

PICTURING ELEMENTARY SCHOOL STUDENTS' ENTHUSIASM IN LEARNING ENGLISH

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Abstract

This research aimed to find out how enthusiastic the students are towards English and the reasons why they like English because nowadays many students have decreased interest in learning, especially in English. The research was conducted in the fourth class of Datok Sulaiman Elementary School. The method of the research was Quantitative. The data were obtained from interview and observation. The result of this research shows that Elementary School students like English for various reasons, such as participant 1 and participant 2 only liking specific lesson themes and participant 3 likes when teachers teach English using games. Even though they like English, they often have difficulty understanding English, especially when they are still Elementary School students.

Keywords: *Learning English, Students' enthusiasm*

INTRODUCTION

English has become a very important means of communication in the world due to its position as an international language as well as a technological language. With an increasingly globalized world and rapid technological advancements, it is undeniable that proficiency in English is one of the keys to better employment opportunities or success. Based on this, Indonesia, as a member of the global community, recognizes the importance of English proficiency. This is why the teaching of English has been implemented in the Indonesian education system for a long time. (Faridatuunnisa, 2020)

As an international language, English is the language that allows you to communicate with foreigners, especially for students, they should learn and practice English from primary school, both in and outside of class. Students Need to Learn English Early, Without exception, young learners need to begin learning English as a World Language as early as possible (Laksmi et al., 2021). However, the process of learning English for children often faces challenges in terms of interest and motivation. Many children find learning English difficult or boring, especially if the approach is not adapted to the way of thinking and developmental characteristics of children. Therefore, innovative methods and approaches are needed to foster children's interest in learning English.

Recent studies on English as a second language and English language learning have found a negative or declining academic climate for students. Grades have been found to be lower in second language than in other subjects (Ibrahim et al., 2020). Eagerness may be a key figure in viable learning. When children are energized around learning English, they are more likely to lock in, hone, and progress. Excited learners hold lexicon way better, take part

effectively in activities, and create an enduring intrigued within the dialect. On the other hand, a need of eagerness can lead to lack of engagement and slower advance (Caezar, 2019).

Depending on the needs of the student, he/she may be motivated to achieve his/her learning objectives. For example, a learner who is learning English because he/she needs knowledge of English to communicate in social life or a learner who needs knowledge of mathematics to avoid being cheated while buying products in a store may have high presentation motivation when he/she is learning English or mathematics. This is aimed at helping him/her master the subject to survive in the social world. (Filgona et al., 2020) Motivated students will be more enthusiastic about trying various approaches to find the most effective learning style. When students find a suitable way of learning, they feel more confident and motivated to continue learning. Strong motivation can encourage the exploration of creative learning styles, while an appropriate learning style can keep motivation high.

Based on (Rahmat & Jannatin, 2018), the researchers found that when learning English, students are not enthusiastic and have no motivation to learn with the reasons being lazy, English is difficult, there is a lot of homework, and it is boring. In addition to, the researcher can also explain that in learning English, teachers apply a classical, monotonous, and teacher-centered teaching style. Teachers only give homework, if they do not do it, they will be punished, making students feel bored, frustrated, and lazy because they are always given homework.

Wiralodra University English Language Education students carried out fun English activities, by using English language learning in a fun way for students at SDN 1 Tegalurung which was proven to run smoothly and succeeded in increasing students' knowledge skills in learning English (Larasaty et al., 2022). This fun English activity helped develop the SDI Kolokoa students' love and confidence as well as their passion for learning and mastering English as an international language. This can be seen in the enthusiasm and perseverance of the participants who participated in the activity from start to finish. The students' ability to learn English was quite good. This can be clearly seen in the students' question and answer and performance activities (Noge et al., 2020).

