. Differences in students' English learning ability as well have a relationship with the ability of teachers in conveying learning, approaches and strategies used, facilities and infrastructure learning, environment and of course, students' learning motivation.

Motivation is key aspect in many situations of teaching and learning activity. If a teacher is exited to teach a lesson and be with his students, there must be response of feeling from the students to catch the excitement. The teacher usually strives to make the lesson personal to the students to keep their excitement or motivation. According to Pintrich, (2003) motivation explains what makes people do things, keeps them up, and helps them accomplish tasks. This means that the concept of motivation is used to describe the desire to behave, the direction of behavior (choice), the intensity of behavior (effort, sustainability), and the real settlement or achievement. Student motivation is probably the single most important element of learning. Learning is inherently hard work; it is pushing the brain to its limits, and thus can only happen with motivation. Highly motivated students will learn readily, and make any class fun to teach, while unmotivated students will learn very little and generally make teaching painful and frustrating.

In spite of the situation, the most common situation of teaching and learning English in Indonesia was that the students were lack of motivation. It was indicated by the interaction happened during the class session which was passive, only teachers or lecturers talk, with little or



even no response from the students. It seems that the students may consider that learning English is boring, not fun, and stressful. This was happened in the research location, where teachers dominated the teaching and learning activity. Students did not give any attention to the material delivered by the teacher. Teacher and students did not engage together in the process of learning. One indicator might due to the huge burden of teachers. They just want to achieve learning goals only, without thinking whether the students understand the material or not. In the same way, students felt ignorance during the class session. They did not follow the class as expected. They kept talking to each other, even when the teacher was explaining the material.

By this, it is necessarily to find a suitable strategy in teaching English which can help teachers to build up students' motivation in learning English as well. In the same sense, Purpura (1994), stated that strategy is a way of improving the learning ability of English. Especially with regard to the strategy of learning English, there are many ways that teachers do to build student motivation.

Learning Strategy

In teaching and learning process, the vital component involved is teacher and students. Both of them are the central actors of the overall activities in the classroom. Individual, teacher and student play their own roles. Hence, the roles are close related each other in the sense, teachers play vital roles in the lives of the students in their classrooms. For teachers, they are best known for the role of educating the students that are placed in their care. Beyond that, teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

One of the most common roles a teacher plays in the classroom is to teach knowledge to students. Teachers are the center of knowledge. Instead, besides teaching subject related knowledge and skills, one important thing that teachers are expected to do in their classrooms is provide students with knowledge of how to learn: they may teach them



how to motivate themselves to start preparing for a test, what steps to take to solve a complex problem, how to monitor their own learning process, etc. That is, they are promoting learning strategies. Strategies are goal-directed, voluntary activities that are not necessarily required to fulfill a task but are means to facilitate performance (Harnishfeger & Bjorklund, 1990).

The aim of using strategies is to “affect the learner’s motivational or affective state, or the way, in which the learner selects, acquires, organizes, or integrates new knowledge” (Weinstein & Mayer, 1986). Meanwhile, Oxford (1990) explained, “Strategies are especially important for language learning, because they are tools for active, self-directed involvement, which is essential for developing communicative competence.” Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. Language learning strategies are conscious or potentially conscious actions and learners can identify them in their learning process (Cohen, 1998).

As teacher, choosing an appropriate language learning strategies will result in greater motivation and confidence. Strategy instructions can enhance learners’ self-efficacy and autonomous learning and help learners to take responsibility for their own learning. Teachers need to provide learners access to methodological resources and appropriate learning strategies, modeling strategies, and guidance to help learners make progress and achieve academic success.

Learning Motivation

Problems in teaching and learning activities are diverse, based on the situation and condition. Teachers may face problems in guiding his students during the class session. In this way, teachers are expected to be able to design the teaching and learning activities suited for the need of students. Learning activities here is aimed to reach the goal of learning itself. According to Sardiman (2000), in learning activities, the motivation can be said as the overall driving force within the students that leads to learning activities, which ensures the continuity of learning activities and



gives direction to the learning activities, so that the desired goal by the subject of learning can be achieved.

