

# The Appropriate Teaching Method for the Uninterested English Learners

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**Abstract.** *This journal describes some efforts made in a classroom in generating to Uninterested English students to learn English for Academic Purposes by improving the contents of learning materials (syllabus), methods, and activities for students' learning experience based on Constructivism Approach (a theory of learning in general) and Natural Approach (a theory of language learning) . The research was carried out at First Grade students of STAI Samora Pematangsiantar. The results revealed that the actions applied led to improvement in students' motivation and active participation in learning.*

**Key words:** Motivation, Constructivism, Natural Approach

## I. Introduction

The practice of teaching English to students has existed since childhood. There are several programs available for learning English. The Indonesian government concurs with this notion and has legalized the teaching of English beginning in the fourth grade of the elementary level, despite the fact that it is recommended to be a local content subject.

One of the foreign languages seen as crucial for communicating with people of different nations is English. English is valued in Indonesia not only for intercultural communication but also for its ability to keep up with modern technology..

The important thing is that Lecturers focus on it and help students reach their full potential in language acquisition, regardless of their age. The interest of pupils in learning English is a critical issue that may be the center of attention. Less students are drawn to it. They believe that a subject like English is one that they must successfully complete with a decent grade. Then, Lecturers continue to discuss language. Students feel bored as a result, and the majority of them lose motivation. Lecturers are unable to focus on how to grab students' attention.

Children can learn English via inquiry as well. The inquiry method is student-centered and advances learners' understanding from their present level to a new, deeper level. This essay will address inquiry-based learning and other successful methods of teaching English to uninterested English students.

## II. Literature Review

Gardner's multiple intelligences theory helps Lecturers discover the differences among students which they can use to personalize instruction and assessment. As students have different learning styles, Lecturers have to implement a range of teaching strategies. One teaching strategy does not fit all children. This principle applies in the teaching of English to Uninterested English students. For some of them, learning English can be frustrating and difficult. To help Uninterested English students learn the language, Lecturers have to be resourceful and use innovative ways such as incorporating music, telling stories, making use of comics and graphic organizers in their teaching.

### 2.1 Multiple Intelligences

"If you want to teach something important, there's more than one way to teach it." That's the key message of Gardner's multiple intelligences theory.

According to Gardner, each person has nine areas of intelligence, namely verbal-linguistic, math-logic, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalist and existential. Intelligence, as described by Gardner, has more to do with the capacity for solving problems and fashioning products in a context-rich and naturalistic setting (Armstrong, 1994).

Whether they are Uninterested English Learners or not, all students possess all of the intelligences. Those who are strong in verbal-linguistic intelligence love to read, write, and tell stories and learn best through reading, hearing, seeing, speaking, writing, discussing and debating. Students who excel in the math-logic intelligence have strong problem-solving and reasoning skills and pose questions in a logical manner. They learn best through working with patterns and relationships, classifying, categorizing and working with the abstract.

Students who demonstrate spatial intelligence require a mental or physical picture to best understand new information. Usually, they do well with maps, charts and diagrams and like mazes and puzzles. On one hand, those who remember melodies or recognize pitch and rhythm show musical intelligence. They enjoy singing and listening to music.

Students strong in bodily-kinesthetic intelligence are good at physical activities, hand-eye coordination and tend to move around, touch things and gesture. Professionals who use this intelligence include actors, athletes, dancers and inventors. Those who show interpersonal intelligence thrive on cooperative work, possess strong leadership skills and are good at organizing, communicating, mediating and negotiating.

It makes little sense for Lecturers and parents to expect all students to learn in the same way and at the same pace. Effective teaching recognizes the different intelligences and seeks to address them by individualizing instruction and teaching concepts by using multiple forms of representation. Anything worth teaching should be taught in various ways.

We should, however, keep in mind that Gardner's theory should not be used to label children and put them in separate boxes. The multiple intelligences are not good characterizations of what people are or are not like. (Nicholson-Nelson, 1998).

Lecturers should not tag a student as number smart, but not word smart. Lecturers have to know as much as they can about their students rather than make them pass through the same eye of the needle. By making use of the multiple intelligences theory, Lecturers are able to implement differentiated instruction for different learners.

## **2.2 Children Characteristics**

Children as language learners are active, having a short attention span and like to play games. Willis (2001) adds children are also having good memories and they are good at imitating. Furthermore, Slattery and Willis (2001) share about children as learners. They are:

1. developing quickly as individuals
2. learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things
3. are not able to understand grammatical rules and explanations about language
4. try to make sense of situations by making use of non-verbal clues
5. talk in their mother tongue about what they understand and do-this helps them learn
6. can generally imitate the sounds they hear quite accurately and copy the way adults speak
7. are naturally curious
8. love to play and use their imagination
9.  $A = \pi r^2$  comfortable with routines and enjoy repetition
10. have quite a short attention span and so need variety.