Students' learning motivation in learning English based on data of observations carried out by (Sudaningsih, 2020) shows that the learning motivation of students of grade VII SMP Negeri 2 Dukun during the participation in educational interactive learning activities conducted by teachers in two sessions has seen a significant increase, as shown by the enthusiasm in the learning process of people in the class. The method used in this paper is descriptive analysis, which is carried out to find out how educational interactions take place at SMP Negeri 2 Dukun, and to find out the importance of educational interactions between educators and students in increasing English learning motivation. Based on the research results, shows that the educational interactions between teachers and students at SMP Negeri 2 Dukun are going well. Because teachers use their skills in every teaching and learning process. Therefore, this interaction can increase students' motivation to learn English.

Community service activities (Febrina Putri, 2022) have a very positive impact on children in Gunung Raja village, because with this activity, children are more interested in learning, learning together, they can be motivated to participate in the best way through learning activities together, they have gained more knowledge and learned many new English words, and the time children spend in Gunung Raja village during the pandemic is not just for playing. Motivation to learn English is an important factor that can influence learning outcomes and can help increase interest in learning. A person's motivational strength can be influenced by a number of factors such as learning conditions, environmental

conditions, the use of learning methods and media. Based on observations made during community service in Gunung Raja Village, West Sungkai District, North Lampung Regency, learning activities were found to be less effective, due to the lack of teaching hours applied in schools, which was due to the lack of classrooms and learning facilities in schools. This community service program in the form of tutoring was conducted based on the cooperation between KKN UMKO students and the community of Gunung Raja Village, West Sungkai District, North Lampung Regency, Lampung Province. The method is used to provide brain mapping learning instruction to children who are learning directly in Gunung Raja village. The aim of this activity is to increase the motivation of children to attend face-to-face classes after the Covid-19 outbreak and to help parents better understand the importance of education. As a result, students become enthusiastic about learning and motivated to continue studying at university.

According to (Safarringa et al., 2022) the students' response to this method of learning was very good, they were enthusiastic and very excited because they had not studied English for a long time, especially when studying online. This affected their very lacking ability. This was evident when they were asked to try to say how to read the topic in English and none of them could say it correctly. After being given an example of how to read, they were able to follow along and had the opportunity to pronounce it, because learning English requires practice. The study was conducted with the aim of implementing different curriculums in the school premises of Grade 1 so that the students' motivation to learn can be increased. The method used was qualitative descriptive method with data collection techniques through interviews and observations. The study was conducted at SD Negeri 01 Girijaya for three months, i.e. from 25th March 2021 to 25th June 2021. The subjects who conducted this study were Grade VI students. The study was conducted through observation and interviews online and offline. The results of this study are that on-campus teaching programs such as teaching aids, learning math multiplication, integer calculation with TTS learning materials, learning English using technology, learning the Quran, learning STEM (Science, Technology, Engineering and Mathematics), using learning media: word search, TTS Bahasa Indonesia and technology adaptation can enhance students' learning motivation. However, barriers and challenges in implementation still arise, especially when learning online. Therefore, teachers must have various alternatives to implement learning.h.

METHOD

Qualitative research is research that is descriptive in nature and tends to use analysis. Qualitative research often highlights the subject matter, process, and meaning of the study by using underlying theories as a framework and/or support to contrast actual events (Fiantika, Wasil M, Jumiati, Honesti, Wahyuni, Jonata, 2022).

According to (Hasan, 2022) Qualitative research methods are designed to help discover the behavior and perceptions of target audiences regarding specific topics. The results of qualitative methods are more descriptive and conclusions can be drawn quite easily from the data collected. Qualitative research methods come from social and behavioral sciences. Today our world is more complex than and it is difficult to understand what people think and feel. Qualitative research aims to gain insight and understanding into how people perceive events or situations.

Participant

The participants of this research are the students on Fourth grades of Datok Sulaiman Elementary School, Jln. Puang H. Daud, Wara, Palopo City. The participant of this research

are students of class IV, the class for girls only, because the girl's and boy's classes are separated. The researcher only took 3 students in the class. The reason why the researcher took these participants was because the researcher wanted to know how enthusiastic elementary school children are now in learning English.

