

LANGUAGE LEARNING STRATEGIES TO ENHANCE STUDENT MOTIVATION IN ELEMENTARY SCHOOL

Jihan Alifah¹, Nabilla Shalsabilla²

jihanalifah0810@gmail.com¹, nabillashalsabilla9@gmail.com²

Universitas Pancasakti

ABSTRACT

Given the fact that teachers are now expected to have enough information to be able to orient their teaching towards the different requirements of learners in different classes, this research is proposed to shed light on what it takes to effectively build and manage a language classroom with appropriate learning strategies and be successful in terms of learner motivation. The study was designed to investigate the impact of learning strategies to enhance learning motivation in the context of language learning. In order to achieve the purpose of this research, some of the subjects, topics, and main points that can be related to the purpose of the article are introduced and explained. This is followed by a brief discussion and some useful implications and suggestions for teachers and lecturers.

Keywords: *Learning Strategies, Motivation, Impact, Language Learning*

INTRODUCTION

Learning motivation is a crucial factor in the success of English language learning, especially at the elementary school level. Elementary school students, with their unique age characteristics and cognitive development, require appropriate learning strategies to foster and maintain their learning motivation. Low learning motivation can negatively impact students' academic achievement and English language development. Therefore, this study aims to identify and analyze effective English language learning strategies in enhancing the learning motivation of elementary school students.

This research is based on several theoretical foundations, including intrinsic and extrinsic motivation theory (Deci & Ryan, 2000) self-efficacy theory (Bandura, 1997) and constructivist learning theory (Piaget, 1970). These theories will be used as a framework to understand how certain learning strategies can influence students' learning motivation. This study also highlights the importance of using student-centered, enjoyable, and relevant learning strategies for enhancing learning motivation (Dörnyei, 2001; Oxford, 1990).

This research is expected to contribute to the development of English language learning practices in elementary schools. The findings of this study can be used by teachers to design and implement more effective learning strategies to improve students' learning motivation, thereby enhancing their academic achievement and English proficiency. Additionally, this research is expected to provide valuable information for policymakers in developing English language curriculum and learning programs in elementary schools.

RESULTS AND DISCUSSION

Learning Strategies

Individuals are not born with an understanding of everything, they must acquire knowledge to comprehend the world around them. For instance, consider the learning process; while it may be difficult for some, some non-native speakers can communicate

effectively in the language. This phenomenon applies not just to English, but also to various other fields of study. Therefore, during the learning process, one might find that some people can learn every subject or several subjects very quickly and well. On the other hand, some people have problems learning. As a result, numerous studies aim to understand how individuals learn, what factors contribute to their success in learning, and why certain people are more adept at learning than others. As Williams & Burden (1997) point out, that can only be answered by Learners can select and implement various learning strategies depending on instructional variables such as differences, types of knowledge domains, teaching methods, duration of instruction, learning technologies, types of feedback, required level of mastery, measurement methods, etc. This led to a diverse array of learning strategies in the educational process (Simek, 2010). Furthermore, Liang as cited in Gestanti (2017) The study mentions four factors influencing students' choice of learning strategies. Those are learner factors (learners' thoughts, language learning styles, ages, gender, and students' motivation), situational factors (learning setting and task types), academic factors (academic major), and cultural background (nationality and ethnicity). A language learning strategy can be succinctly described as the approach employed by a language learner to acquire, retain, remember, and retrieve the knowledge they have gained in order to facilitate effective communication with others. investigating learning strategies.

In the process of teaching and learning English, strategy has a significant meaning. Because of this, students' incomprehension in understanding can be helped by proper delivery. The complexity of the material conveyed can be simplified. The implementation of strategies in the teaching and learning process is an undeniable reality. Additionally, the findings of this study aim to offer advantages that support the improvement of teaching and learning quality by understanding the strategies students choose, as this knowledge can assist them in becoming more engaged, innovative, and independent.

Teaching and learning strategies are connected to the activities students engage in, which greatly influences their overall learning experiences. To cater to the diverse talents, skills, and learning preferences of students, teaching and learning approaches should encompass a mix of whole class, group, and individual activities that enable every student to participate actively and find some degree of success (Imaniah & Gunawan, 2017, p. 5). From this perspective, a teacher's role in teaching students language learning skills is critical in today's society in order to shape them into being more self-reliant and autonomous and devoted to a life-long learning process (Cribb, 2000; Lee & Oxford, 2008).