One main point of learning activities here is seen from the concept of motivation. Learning motivation can promote the level of effectiveness in the teaching and learning process. Brophy (2004) states that motivation to learn more priority cognitive response that is tendency students to achieve meaningful and useful academic activity and try to benefit from the activity. Students who are have the motivation to learn will pay attention to the lesson delivered, read the material so that it can understand it, and use the strategies certain learning support. In addition, students also have an intense involvement in such learning activities, high curiosity, searching for related materials to understand a topic, and completing a given task. Students who have motivation to learn will depend on whether the activity has interesting content or a fun process. In the sense that learning motivation involves in the process of reaching the goal of learning.

Aspects of Learning Motivation

There are three aspects of learning motivation theory proposed by Santrock (2007), namely:

1. Intrinsic Motivation

Namely the inner motivation to do something for the sake of something itself (the goal itself). For example, students learn to face exams because they love the eyes the lesson being tested. Students are motivated to learn when they are given a choice, are happy to face challenges that are appropriate to their abilities, and are rewarded with informational value but not used for control, such as teachers giving praise to students. Sutanto Leo (2013) added that internal individual motivation which is normally derived from involvement with previous learning activities and people around them. Every student or teacher always feels good at appreciation and is interested in rewards they get. Their feeling and interest need to be reminded and developed to keep them feel motivated.



2. Extrinsic Motivation

Extrinsic motivation is which is to do something to get something else (the way to achieve the goal). Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, students study hard in facing exams to get good grades. There are two uses of the prize, namely as an incentive to want to do the task, where the goal is to control the behavior of students, and contains information about skills mastery which is to do something to get something else (the way to achieve the goal). This is external individual motivation coming from teachers, classmate, people around them, or environment. To motivate students when the terms or semester begins, some teacher use the first session of the class to introduce themselves, discuss the syllabus, to inform the books to read, evaluation mechanism, and rules. It is also the right moment for teachers to arouse students' intrinsic and extrinsic motivation. Each other tries to motivate them using their own ways such us giving advice, telling experience, informing tips how to be successful, and soon.

Fun English Learning Strategy

Fun English learning is a learning system that seeks to arouse interest, full engagement, and the creation of meaning, understanding, and a happy value to students. In other words, it is a learning process by which there is no more pressure, both physical and psychological pressure. Because, whatever pressure his name will only dwarf the minds of students, while any freedom of his form will be able to encourage the creation of a conductive learning climate (learning climate). Fun Learning is to make the class so fun, do not monotone. Fun Learning can make students have the motivation to continue to find out, to keep learning.

According to DfEE (1993), learning strategies adopted to develop student employability have been wide-ranging. Developing employability skill can be time-consuming. So fun learning is the approach used by teachers, in this case, the teacher try to make students more able to receive



the material delivered which is due to the pleasant atmosphere and without the tension in creating a sense of pleasure. The creation of a sense of joy in relation to the condition of the soul is not a process of learning which creates a noisy atmosphere and rah-rah. Fun or exciting in classroom learning does not mean creating a melee atmosphere in classroom learning, but the excitement here means arousing interest, full engagement and creation of meaning, understanding (mastery over learned material) and student's happy value.

Fun learning is a very needed in the learning process, especially because of this method is a way to create a sense of love and a desire to learn. Through fun English learning method, the teacher can change the class into a mini community that is teaching community which every detail has been changed thoroughly to support optimal learning by how to arrange the bench, apply the class policy, to the way of designing the teaching. Thus, dynamic students can follow the learning so that the world of teachers with the world of students can be bridged to facilitate teachers to build links, quickly complete the lesson material, make learning results more attached, and ensure the transfer of knowledge. The key ingredients to building a good atmosphere are intentions, relationships, excitement and awe, risk taking, belonging, and exemplary.