Lecturers of teen learners should equip themselves with a high level of expertise in teaching and studying English for teen learners by being aware of these features. They must be aware of the best practices for teaching English to teenagers, including what to do and how to do it. Children are not adult miniatures. They are growing intellectually and physically.

## **2.3 Lecturers Characteristics**

Lecturers are the most important persons in the process of teaching and learning. Lecturers for teenager learners are selected people. They should provide themselves with some of criteria (Chodidjah:2004), such as:

1. sufficient English proficiency
2. theoretical and practical knowledge on psychological development of children
3. theoretical and practical knowledge on psychological development of children's learning
4. the knowledge on characteristics of young learners (primary school children)
5. practical knowledge on how to select and develop materials including the teaching media
6. knowledge on teaching methodology
7. Looking at the above criteria, young learners need well-prepared Lecturers. Lecturers with their abilities should be able to manage themselves and classroom itself. They are the keys of teaching and learning process. They should be good managers. In managing classroom, Lecturers should be able to create secure atmosphere.

Teenage learners need Lecturers who meet certain requirements, such as being patient, open-minded, and with a sense of humor. The attitude of the Lecturers should be considered. Students should be respected, realistic, and liked equally by all Lecturers. Children who study other courses including a foreign language need to know that their Lecturers approve of them. Along with their spoken language, instructors' abilities to sing, mime, act, and draw should be strengthened. Lecturers of beginning students should have a strong command of the spoken language. This suggests that it is important to provide kids as much exposure to spoken language as possible. Allow kids to pick up the language on their own. The information should be understandable. It needs to be reinforced, for instance, by miming, facial expressions, gestures and so on. Lecturers should be creative not only in creating activities but they need also be fluent in scaffolding physically and verbally.

### III. Method

This study is to describe how Lecturers carried out teaching learning process of effective ways of teaching English to Uninterested English students in teeneger learners' classes. The participants are students at First Grade of STAI Samora Pematangsiantar. Unfortunately, the school has the only English teacher. She was graduated from Faculty of Lecturers Training majoring in English Education Study Program. She has to teach any grades of students and he should face also great number of students in a class.

The collected data are taken by using instruments of interview and observation. Data gathered from those instruments are written down and classified based on research questions. Each classification is analyzed and interpreted. To interpret the first research question, Gardner's model is used.

### IV. Result and Discussion

#### 4.1 The Importance of Music

The researcher has been using music in teaching my Uninterested English students and The researcher found out that music can be a powerful medium for language learning and acquisition. It lets them participate and practice language without pressure. Music also makes it much easier for Uninterested English students to imitate and remember language than words which are merely spoken. For them, music can be a source of motivation, intrest and enjoyment.

If we teach a concept using music, it easily sticks in the minds of children of all ages. Music facilitates memorizing when it is associated with a linguistic item. It also offers repetition and is an excellent means whereby children have fun and at the same time learn and acquire a language. Children become themselves when they sing. When they are singing, they feel relax and not threatened. So parents should not become worried if children say they sing in their language class.

There are numerous benefits of using music in teaching and learning. One benefit is that children learn different features of language such as nouns, adjectives and verbs. The students are also introduced to new vocabulary in an informal environment.

One of the favorite chants of my students is "Dear God". The first part of the chant goes like this:

A lonely road, crossed another cold state line  
Miles away from those I love, purpose hard to find  
While I recall all the words you spoke to me  
Can't help but wish that I was there  
Back where I'd love to be, oh yeah

Dear God, the only thing I ask of you  
Is to hold her when I'm not around  
When I'm much too far away  
We all need that person who can be true to you  
But I left her when I found her  
And now I wish I'd stayed  
'Cause I'm lonely and I'm tired  
I'm missing you again, oh no...  
Once again

In chanting "Dear God", the students are able to pick adjectives and verbs as well as learn prepositions. When they do the actions, the children show their enjoyment and have fun. In chanting or singing, the children also practice intonations and rhythms of the English language. Chants, songs and rhymes are effective means of teaching stress and intonation patterns.

Music also helps students learn grammar rules. Grammar might be boring and uninspiring to some students. However, if we add music, people might change their minds and gain from using the lyrics to comprehend grammar principles in English. Students benefit from music in the development of their aesthetic sense and listening skills. The students can mimic the lyrics while they listen.

Over the years, my Uninterested English students have been using the structure of many songs in writing their own lyrics. Sometimes they set their lyrics to well-known melodies like "Twinkle, twinkle, little star" and "Mary had a little lamb." They have no trouble converting spoken language into chants.

Leading linguist Stephen Krashen made the observation that language is only acquired by comprehension of spoken or written material. There's no denying that music is relatable, engaging, authentic, and brimming with vocabulary that children will need in the real world..

