

## TEACHING VARIATIONS BY TEACHERS TO INCREASE STUDENT MOTIVATION IN LEARNING ENGLISH AT SMPN 1 RANTETAYO

Rielsa Tirangka

[rielsatirangka02@gmail.com](mailto:rielsatirangka02@gmail.com)

Christian University of Toraja, Indonesia

### ABSTRACT

*This research discussed The Teaching Variations by Teachers To Increase Student Motivation In Learning English at SMPN 1 Rantetayo'. The goal of this research is to find out the what are the variations by teachers to increase students' motivation in learning English at SMPN 1. In this research, the researcher used a qualitative method. The participants of the research were all the English teachers at the school. To collect the data, the researcher used observations, interview, and documentation as research instruments. The purposes of this study to find out what are the teaching variations by teachers to increase students' motivation in learning English. In this study, researcher used qualitative methodology by involving students of SMPN 1 Rantetayo and English teachers as respondents. The researcher used interview, observation, and documentation to collect the data. Then, to nalyzed the data using the theory of Sugiono (2017:294). The result from this research is that the teachers at SMP 1 Rantetayo apply several variations to attract students' attention so that students are more motivated in the learning process, especially English language learning. The variation used are; Teaching Style Variation, Media Variation, and interaction Variation directly between teachers and students.*

**Keywords:** Teaching Variations, Increase, Students Motivation, English Learning

### INTRODUCTION

English is one of the most widely used languages in the world now, notably in the sphere of education. Particularly in Indonesia, English is regarded as a foreign language, which means that it is only occasionally utilized in day-to-day interactions(Tandikombong et al., 2022). The English language study and practice rate is still low considering the problem. For learners to be successful in picking up the language, they need the motivation to learn English. As a result, the importance of motivation in the teaching and learning process cannot be overstated.

Students learning motivation is the main factor that determines their

learning success. Motivation is a driving energy, a direction in strengthening student learning behavior. In times like these, when the entire world is dealing with a global pandemic and we are cooped up in homes, it can be difficult for students or anyone to stay motivated. Students need the motivation to stay on task, learn new material, and improve their academic performance (Tulaktondok et al., 2022). If the students are actively participating in a learning activity, they will be engaged in it and the teaching-learning process will succeed. The student's motivation plays a big part in determining how they behave during a learning exercise.

To increase students' learning motivation, a teacher must have the skills of holding variation of teaching. The ability to use various variations is one of the teaching abilities that educators need to develop. The definition of "variation" according to popular scientific dictionaries is 'interlude', intermittent, or alternation. Udin S. Winataputra (2004) defines "variety" as the diversity that makes something not monotonous. Variations can take the form of changes or differences that are deliberately created or made to give a unique impression. The variety of teaching is a diversity in the presentation of teaching activities. It is undeniable that in the teaching and learning process sometimes students, even teachers experience burnout. This is certainly a problem for achieving the goal of learning. To overcome that saturation, it is necessary to create varied situations and teaching and learning conditions. Students' stuttering in obtaining lessons can be observed during the teaching and learning process such as lack of attention, drowsiness, chatting with fellow friends or pretending to want to be in a small room just to avoid boredom. Therefore, varied teaching is so urgent that the situation and conditions of teaching and learning run normally.

As far as what happened to the students of SMPN 1 Rantetayo, according to the researcher's experience while carrying out PLP 2 For this reason, it is necessary to increase student learning motivation where a teacher plays an important role in implementing the teaching and learning process. Therefore, the researcher has raised this research as a final assignment for lectures, entitled Effort to Increase Student's Motivation in Learning English with Teaching Variation After Covid-19 Pandemic at SMPN 1 Rantetayo.

## METHOD

The researcher conducted her research at SMPN 1 Rantetayo which is located on Jl. Bandara Pongtiku, it is about 11.3 km from Makale Center, Tana Toraja regency, South Sulawesi, Indonesia. The researcher conducted on January 2022 - February 2023, researcher did it for two weeks. Therefore, the researcher involved the English Teachers as a main data source. There are two English teachers who teach at SMP 1 Rantetayo and to choose the participant used total (purposive) sampling technique, it means that all the English teacher at the school would be participant in this research. The researcher used observation, interview, and documentation as instruments to conduct the research. It will use to know the development Teaching variation by teacher in increase students' motivation at SMPN 1 Rantetayo.

