

CHAPTER 2

LITERATURE REVIEW

2.1. Theoretical Framework

2.1.1. Kampus Mengajar

Kampus mengajar is a breakthrough program from Merdeka Belajar Kampus Merdeka (MBKM) released by the Ministry of Education and Culture (2020), which provides opportunities for university students to devote themselves to practicing the knowledge they get in the schools where they teach. University students from various educational backgrounds are present to help the teaching and learning process in elementary and junior high schools in various regions in Indonesia (Fajaria & Nurhasanah, 2022). The *kampus mengajar* program aims to improve the quality and equity of education in Indonesia, by relying on university students as *kampus mengajar* volunteers to collaborate with elementary school in improving literacy, numeracy, technology adaptation and school administration. Volunteers are basically responsible for helping each other voluntarily. Thus, volunteerism is a long-term, planned, and beneficial proportional behavior for others (Penner, 2002; as cited by Nashori et al., 2023). According to Khan & Qomariyah (2023) the behavior that motivates students to become volunteers is due to high enthusiasm and empathy to help people in need. Khan & Qomariyah (2023) explained that university students have high enthusiasm to implement their knowledge by becoming teaching volunteers, and helping behavior carried out by student teaching volunteers is a form of prosocial behavior motivated by empathy. Through programs organized by the government, university students who become volunteer teachers help by sharing their knowledge (Khan & Qomariyah, 2023). The Indonesian government has launched voluntary activities for the advancement of Indonesian education, one of which is Indonesia Mengajar in 2020, which became one of the forerunners of the *kampus mengajar* program. It can be said that the *kampus mengajar* is also an advanced

volunteer program involving students throughout Indonesia which is oriented towards the advancement of Indonesian education.

In the recruitment process for the *kampus mengajar* program, university students who want to take part in the *kampus mengajar* are required to follow several requirements including: Minimum GPA 2.75, Registered as an active university student, have a letter of recommendation from a university that is registered as a partner of the *kampus merdeka*. Then, the flow of the selection process will also be determined by *Merdeka Belajar Kampus Merdeka* (MBKM) through 2 stages, administrative selection and verification, then substance selection which includes the Numeracy Literacy test, Diversity Survey, Value Clarification Attitude Transformation (VCAT). University students who successfully pass the selection stage will take part in the *kampus mengajar* program by being placed in primary and secondary education units spread throughout Indonesia for 5 months of assignment. University students who take part in the *kampus mengajar* program will gain teaching experience that can be recognized and equated in the form of semester credit units (credits). Thus, university students will also get the opportunity to hone their leadership, soft skills, and character during the implementation of the *kampus mengajar* program at partnership schools.

The results of the collaboration between *kampus mengajar* volunteers and school partner are expected to help schools in the 3T region (Disadvantaged, Outermost, and Frontier), especially schools that experience learning difficulties (Kusuma & Kurniawan, 2022). The *kampus mengajar* program is carried out as a form of real contribution to education in Indonesia (Fatonah et al., 2021). Given that learning difficulties are a critical impact felt especially at the elementary school level during the Covid 19 pandemic. That way, all elements of partner schools and *kampus mengajar* volunteers can work together optimally for equal distribution of national education success (Safaringga et al., 2022). The presence of *kampus mengajar* volunteers is expected to take part in helping solve

problems that occur in schools throughout Indonesia both now and in the future.

2.1.2. Motivating Young Learners to Learning English

Motivating young learners is basic and essential in learning activities. Numerous studies have shown that motivation plays an important role in learning and academic achievement (Fatima, 2014). The main reason why motivating young learners is important is because it can increase their engagement and participation in the learning process. Anggraini (2018) states that students will be highly motivated when they know what they are expected to do after learning certain material as well as the things they can relate to the material. In line with the previous statement, motivated students are more likely to involve themselves in the learning process, work on challenging tasks, and experience a sense of pleasure and satisfaction with their academic achievements (Ryan & Deci, 2000; Eccles & Wigfield, 2002). Moreover, motivating young learners not only contributes to their immediate academic success, but also has long-term implications for their future educational attainment.

Motivating young learners in the context of learning English is important because it can affect young learners' interest and learning outcomes when learning English. When young learners are motivated in learning English, they tend to show higher interest, stronger willpower, and better learning outcomes. Zulkifli (2014) explains that the primary school level is the best time to learn English because this phase is the highest time for language learning. High motivation can help young learners overcome difficulties, gain better understanding, and feel more confident in using English in various contexts. Brewster, Girard, and Ellis in Zulkifli (2014) also mentioned that young learners have a better ability to imitate what they hear and see from adults so that language learning at the basic level is more effective (Idami, 2022). Low motivation in English language learning in young learners can have a negative impact on their learning outcomes. Some studies show that low motivation can cause elementary students to lose

interest in learning English, have difficulty in understanding the material, and feel less confident in using English in various contexts, Thus, motivating young learners during English learning is the right step to take because it can help young learners to achieve success in learning English. given the golden age of young learners in acquiring their language skills for their own future.