The Steps of Fun English Learning Strategy

Generally, the steps in conducting fun English learning strategy are as follows:

1. Create an environment without stress (relax) - a safe environment to make mistakes, but hope for success is high.
2. Ensure that the subject matter is relevant - the teacher's explanation is in accordance with the reality that the student has seen or experienced it, so that it is not too far between the lesson and the student's shadow.
3. Ensure that learning is emotionally positive-because in general when learning is done with the teacher, when there is humor and encouragement, regular breaks, and enthusiastic support.
4. It involves consciously all the senses as well as the minds of the left brain and right brain. Because if the sense of movement does not



coincide with the work of the brain (daydreaming) then the learning cannot be effective.

5. Challenge a student's brain to think far ahead and explore what is being learned with as much of the relevant intelligence as possible to understand the subject of the English lesson.
6. Consolidate the already learned material by reviewing in relaxed alert periods.

Cox (2018) purposed 10 (ten) ways to make leaning fun. They are:

1. Create simple science experiment that can make students explore themselves.
2. Allow students to work together as a team since it can help students to retain information quicker and longer, help them to develop their critical thinking skill, and build their communication skill.
3. Incorporate hands-on activities which are one ways that the students feel fun to learn.
4. Give students a brain break since as students they already have a hard work in studying, they need a little break.
5. Go on a field trip. It is a great way for students to connect what they are learning in the school with the outside world.
6. Make review time fun. Reviewing material is one of the hard part of study, so make it fun.
7. Incorporate technology into the lesson since technology is a great way to make learning fun; it can increase students learning and engagement.
8. Create fun learning center that allows them to use the computer or even iPads.
9. Teach the students' ability to make the class and learning much easier for them.
10. Limit your class rules, because too much rules can hinder learning.

Based on the description above, it was reasonable to conduct a research related to use of particular strategy in teaching and learning English to encourage students' motivation under the title ***Build Up students' motivation in learning English through Fun English Learning Strategy (FELS)***



B. Method

SMK Negeri 5 located on Jalan Timor Medan was chosen as the location of the research. X grade students of 2017/2018 Academic Year in second semester was selected as the population. There were fourteen (14) parallel classes consisted of 460 students. By using cluster random sampling, 66 students was chosen as the research sample, distributed in two classes of sample, experimental and control class, consisted of 33 students in each class. Experimental quantitative and qualitative research design was applied as the research design. By this design, the research was applied by giving each class of research specific treatment. The experimental class was taught by fun English learning strategy, meanwhile the control class was taught by using lecturing strategy. The research design was shown as in the following table.

Table 1 Research Design

Pre-test	Treatment	Post-test
O1	X	O2
O3		O4

Note: O1 : pre-test of experimental class

X : treatment

O2 : post-test of experimental class

O3: pre test of control class

O4: post-test of control class

For the instruments used in this research, they were divided into two categories, quantitative and qualitative data. Quantitative data was obtained from the score of the written test given in pre-test and post-test to both class, experimental and control class. The test was contained of 25 items test. This data was used to look for the effect of the FELS on the students' motivation in learning English. The data was analyzed to finding the coefficient of correlation, testing the significances, testing linearity, testing the effect and testing the sample relation. Meanwhile, the qualitative data was collected from the questionnaire given to both class



member, experimental and control class related to the students' motivation in learning English. The data, then, was analyzed based on the assessment related to the questionnaire.

C. Research Finding

The research finding showed a significant difference on the students' motivation in learning English between experimental group and control group. FELS showed a great effect and also an improvement to the learning process, especially to the students' motivation in learning English, compared to those without the application of it. Furthermore, FELS showed an improvement of students' motivation in learning English, and gave positive effect to the learning process indicated by the value of t-test was higher than t-table, $25.93 > 2.00$, with degree of freedom were 64. The learning process in experimental class by using Fun English learning strategy was more aimed than control class. The students in experimental class were more motivated than that in control class indicated by the improvement of the test result. The response of the questionnaire also supported the situation which showed that their motivation had built up during the class session. In other words, fun English learning strategy helped the students to build up their motivation in learning, and also effect positively to the teaching and learning process.