## FINDING DAN DISCUSSION

### Findings

As the survey was carried out on the teachers who are teaching at SMPN 1 Rantetayo for approximately 2 weeks starting with observation, interview, and documentation on 06 February- 18 February 2023. Researchers observed 4 classes taught by teachers who were respondents. The research findings present and discuss the answer to the research problems. The research findings consist of the description of the data found in the research field including the answers to research questions. The answers to the research question include the kinds of teaching variation by teachers to increase students' motivation especially in learning English. The researchers analyzed the data from observation and interview to describe how are English teachers applying the variations to increasing the motivation to the students and the impact of student. The research findings consist of description of the data found in the research field including two parts as follow:

### The application of teaching variation to learning motivation

#### Extract 1: Teacher Voice

In this variation, the teachers adjust the volume of sound used in the learning process while in the classroom to attract students' attention when listening to the teacher when explaining the material.

- T1 : Yes, it's usually like that, but there are also students who are indeed because of their respective characters so that when reprimanded for a while they will return unfocused or noisy.
- T2 : think so because it attracts more students' attention.

Based on the interview, answers of the two respondents above, it is explained that setting the high low sound or volume of voice when teaching, greatly affects the concentration and withdrawal of students' attention to be more motivated in paying attention to the material described.

#### Extract 2: Focusing

in this case, the technique or method used by the teacher to continue to attract students who are less focused or less motivated. Such as that conducted teachers at SMPN 1 Rantetayo, they tried to attract students to focus on the lesson.

- T1 : Usually, I tap the board and say "attention please!!!!" and yes they immediately Refocus on the lesson I'm explaining.
- T2 : Usually, I immediately reprimand them by tapping on the blackboard or desk saying "attention!!, try to listen to the teacher's mother!!

Based on the answers both respondents had the same answer that usually the teacher when attracting the attention of the student by saying his name or saying "attention please!" and the students immediately refocused on paying

attention to the material described by their teacher, by helping the child to stay focused can increase student motivation.

### **Extract 3: Given a time**

The silence of the teacher is carried out by teachers when giving students the opportunity to ask questions or when the teacher and students do a question and answer and the student is given the opportunity to think about expressing his answer or opinion.

T1 : Usually some are noisy and some are silent. Because usually When I am silent the student is already aware that the mother is angry, and they are again motivated to learn.

T2 : Usually, they Go back to noisy When I'm quiet in the classroom, I usually ask "is there anything I don't understand?" if that's the way they usually Go back to silence and do assignments. There are also those who join in the silence probably because they do not understand the task given, when it is like that, I usually repeat the material.

On the give-time strategy researchers have 2 questions; how much time do you usually give students to think and how do students respond? From the two respondents' answers, the teacher gave a time when giving the assignment and the length of time according to the student's ability to complete the task, and the student response was happy because they got time to think about the task.

### **Extract 4: Eye contact**

The Eye contact between the teacher and students at SMPN 1 Rantetayo is that the teacher often sets his sights on certain students, especially students who often make rowdy (crowded students).

T1 : It usually when I have been reprimanded several times and immediately came to the child's table and asked "why are you like this? Is there anything to ask?and usually my students have according to whatever I say, such as doing questions either done at school or at home. So, it also awakens their motivation to learn

T2 : When making eye contact, usually the response of students is that there are those who are downcast, there are also those who make eye contact.

According to the respondent's answer to some questions about eye contact, that students' motivation and attraction to learning is indeed very influential, because they feel more cared for by teachers when making direct eye contact with their teachers.

### **Extract 5: Movement of limbs**

Facial mimics (expressions) and movements (body language) are carried out by the teacher adjusting the expressions according to the material presented.

T1: I play my face mimic or expression so that the material I bring is more convincing and easier for students to understand, so that also they don't get bored. When our mimic is ordinary, I also adjust to the circumstances or form of expression with the material I bring.