Oxford (1990) expressed that methodologies are especially critical for dialect learning "because they are devices for dynamic, self-directed association, which is basic for creating communicative competence" (p.1). Since of its importance, learning techniques have been broadly utilized within the instructive field. In characterizing the dialect learning methodology, "different analysts utilize distinctive terms and distinctive concepts" (Oxford & Crookall, 1989, p.414). Investigating into dialect learning techniques has expanded essentially since the 1970s, since such categories play different vital parts in dialect learning. Numerous analysts center on how learners prepare unused data and what sorts of procedures they utilize to learn or keep in mind the information in the area of second or foreign language.

Many researchers and experts have defined language learning strategies from different points of view. According to O'Malley, Chamot and their colleagues (O'Malley et al., 1985) were devoted to studying the use of learning strategies by ESL learners in the US. Based on their research, language learning strategies were divided into three main

categories, metacognitive, cognitive, and social affective which refer to learners' planning their learning, thinking about the learning process, monitoring their own comprehension or production, and evaluating the outcomes of their own learning. Rigney (1978) and Rubin (1987) define language learning strategies as practices, steps, or methods that language learners apply to encourage language learning.

Therefore, when language learners experience language learning assignments such as perusing or composing, they can apply the a few diverse strategies to complete the errands. Language learners will be effective within the assignments due to utilize of an appropriate language learning strategy (Richard, 1994). Oxford (1990) claims that language learning techniques have the taking after highlights as appeared in Figur 1.

Figure 1 FEATURES OF LANGUAGE LEARNING STRATEGIES

Language learning strategies:
1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.
Source: Oxford (1990)

In brief, language learning strategies are connected by language learners as a implies to procure and to utilize data that learners have procure, or reviewed, and can also advance independent learning.

Language Learning Strategies System of Rebecca Oxford

Based on prior research into learning strategies, Oxford (1990) created a new language learning strategy framework, which incorporates two primary classifications : direct strategies and indirect strategies. Direct strategies are specific ways that involve the use of language, subdivided into memory, cognitive, and compensation strategies. Indirect strategies do not directly involve using the language, but they support language learning (Ehrman & Oxford, 1990). and are encouraged to separate into metacognitive emotional, and social methodologies, see Figure 2.

Figure 3 OXFORD'S LANGUAGE LEARNING STRATEGY CLASSIFICATION

Direct strategies:	
1. Memory strategies	- Creating mental linkages - Applying images and sounds - Reviewing well - Employing action
2. Cognitive strategies	- Practising - Receiving and sending messages - Analysing and reasoning - Creating structure for input and output
3. Compensation strategies	- Guessing intelligently - Overcoming limitations in speaking and writing
Indirect strategies:	
1. Metacognitive strategies	- Centring your learning - Arranging and planning your learning - Evaluating your learning
2. Affective strategies	- Lowering your anxiety - Encouraging yourself - Taking your emotional temperature
3. Social strategies	- Asking questions - Cooperating with others - Empathising with others

Source: Oxford (1990)

These strategies can be specified as follows : 1) Memory strategies for remembering and retrieving new information. 2) Cognitive strategies for understanding and producing the language. 3) Compensation strategies for using the language despite lack of knowledge. 4) Metacognitive strategies for coordinating the learning process. 5) Affective strategies for regulating emotions. 6) Social strategies for learning with others (Oxford 1990: 14-15). These six broad strategies incorporate nineteen auxiliary techniques with a advance sixty-two particular techniques and lay the basics of techniques stock for Language Learning (SILL) (Oxford, 1990).

- 1) Memory strategy is used by the learner by utilizing prior knowledge and experience learning experience. This learning strategy involves a lot of memory and a learning process that learning process that uses memory. For example, if the learner connects the sound of an utterance with things that he/she remembers, then he/she is using a memory-learning strategy.
- 2) Cognitive strategy is any learner behavior in the teaching and learning process that relates to use of the learner's thinking power. Strategies This strategy can take the form of various activities.
- 3) Compensation strategy is Compensation is used by learners who learners who already have fairly high skills.
- 4) Metacognitive strategy is any learner behavior that relates to the techniques or ways learners to deal with and manage teaching and learning materials.
- 5) Affective strategy is any learner behavior that related to the learners' attitudes and feelings learners in dealing with the learning process. This strategy is further divided into two: positive affective and negative affective negative.
- 6) Social strategy is any behavior behavior that relates to learner cooperation with cooperation between learners and their peers in achieve the learning goal.

as a result, researchers have been exploring the elements that influence the use of language learning strategies, and these investigations not only highlight the factors that impact strategy utilization but also advance the area of research surrounding language learning strategies. The next section will discuss the variables that influence Motivation of Learning.