D. Discussion

The data of this study were the result of the test and also response from the questionnaire. The data were obtained from the two classes, namely experiment group and control group. Pre-test and post-test were administrated in both groups. Both of groups were given the same test, hence, scores from both group used as quantitative data. The data was used to know the differences between the students' score of the experimental group and control group; it can be realized in the tables below:



Table 2 Data of Experimental and Control Class

Basic Static	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
N	33	33	33	33
Mean	61.57	89.75	51.39	60.96
Minimum	32	84	28	48
Maximum	80	96	68	72

From table 1 above, it was shown that the minimum score of the experimental class in the pre-test and post-test was improved, from 32 to 84. It was a significant improvement. In the post test, the same situation happened for the maximum score, from 80 to 96. Meanwhile, in the control class, the improvement did not significantly give effect to the teaching and learning process. Based on this data, it is concluded that the applying of fun English learning strategy in the experimental class builds up the students' motivation in learning English. It is indicated by the significant improvement on the students' score of the English test, comparing between pre-test and post-test. The comparison between pre-test and post-test of the two classes, experimental and control class, is represented in the following diagram.

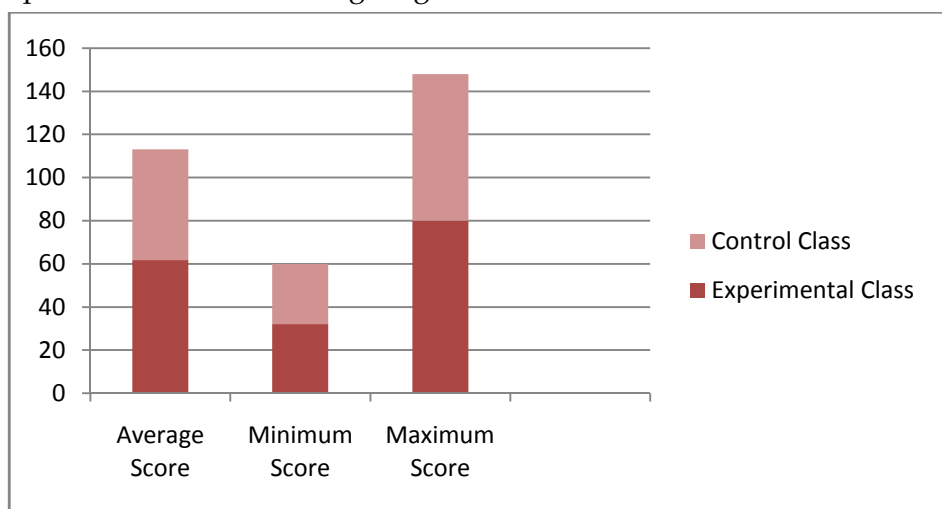


Figure 1 Diagram of Pre-test Score



Meanwhile, in post-test score between the experimental and control class, significant differences also happen. It is seen in the following diagram.