T2: If we explain the fun material then the mimic face shown is a happy or happy expression and like. When the story is narrative and there is a sad story then we also play a sad expression according to what the character is told and they are more interested, because they are more passionate about the material presented.

Based on the interviews, both teachers carry out body language movements because that makes students understand better what the teacher is explaining and can attract students' attention. Then facial mimics are also very influential because it helps teachers in expressing the lessons conveyed.

## **Extract 6: Change Position**

1) Mengapa dan bagaimana ibu melakukan pergerakan di dalam kelas? (*Why and how do you do raids in the classroom?*)

T1 : I made movements to be more flexible in explaining the material and to make students who were messing around in the classroom feel that I wanted to reprimand them. Usually, I walk around the classroom watching the students, and as you know that the school is adjacent to the highway so it triggers noise that makes the students' concentration chaotic, so I usually explain as I walk around.

T2: I do movement. When I want to set an example or move something according to what I describe, and when I want to explain near students usually if I walk for example from one hallway to another.

Based on the interview, the movement and transfer of positions in the classroom when teaching greatly affect the concentration and motives of students in learning because the three teachers make movements or position movements. Students will feel more noticed by the teacher so that they are more focused on the material presented and will be free to ask the teacher when there is a material that is not understood because the teacher's position is closer to them.

## **Extract 7: View Media**

The application of media views by teachers can help students to better master the material taught usually by using LCD or other image media.

T1 : yes, I pay attention to children. When I use media that they can see in person as usual images or LCDs, they tend to be more motivated to take care of what I explain than when I only use books, they also feel bored.

T2 : (Usually) When I use media, they understand faster because they see right away, maybe because they are interested in new learning media so that they pay attention more.

From the answers of the two respondents, the use of media views greatly affects student learning motivation, students are more interested when teachers use media that they can see directly.

## **Extract 8: Listening Media**

The variety of media listening use, not always carried out by English teachers at SMPN 1 Rantetayo is caused by students who are not very effective in understanding the material given, but that right does not make them uncomfortable in using listening media in the learning process.

T1 : yes, it usually depends on the lesson I usually bring a speaker and I connect it from my cellphone using a YouTube video and then they listen. they are more interested in listening because maybe they are curious to hear something like that, but they do not really understand what they are listening to through the videos that I usually listen to but in my opinion listening media really attracts students' attention during learning.

T2 : For listening media, I very rarely use it, because children also don't understand when listening especially in a foreign language. But my penas applied it. In fact, they were very interested in listening to English directly, but they were limited in understanding what they heard, so it was less effective for them in understanding the learning material they wanted to convey. Moreover, the background of children who only learn English when they are in junior high school makes it difficult for them to listen to what is called listening

Listening media, the two respondents agreed that the use of listening media also affects student motivation and attractiveness, although in learning using listening is less for students in understanding the sound being heard because students still do not understand the foreign language they listen to, but it still makes students curious and interested in using listening media

## **Extract 9: Tactile Media (media rabah)**

The teacher's skills are to use palpable, manipulated media (tactile media) capable of providing hands-on experience to students. In the use of teaching media, teachers have the skills to use learning media to help teachers deliver lesson materials.

T1 : Yes, I often use such media to show students who do not understand or they do not know, such as when learning vocabulary, I usually use objects in the classroom such as blackboards, erasers, cleaning tools and so on, and commonly use materials on, in and at. I do that because I notice students will catch faster when the object is pointed directly and they are more motivated to learn

T2 : Yes, if the material fits to coincide with the objects in the classroom, yes, they are happier because they immediately see the object and immediately get to know, even directly mentioning the name of the object, they also immediately practic.

From the respondent's answers, students are happier and more interested



when objects around the classroom are used to become teaching materials When the bend is in accordance with the context of the material. Students will have an easier time understanding.

## Extract 10: Interaction

The variety of methods that are often used by teachers are lectures-questions and answers-assignments and discussions. But the tendency to use the lecture method still dominates. Teachers also interact privately with students who have problems, both personal and problems in learning.