Motivation of Learning

Motivation is a crucial concept in the field of psychology. Theories about motivation seek to clarify the underlying reasons for human behavior and thought processes. This idea also holds significant relevance in language education. Both teachers and students frequently refer to this term to describe the factors that lead to success or failure in learning. In the same way, effective curricula and quality teaching alone cannot guarantee student success—students also require a certain level of motivation (for recent reviews, see Dornyei, 2005; Ushioda, in press).

identifies motivation in second language acquisition as “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community”. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized and dedicated desires and goals, they will be stimulated and inspired to obtain expertise and skill in it.

Types of Motivation

(1) Integrative & instrumental motivation

According to Garden and Lambert (1972), there are two types of motivation: integrative and instrumental. Integrative motivation means learning the language with the intention of participating in its people's culture. Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. These two types of motivation can affect and control the procedure and outcome of learning. Cook (2000) further considers that the integrative and instrumental motivation proposed by Gardner and Lambert is a helpful and efficient element for second language acquisition.

Ellis (1994) and Gardner (1985) also introduce the specified types of motivation; The former arises when the student enjoys joining or being part of a particular group and its culture. The latter emerges when the learner expects various advantages that he intends to gain while studying a specific language. In comparing these two types of motivation, Ellis (1994) argues that the most effective and ideal motivation is integrative motivation. He maintains that integrative motivation is more capable and systematic.

Student who don't have instrumental or integrative motivation in fact, will face with problems and difficulties to learn and gain knowledge of a second language in the classroom and generally, learning the language would be difficult for them Cook (2000)

(2) Intrinsic & extrinsic motivation

There is also another concept of Self-Determination Theory; Ryan & Deci (2000) say Self-Determination Theory categorizes and distinguishes various forms of motivation based on the different reasons, causes, or objectives that reinforce an action or an accomplishment. According to this theory, the primary distinction lies between intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the drive and enthusiasm to engage in specific activities because a person perceives them as enjoyable and appealing.

Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons that do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006)

To come to the point Intrinsic motivation refers to the drive to engage in an activity for its own sake. In reality, individuals who possess intrinsic motivation partake in and practice activities because they find them pleasurable. Conversely, extrinsic motivation is the impetus to carry out a task or activity as a method to reach a specific goal. Those who

are extrinsically motivated carry out tasks because they believe their efforts will lead to desirable outcomes such as rewards, praise from teachers, or the avoidance of punishment (Pintrich & Schunk, 1996).

Motivation and Language Learning

Motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Gardner (1985) accepts that with the purpose of being persuaded, the learner requires, and must have something to expect, anticipate, anticipate, and long for, a reason, guideline, or basis having to do with a point or target. Concerning second/foreign dialect procurement, this purpose would be learning an outside dialect. In truth, there must be something that the learner wants to realize or do, being the target dialect the vehicle to accomplish it.

Cook (2000) states that the securing of dialect isn't the same among learners. He too accepts that there are three fundamental components which impact the Moment Language Securing. These three variables are: age, identity, and motivation. Motivation is the foremost critical figure among the specified three components that influence moment language procurement. Also Lightbrown and Spada (2001 p.33) identify motivation in SLA as a complex occurrence which can be recognized alongside two components: "learners' communicative needs and their demeanors towards the second language community". They accept that when learners think that they require to talk the second language with the point of being in touch with others or fulfilling and accomplishing specialized wants and objectives, they will be motivated to obtain expertise and skill in it. Gardner and Lambert (1972) name the mentioned situation as integrative motivation and instrumental motivation. Research has demonstrated that whether second language learning is successful or not specifically and unequivocally concerned with these types of motivation (Lightbrown & Spada N., 2001).