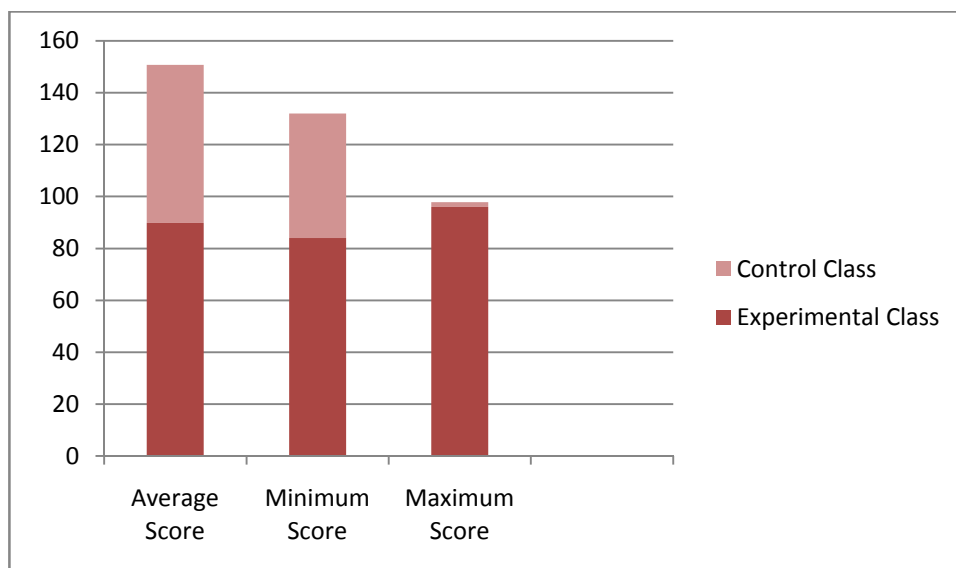


Figure 2 Diagram of Post-test Score

The comparison of the students' score in both classes showed that the learning English through fun English learning strategy had a significant effect on the learning English in experimental class, compare to that control class. To measure this assumption, T test was also conducted. From the t-test, it was proved that the result of t-test was 25.93 and t-table was 2.00 ($t\text{-test} > t\text{-table}$, $25.93 > 2.00$). It means that the students' motivations in learning English by applying Fun English Learning Strategy was significant improve, compares to in the control class which using Lecturing Method.

Another data collection that is used in this research was taken by administrating questionnaire to the experimental class only. It is because the questionnaire is only used to support the data taken from the test to measure the students' learning motivation has built up or not after being treated by fun English learning strategy. It is also needed to be certain that



fun English learning strategy can affect students to build up their learning motivation. Based on the data obtained, the students give positive feedback to the item of the questionnaire. The students' responses reflect that they feel being motivated in learning English since they change the way they learn English. Not only in the class, but the students also learn English at home. They are willing to prepare themselves at home by reading the material before meeting their English teacher in the class. The students also give good response during the class session. They start to ask questions. The distribution of the students' response of the questionnaire can be illustrated in the following table.

Table 3 Data of Questionnaire

Rated Aspects	Very Often	Often	Sometimes	Seldom	Rarely
I learn English on my own wish.	20 (60.61%)	10 (30.30)	3 (9.09%)	-	-
I learn English before teacher gives the materials in the class.	18 (54.55%)	10 (30.30%)	5 (15.15%)	-	-
I try to ask question after the teacher explained the materials.	18 (54.55%)	14 (42.42%)	1 (3.03)	-	-
I repeat my lesson at home	15 (45.46%)	16 (48.48%)	2 (6.06%)	-	-
I do my homework and submit it on time.	20 (60.61%)	12 (36.36%)	1 (3.03%)	-	-

Based on the table above, the percentage of each questionnaire items indicates that the students' motivation in learning English begins to improve. There is no student who rarely studies their lesson at home, submit their homework on time, and rarely being active in the class by



asking questions during the class session. This data support the quantitative data obtained from students' score in pre-test and post-test of the experimental class which was treated by using fun English learning strategy. This secondary data give evidence that when students are motivated to learn, they will give good feedback. The feedback can be in the form of good score. This is the intrinsic motivation that reflects in the students' performance during the teaching and learning in the class.

E. Conclusion

Based on the data analysis, it can be concluded that Fun English Learning Strategy significantly affects the students' motivations in learning English. It can be seen from the data obtained from pre-test and post-test in experimental group which was better than that of the control group. The t-test conducted also showed that t-test 25.93 was higher than t-table 2.00; it means that the alternative hypothesis H_a was acceptable.

Furthermore, the data obtained from the questioner also indicates the same situation in which based on the students' response to the questionnaire, it can be concluded that students feel that their motivation start to build up during teaching and learning in the class.

Finally, these results suggest that Fun English Learning Strategy has a potential to be used in improving students' motivation in learning English.

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