T1 : communicate in groups of course When explaining yes or being giving assignments to students. And to communicate personally, usually When I notice the children, I often reprimand in this regard who do not want to hear, before I report to the BK teacher, usually after class time I stay in class and call the child then I ask "why are you like that son? Is there a problem with his studies or a personal problem at home? Are your parents inattentive or how?" like that).

T2 : I usually do communication in person or in groups, when giving tasks to them especially when they are doing exercises then I approach at that time I do communication personally about problems or obstacles they experience in doing tasks or in understanding the material).

In the interaction strategy, respondents revealed that when they interact directly, both in groups and private, it will attract students to be closer and more interested in the lesson, in which case the student becomes motivated in learning.

## Discussion

In this section, the researcher focused on discussing the result of the data analysis related to the problem statement which is the teaching strategies by teachers to increase students' motivation in learning English at SMPN 1 Rantetayo. Based on the data found, it can be concluded the strategies by teachers to increase students' motivation. There are several varieties that are described as follows;

### Teaching Style Variation

- 1) The first variety is setting the volume of the teacher's voice at the time of teaching in the class. In the process of teaching and learning variations of the teacher's voice are indispensable. A good teacher will be skilled in adjusting the volume of his voice so that the message can be easily captured and understood by all students, as both respondents applied to students in the classroom.
- 2) The second variety is focusing on students, there are several techniques that can be used to attract students' attention, one of which is to ask the child to pay attention to the teacher in front of them. If the concentration of students is low, it will cause low-quality activities as well and can cause seriousness in learning and the ability to understand the material will be reduced (Aviana & Hidayah, 2015).
- 3) The third variety is giving time for students, teachers do silence in terms of

giving students time to think so that they have time to ask questions and ask questions given. Syaiful Bahri Djamarah and Aswan Zain (2013: 168) also state that for protégés the provision of time is used to organize the answer to be complete.

- 4) The fourth variety is to make eye contact directly to students. The contact of views made by teachers at SMPN 1 Rantetayo during teaching and learning activities has been comprehensive to every group or person of students who experience problems. This is in line with the opinion of Marno and Idris, (2010: 145) that variations in viewpoints can be made throughout the classroom, and variably addressed to groups of students and to specific students.
- 5) The fifth variety is movement of limbs, (Fitriani, n.d.) when teaching to motivate students to pay attention to the material given, a good teacher will also play facial mimic or facial expressions as well as movement or body language that is in accordance with the lesson taught. The same thing is also done by teachers at SMPN 1 Rantetayo. This proves that the movement of limbs has a good influence on students in the teaching and learning process.
- 6) The sixth variety is change of position, In explaining the learning material, the teacher has made a position change. The teacher does not always explain the material in front of the class or always sits down when explaining. Because if the teacher does not change positions and always explains the same position continuously during learning activities, the teacher will find it difficult to master the class, students will also be lazy to pay attention to the teacher, especially students sitting in the back seat because students feel that there is no supervision or attention from the teacher. The transfer of positions carried out by teachers at SMPN 1 is in accordance with the statements of Marno and Idris (2010: 143) who stated that changes in positions approaching-away, right and left from the direction of students will make it easier for teachers to master the class and for students will be able to cause psychological effects because it can cause a familiar and warm impression.

## Media Variation

- 1) The seventh variety is media view, teachers frequently discover passive learners of social sciences because they are more aware of the situations faced in the classroom. The lack of engaging, innovative, and engaging social science teaching materials is to blame for this. meaningful. In order to improve student motivation, the learning media must also be able to deliver a pleasurable experience. Because of this, educators should be able to deliver effective and efficient learning in the subject of social sciences in accordance with students' mindsets by utilizing a variety of media and helping students to increase their motivation for learning. Drawing is one of the straightforward visual tools that may streamline how kids learn. This material is easily produced, reasonably priced, and accessible. students have a good understanding of this. Pictures may convey concepts or make things clearer. Students can better understand what they are learning by using



visual media. Considering some of According to the findings of earlier research, image media can boost student motivation. (Ratnaningsih, 2019)