Discussion (Implications for Teachers)

Paying attention to the effectiveness of the learning process and the appropriate application of language learning strategies can be a factor in increasing learning motivation in primary school students. In fact, teachers' awareness of learners' attitudes and their relationship to the learning process provides a framework within which language teachers can use more useful and effective methods.

Briefly, motivation can be characterized as a physical, mental or social requirement which propels the person to reach or accomplish his objective and fulfill his require and, at last, feel fulfilled owing to accomplishing his point. Ready to come to this thought that the sum, run, and type of inspiration have vital and deciding part within the learning prepare. Besides, the dialect educator features a noteworthy work and part in giving inspiration to the learner for learning language.

For the most part, two kinds of motivations can be watched among learners; They are high attitude which contains a positive, effective, and valuable impact, and the moment one is low attitude which makes pieces and causes shortcoming for learning language. As it was mentioned before, Motivation, indeed, involves two main classifications as below:

1. Intrinsic motivation
2. Extrinsic motivation

In connection with our earlier conversation, intrinsic motivation refers to the mental fulfillment gained from receiving praise from others, whereas extrinsic motivation is driven by external influences like receiving good grades and earning rewards.

Related to learning language learning, the most important thing to understand is that language learning is a acquisition process to achieve the ability to communicate. By paying attention to the characteristics of the development of children's language abilities,

then language teaching must be carried out by paying attention to the following concepts :

- a. Teacher as a model.
- b. Present a natural situation in which the use of English as the language of.
- c. Present English as a language, not as a language, not as a useless lesson.
- d. Mistakes made by the child are not a failure but rather show that they are developing.
- e. Focus more on meaning, not on the form of language f. Do communication, even with very simple sentences very simple sentences, and the student's answers may be as simple as a word.
- f. Rules (grammar) are important, but in the early stages, avoid teaching grammar explicitly/directly to avoid frustrating the child.

On the other hand, sometimes motivation is instrumental for the student. In this sense, learners use English as an example to fulfill their needs. In fact, the teacher should know that English as an instrument should have a value worth trying for the learner. The goal of effective learning strategies is useful to motivate the learner and realize the value of the learner who considers English as an instrument to achieve certain goals such as achieving grades or passing exams. By creating a positive mood in learners can facilitate learning so as to increase students' motivation and achievement in the subject. by creating a positive mood in learners that can facilitate learning so as to increase student motivation and achievement in the subject. It should also be mentioned, as a matter of fact, that intrinsic motivation causes the learner to think whether studying a particular issue (subject) is worth the effort or not. That is, if the learner in his judgment comes to the conclusion that learning a language is not worth it or has no functional value, he becomes disillusioned and gives up learning that language.

In essence, the reinforcement of expected and desired behaviors in the language teaching process is achieved by providing encouragement, stimulating curiosity and curiosity about the culture of other nations, presenting and screening films, and providing appropriate learning stimulation to students. As a result, motivation directly affects and is affected by learning strategies, skills and practices in language learning. That is, learning strategies have a high influence on increasing students' desire to learn. Then, it can make motivation have a high influence on learners' communication with foreigners, determining the amount of learning, in addition to developing the desired level of language teaching such as reading, comprehension, speaking, and writing. In short, the right learning strategy results in high motivation and has a direct effect on the quality and quantity of language learning.

CONCLUSION

The success of language learning, particularly English, is greatly influenced by the learning strategies chosen by students. Effective learning strategies enhance motivation and improve the quality of learning, both quantitatively and qualitatively.

The journal examines various factors that influence the selection of learning strategies, including learner factors (motivation, learning styles, age, gender), situational factors (learning environment, task types), academic factors (major), and cultural background. Previous research, such as the work of O'Malley, Chamot, and colleagues, as well as Oxford, has classified learning strategies into several categories, including metacognitive, cognitive, affective-social, and direct and indirect strategies. Direct strategies involve the direct use of language (memory, cognitive, compensation), while indirect strategies support learning without directly using the language (metacognitive, emotional, social).

The research emphasizes the role of teachers in facilitating the selection and implementation of appropriate learning strategies. Teachers need to create a positive and motivating learning environment and provide appropriate learning stimulation to enhance students' intrinsic motivation. Intrinsic motivation, influenced by students' perception of the value and benefits of learning English, is crucial for learning success. In other words, appropriate learning strategies lead to high motivation and ultimately improve the quality and quantity of language learning.

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