Strategy from a motivational point of view is a set of actions planned and carried out to increase and maintain one's motivation. The right strategy will make elementary students motivated to learn while at school. Dornyei (2001) revealed motivational strategies are methods and techniques to generate and maintain student motivation. Motivational Strategies encourage behavior related to individual goals, for example in learning (grades, achievements, and goals). Motivational strategies refer to motivational influences that are consciously exerted to achieve a systematic and lasting positive effect (Dornyei, 2001). From the explanation above, Motivational Strategies are expected to help teachers to develop young learners' motivation in learning English at school.

Dornyei (2001) explains the concept of motivational strategies by paying attention to several aspects as described in the figure below:

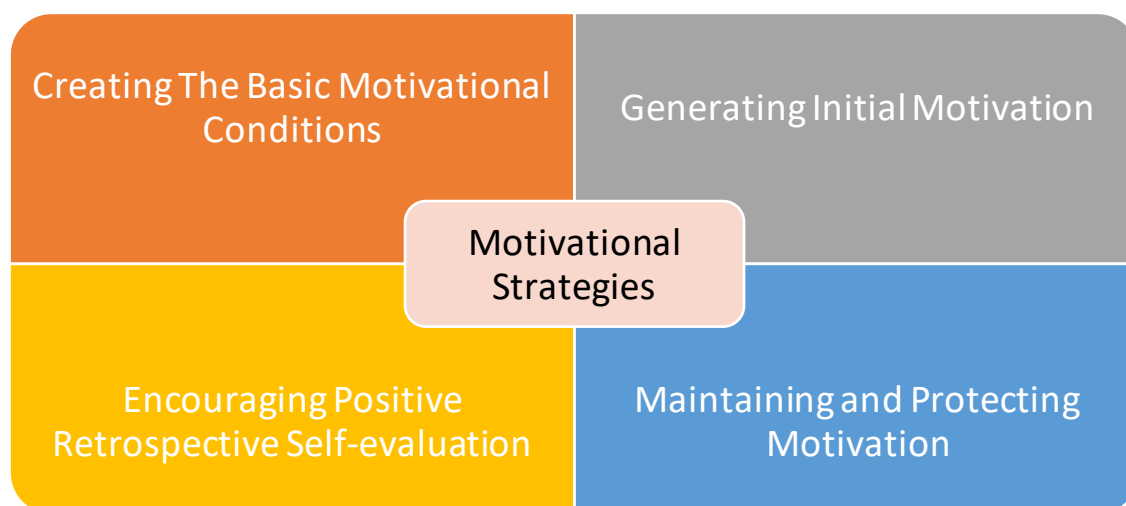


Figure 1. Motivational Strategies

Motivational Strategies was designed by Dornyei (2001) to assist teachers in increasing students' motivation to learn English. Motivational strategies follow the process from the onset of students' learning motivation to the completion and evaluation of actions taken by teachers to get students motivated in learning English by applying the strategies. The Motivational Strategies process-oriented strategy units include:

1) Creating the basic motivational conditions.

This concept focuses on creating a positive learning environment that is conducive to student motivation. This can be done through:

- a) Appropriate Teacher Behaviors: Teachers should exhibit behaviors that support and motivate students.
- b) A pleasant and supportive atmosphere in the classroom: Create a friendly and supportive classroom environment.
- c) A cohesive learner group with appropriate group norms: Ensure student groups have norms that support motivation.

2) Generate initial motivation.

This concept focuses on strategies to attract students' interest and motivation at the beginning of learning. This can be done through:

- a) Enhancing the learners' language-related values and attitudes: Teachers can reinforce students' positive values and attitudes towards the language being learned.
- b) Increasing the learners' expectancy of success: Teaches students to have positive expectations regarding their achievements.
- c) Increasing the learners' goal-orientedness: Helps students identify relevant learning goals.
- d) Making the teaching materials relevant for the learners: Ensures learning materials are relevant to students.
- e) Creating realistic learner beliefs: Teaches students to have realistic beliefs regarding their abilities

3) Maintaining and protecting motivation.