## 4.2 The Benefits of Storytelling

Storytelling is another way of teaching English to Uninterested English students. A child's day should include stories, not only as an occasional luxury. It is through storytelling that new words are created. Skills for listening and auditory processing are encouraged and developed. Children's visualization abilities grow as they imagine scenes in their heads. Children's attention spans and memories are stretched when stories are told to them.

The researcher enjoys telling stories to her Uninterested English students. In telling stories, students learn new words which are important in the learning of a foreign language such as English. Many of us probably listened to our Lecturers recite a variety of tales as children, including folktales, legends, and fables. The researcher recalls hearing fairytales like Sleeping Beauty and Cinderella told by her early years instructor. The researcher and her students were able to acquire English vocabulary like castle, palace, kingdom, evil, stepmother, princess, and prince by listening to these stories.

Storytelling introduces students to many cultures and wholesome values in addition to expanding their vocabulary. Additionally, it helps children acquire accurate pronunciation and supports the development of their writing. Students who are exposed to stories will learn how language is used differently while speaking and writing. For children to understand, the use of language in speaking and writing must be distinct. Writing and speaking have different tenors and qualities. Learning to write does not naturally follow from learning to speak since writing is more than just speaking on paper..

Storytelling also helps children develop the habit of reading. Since Lecturers are revered by students, their actions and words have a significant influence on how well kids learn. Children tend to copy whatever their Lecturers do. Children would enjoy reading if Lecturers enjoyed doing so. When we relate stories to students, they can pick up a variety of abilities. These involve speculating, drawing conclusions, and defining words based on context.

## 4.3 Use of Comics

Some Uninterested English students have low motivation when they learn another language such as English. Their motivation to learn is low especially when they are pulled out of their classes, go to their own Uninterested English student classroom and are considered as struggling in English. However, motivation is important when it comes to language learning.

We can employ comic strips to pique students' interests. Comics are typically seen as humorous, thus using them to teach language is similar to utilizing games. Similar to games, using comics in class makes everyone laugh and have fun. Comic books, however, do more than just entertain and inspire apathetic English students to learn. They are employed in language teaching and learning for additional reasons.

Comic books are real, authentic materials that can be used to stimulate speaking and writing in a second language school. They portray words from everyday life as well as all facets of society and people, including conflicts.

Character growth and story substance in comics are abundant. When reading comic books, the characters appear to be communicating. Children who read comic books will be exposed to slang and colloquial language, including idioms, abbreviations, and expressions that call for shared cultural understanding. Students are protected from sounding bookish as youngsters could when they only have access to scholarly and academic language by mastering informal language.

"Security blanket" is one idiom that the researcher's students picked up through reading comic books. The Scholastic Dictionary of Idioms defines a "security blanket" as someone or something that a person who is insecure clings to for psychological or emotional support. Children's favorite stuffed animal or pillow might serve as their "security blanket." The American artist Charles Schulz, who created the well-known comic strip "Peanuts," is credited with creating the expression. Linus is a fictional character developed by Schulz who is constantly seen with his "security blanket."

Comic books are accessible and inexpensive teaching resources. They can be easily accessed because they are published in daily newspapers. As a result, it's crucial to pay attention to the comic strips in the newspapers because they can be utilized to teach a variety of skills.

When educating, the researcher makes use of comic books to help pupils become better predictors. The researcher asks her pupils to forecast a story's beginning and conclusion. Sometimes, comics contain a plot and a punch line, and kids are curious to find out what will happen and how the story will end. Additionally, the researcher teaches grammar, writing direct speech, basic pronunciation standards, and story sequencing through comics. I also use comics to teach onomatopoeia, synonyms, and antonyms.

The multidimensional nature of comics combines both words and images. Comics are rich in visual representations that reveal the characters' gestures and body language in addition to their linguistic information. Comics, which are primarily visual in nature, aid children in developing their ability to communicate nonverbally. Comics can be effective tools to motivate students and get them hooked on learning since they are multidimensional.

#### **4.4 Use of Graphic Organizers**

In The researcher's first years of teaching, the researcher have been guilty of just giving her Uninterested English students blank pieces of paper for them to write any type of text. As a result, her students didn't do well in their work. In retrospect, the researcher felt like the researcher didn't give her students enough guidelines when the researchet just provided them with blank pieces of paper to write on.

As a way of providing scaffolding to Uninterested English students, the researcher now make use of graphic organizers. Graphic organizers are visual representations which provide Uninterested English students with successful methods of organizing, interpreting and understanding materials.

The study has discovered that visual organizers can be incredibly helpful teaching and learning tools that help kids digest information, develop thinking skills, and collaborate with others. Students can design their projects and plan their activities by using graphic organizers.