- 2) The Eight is Listening media variety, the curriculum places a strong emphasis on listening skills because they are one of the crucial abilities students must develop. this aptitude in the area of English. The goal of the English teaching and learning process, according to KTSP, is to enable students to use English both orally and in writing. Together with strong reading and writing skills, students are also required to have strong speaking and listening skills. Yet, listening is a tough talent to develop since, according to Vandergrift (2004), it is harder to master than other language abilities. (Asmar & Ardi, 2013)
- 3) The ninth variety is Tactile variety in media use, not always done by teachers of SMPN 1 Rantetayo, the use of media is carried out according to the teaching materials to be taught. The teacher's skills in using learning media have also been shown by the teacher. This is in line with the opinion of Wahid Murni (2010: 137) that the use of media variations can hone teachers' skills using palpable, manipulated media (tactile media) that are able to provide direct experience to students. In the use of teaching media, teachers need to have the skills to use learning media to help teachers deliver lesson materials.

## Interaction Variation

The tenth is the interaction patterns used by teachers in teaching and learning activities include one-way interaction patterns, two-way interaction patterns, and three-way interaction patterns. This is in accordance with the opinion of Moh.Uzer Usman (2005: 8788) suggests that there are patterns of interaction that teachers and students can have to support the learning process, namely; 1) one-way interaction pattern (teacher-student), 2) two-way interaction pattern (teacher-student – teacher pattern: feedback for teachers), 3) three-way or multidirectional interaction pattern (teacher-student pattern), 4) multidirectional interaction pattern (student teacher, student, student-student), 5) circular interaction pattern (all directions). The application of variations in interaction patterns by varying the use of methods was carried out by teachers of SMPN 1 Rantetayo including lectures, discussions, question and answer, assignments, and games.

## CONCLUSIONS

Based on the finding that had ben discussed, the writer concluded as the using of REDW strategy has positive effect to the students' reading comprehension by comparing the result of t-test (24,321) and t-table (2.048) it significant effect thethird grade stutudents' at SMPN 2 Campalagian.

## REFERENCES

- Asmar, Y., & Ardi, H. (2013). "LISTENING MEDIA" APPLICATION IN PREPARING LISTENING MATERIAL. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 6(2), 120. <https://doi.org/10.24036/ld.v6i2.7416>

- Jannah, R. M. (n.d.). *PROGRAM STUDI PENDIDIKAN GURU SEKOLAH DASAR FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH SURAKARTA*. 14.
- Daties, N. P. Y., & Fansury, A. H. (2022). Students' Social Behavior, Motivation And Interest In Using English On Instagram At Bosowa University. *Teaching English as a Foreign Language Overseas Journal*, 10(1), 26-35.
- Ratnaningsih, S. (2019). The Use of Image Media to Increase Learning Motivation in the Field of Social Sciences in Elementary School Students. *Proceedings of the Proceedings of the 2nd International Conference on Local Wisdom, INCOLWIS 2019, August 29-30, 2019, Padang, West Sumatera, Indonesia*. Proceedings of the 2nd International Conference on Local Wisdom, INCOLWIS 2019, August 29-30, 2019, Padang, West Sumatera, Indonesia, Padang, Indonesia. <https://doi.org/10.4108/eai.29-8-2019.2289156>
- Tohidi, H., & Jabbari, M. M. (2012). The effects of motivation in education. *Procedia - Social and Behavioral Sciences*, 31, 820–824. <https://doi.org/10.1016/j.sbspro.2011.12.148>
- Tulaktondok, L., Kombong, M. T., & Patanduk, S. T. (2022). Analysis of Teacher Creativity in Learning English during the Covid-19 Pandemic at SMP Katolik Pelita Bangsa. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 707–714. <https://doi.org/10.30605/25409190.487>
- Tandikombong, M., Patanduk, S. T., Ba'ru, Y., & Masado, C. I. (2022). Implementation of Self and Peer-Correction Techniques towards Grammatical and Mechanical Accuracy in Writing Essay. *Ethical Lingua: Journal of Language Teaching and Literature*, 9(2), 846–852. <https://doi.org/10.30605/25409190.421>