This concept focuses on strategies to keep students' motivation high during learning. This can be done through:

- a) Making learning stimulating and enjoyable: Presenting learning materials that are interesting and fun.
 - b) Presenting tasks in a motivating way: Teaches students how to approach tasks with enthusiasm.
 - c) Setting specific learner goals: Helps students identify clear learning goals.
 - d) Protecting the learners' self-esteem and increasing their self-confidence: Helps students maintain self-esteem and increase self-confidence.
 - e) Allowing learners to maintain a positive social image: Encourages students to maintain a good social image.
 - f) Promoting cooperation among the learners: The teacher encourages cooperation in group work to increase student motivation.
 - g) Creating learner autonomy: The teacher encourages learner autonomy and responsibility.
 - h) Promoting self-motivating learner strategies: Teachers teach planning and reflection techniques.
- 4) Encourage positive retrospective self-evaluation.

This concept focuses on strategies to help students reflect and evaluate their learning positively. This can be done through:

- a) Promoting motivational attributions: Teaching students to attribute success to their own efforts and strategies
- b) Providing motivational feedback: Providing motivational and constructive feedback.
- c) Increasing learner satisfaction: Helping students feel satisfied with their achievements.
- d) Offering rewards and grades in a motivating manner: Presenting rewards and grades in a motivating manner.

The four concepts of motivational strategies from Dornyei (2001) can be used by teachers to create a positive and conducive learning environment for students' motivation. The application of Motivational Strategies in English language learning in primary schools can help Young Learners to be more motivated and engaged in learning, and ultimately achieve optimal learning outcomes. With motivational strategies, teachers can follow the whole process of motivating students. Starting from the beginning of the emergence of motivation to evaluating the actions that have been taken in motivating students, especially motivating young learners in learning English.

2.2. Study of Relevant Research

Several studies have explained motivational strategies for elementary students to learn English. However, the *kampus mengajar* program is a special case, because there are still not many studies that demonstrate the strategies for motivating elementary students to learn English in the *kampus mengajar* program. One study from Prastha et al., (2022) pointed out the obstacles faced by *Kampus Mengajar* volunteers in implementing English in elementary schools, one of which is the lack of motivation of elementary students when learning. "The lack of motivation from the elementary students is the result of the perception that it is not the right moment for them to learn a foreign language. Elementary students' minimal knowledge of foreign languages also gives rise to the assumption that learning a foreign language is difficult. As a result, elementary students in class become less active and less motivated to follow the learning course in class." (Prastha et al., 2022).

Another study that serves as a reference, Hu & Mcgeown (2020) examined the relationship between motivation to learn a foreign language and foreign language learning achievement in students in China. The study involved 631 students in China aged between 9 and 12 years old. The students filled out questionnaires to measure their foreign language learning motivation. Teachers also rated the respondents' foreign language learning achievement. The results showed that foreign language learning motivation has a positive relationship

with foreign language learning achievement. This means that students who have high foreign language learning motivation tend to have better foreign language learning achievement.

Subsequent references from Li (2020) provides a comprehensive overview of motivational strategies that teachers can use to increase students' motivation in teaching English as a foreign language. This study reviewed several studies on motivational strategies in teaching English as a foreign language and summarized them into a few points of explanation for motivational strategies. In her research, the researcher explains that motivation in learning a foreign language is an important factor that affects the success of learning a foreign language. Li (2020) emphasized that it is important for teachers to use motivational strategies to increase students' learning motivation. The research discusses several factors that can affect the effectiveness of motivational strategies, such as student characteristics, culture, and learning context.

Research from Adawiyah (2022) discusses the strategies used by English teachers to motivate young learners. The research provides an overview of the importance of motivating young learners in the English learning process so that young learners can actively participate in class and show greater effort in learning English to achieve better results. This research explains motivational strategies used when motivating young learners including:

Creating a positive and fun learning environment: Teachers can use games, songs, and other interactive activities to make learning English fun. Giving praise and encouragement: Teachers can give praise for young learner efforts and progress, and encourage young learners when they are having difficulties. Making learning relevant to young learner lives: Teachers can use examples and contexts that are relevant to young learner interests and experiences. Providing opportunities for independent learning: Teachers can provide tasks and projects that allow young learners to learn English independently. Being a positive role model: Tutors can show young learner their enthusiasm and passion for English.

The journal of Adawiyah (2022) is very useful to be used as a reference because it provides insight to English tutors/teachers who want to improve their ability to motivate young learners to learn English.

By looking at the information from the various journals mentioned earlier, it can be assumed that before looking deeper into the strategies to be used when teaching English to elementary students, there is a need for strategies in motivating elementary students to learn English. Given the great impact of the motivational strategies mentioned, the researcher will uncover and elaborate on what strategies the *Kampus Mengajar* volunteers exhibit in motivating elementary students to learn English. With the aim, the information presented may be useful in the future for elementary students, teachers, and others who can use it as a reference for further research or help them in their efforts to increase motivation in learning English.