Source of Data

Data sources for qualitative research can come from a variety of sources, including documents, interviews, observations, audio-visual recordings, and physical artifacts (Creswell, 2012). Data for this study were collected from participants and sources.

Primary data came from in-depth interviews with students, supplementary data came from classroom observations and teachers providing additional information about the context in which students motivation in learning english, and final data came from researcher notes. (Rondius, 2012)

Tools of Collecting Data

The tools for collecting data used by researchers are smartphones, voice recording, laptops, and Google Docs.

Technique of Collecting Data

The next step is to choose the data collection technique that will be used. The data collection technique is the way in which the researcher goes about collecting data in the study (Ma'arif, 2015). Data of this research came from interviews, observations, and document review, which was gathered through several techniques of data collection (Rondius, 2012).

Technique of Analysis Data

This section presents the data analysis procedures performed on the data collected to answer the research questions. Data analysis techniques were performed by processing the results of interview transcripts, observation notes, and document review. The data were analyzed based on interactive model of analysis promoted by (Rondius, 2012).

RESULT AND DISCUSSION

1. Result

The data was taken from voice recording of elementary school students at the fourth class in SDI Datok Sulaiman Palopo, to determine the level of enthusiasm of students towards English lessons. The researcher [R] asked participant 1 [P1] to find out how much she likes English.

1.1 Extract P1

R : *"Suka ki bahasa Inggris?"* (**do you like english?**)

P1 : *"mm... warna-warna ji"* (**mm... just the colors**)

R : *"oh warna-warna, pelajaran warna-warna"*
(**oh the colors, the colors lesson**)

and she answer that she like it but only for **the color lesson**, this was also said by articipant [2].

1.2 *Extract P2*

R : *"karna seru materinya... ee... suka ki' atau pernah ki' ga pake kas- kosa kata bahasa Inggris dalam kedu- ee... sehari-hari ta'?"*

(because the lesson was fun... do you like or ever used english vocabulary in your daily life?)

P2 : *"kadang-kadang" (somewhile)*

R : *"kadang-kadang? Seperti apa contohnya?"*

(somewhile? what kind of example?)

P2 : *"ee... warna..." (color)*

R : *"warna atau benda?" (color or object)*

P2 : *"warna" (color)*

Participant 2 [P2] said that she also liked the **color** lessons in English, where [P1] and [P2] have the same liking for color lessons. Participant 3 [P3] is different in why she likes English.

1.3 *Extract P3*

R : *"apa yang ee... buat ki' suka atau tidak suka belajar bahasa Inggris?"*

(...what make you like or dislike study english?)

P3 : *"karna ada permainannya" (because there are games)*

R : *"suka karna ada permainannya?" (you like it because a game?)*

P3 : *"iya" (yes)*

Researchers [R] want to know the reasons why they like learning English, different from the answers [P1] and [P2], the reason why [P3] likes learning English is **because there are games.**

2. Discussion

The result from this interview that there are different reasons for children's interest in learning English, such as [P1] and [P2] are interested in color lessons in English, while [P3] is interested in learning English when the lesson includes games, [P3] likes learning while playing. This suggests that children are interested in learning English for different reasons.

Statements from the three participants above that fun English can increase students' enthusiasm in learning English such as playing games, this statement is also strengthened by (Yuli Choirul Umah, 2019) that the game method is a teaching approach that combines learning materials with games, making lessons enjoyable and engaging for children. This method uses simple language, stimulates interest, and creates a dynamic learning atmosphere. Games can serve as "ice-breakers" to warm up participants, build enthusiasm, and make learning fun.

CONCLUSION

The Elementary School students liking English for various reasons, such as participant 1 [P1] and participant 2 [P2] only liking specific lesson themes and participant 3 [P3] likes when teachers teach English using games. Even though they like English, they often have difficulty understanding English, especially when they are still Elementary School students.

This research can be concluded that students like and are interested in learning English for different reasons as long as the lessons taught are fun and not boring, especially for elementary school students.

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