The usage of graphic organizers can also be utilized to help students activate their prior knowledge or schema before reading or writing. According to the schema theory, in order to improve comprehension, new information needs to be connected to prior knowledge. Lecturers therefore have the responsibility of assisting students in drawing the appropriate connections between what is being taught and what they already know.

Graphic organizers come in a variety of forms, and they can be grouped according to the cognitive processes they encourage. The "story board" is one of the graphic organizers that her uninterested English students frequently employ. They can arrange events chronologically with the aid of this visual organizer. The debate of a story's beginning, middle, and end can benefit from it as well. This story planner might be useful for students as they plan their own stories.

In comparing character traits and making literary connections, my Uninterested English students use the "Comparing Characters Venn diagram". They use this organizer to compare two characters from the same or different stories or to compare and contrast a literary character with an actual person.

We make use of the "Building a Story" visual organizer, which is shaped like a house and aids students in creating their own stories. The problem, the solution, the characters, and the setting are all included in this story structure organizer. The kids' task is to write their thoughts in the proper places.

Students can utilize the "Inventing Innovations" graphic organizer as they develop their inventions. They will learn by using this organizer that coming up with an innovative concept is just the beginning. Ideas must be combined with scientific expertise, creativity, and a lot of trial and error before something new can be produced.

Graphic organizers give students the scaffolding they need to become independent learners, whether they are spotting linkages, summarizing processes, or identifying crucial information.

As a result, using graphic organizers is not just for teaching English. The usage of graphic organizers is not limited to social studies, science, or mathematics. They can be used by Lecturers to plan lessons.

#### **4.5 Inquiry-based Learning**

In the past, students taught by traditional Lecturers were not urged to ask questions. Students who kept asking lots of questions were frowned upon by their Lecturers as they were viewed as testing their knowledge or their intelligence.

To date, the number of schools in Indonesia and other countries encouraging students to ask questions and take an active part in their learning is growing. Questioning helps students have a deep understanding of both concepts and of their own learning. At my school, students' questions are visibly put up on a "Wonder Wall" or on a "What we want to know" chart and are discussed. Sometimes, the questions are difficult to be answered. For instance, while learning a unit on the human body, one seven-year-old girl raised a question on how the body fights germs. Another student asked how the body fits together. One more student inquired how the cells in the body work.

On some occasions, the questions are shallow. Some of her Uninterested English students pose questions just for the sake of asking. The lack of substance in the students' questions shows that they lack background knowledge about the topic. Thus, it is necessary for Lecturers to do some sort of frontloading and this can be done in various ways such as use of artifacts, inviting resource speakers or going on field trips. Using artifacts, inviting guest speakers and going on field trips belong to different inquiry stages.

Going on field trips is an important part of inquiry-based learning and it can be one of the activities in introducing or wrapping up a lesson. Learning is extended beyond the four walls of the classroom. In going on field trips, students are exposed to different cultures and get the chance to interact with people and find out about their beliefs, traditions, and practices through first-hand experience. Being open-minded and showing appreciation to different cultures are some of the qualities they develop.

Within an inquiry-based learning, children are both problem posers and problem solvers. They are not spoon-fed with knowledge. Although they are Uninterested English students, they are not treated as passive learners. They are strongly encouraged to explore, research, and participate actively in hands-on learning

experiences. They don't get their knowledge mainly from textbooks and they don't also spend most of their time at school just answering worksheets and workbooks.

Likewise, the students use multiple and varied resources. They don't depend only on secondary resources, including the Internet. They make use of primary resources such as the local communities, their immediate surroundings, and even their parents and grandparents who can actively play the role of guest speakers in the classrooms.

#### **4.6 Never Ending Learning**

There is no one road map in teaching and learning. The techniques in which Lecturers instruct students are constantly evolving, thus it is important for us educators to never stop learning. As numerous individuals have stated, education is a lifelong process. Even after completing our courses, we are not masters. If we are already employed, the knowledge we learned in our university education is insufficient. Being knowledgeable does not automatically make one educated. Only after many years of practice can one achieve true mastery. Education is merely a launching pad. It merely gets us ready to begin our profession. No one should ever stop learning. The mere fact that we hold degrees does not automatically make us subject-matter experts. We must carry on developing and getting better. As we work in our career, we ought to keep developing and getting better.

Whether or not our students are uninterested in English, we should nevertheless cater to their unique needs when teaching. Children have various learning styles, as The Sound of Music movie highlights.

When teaching, we must consider that everyone in the class, both the talented and the struggling ones, should go on the trip.

#### **V. Conclusion**

According to the research's findings, it is advised that colleagues who are in charge of teaching English to Uninterested English students redesign their subject by selecting resources that are pertinent to their students' needs and create suitable instructional strategies using a variety of techniques and activities.

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