

GAME-TAILORED INSTRUCTION RUN BY A FOREIGN ENGLISH TEACHER: ARE THE STUDENTS ENGAGED AND MOTIVATED?

Damar Isti Pratiwi

damar@ppi.ac.id

Politeknik Perkeretaapian Indonesia, Madiun, Indonesia

Akbar Zulkarnain

akbar@api.ac.id

Politeknik Perkeretaapian Indonesia, Madiun, Indonesia

Ilham Satrio Utomo

ilham.satrio@ppi.ac.id

Politeknik Perkeretaapian Indonesia, Madiun, Indonesia

Abstract

Motivating students to speak in the classroom is a daunting task faced by many language teachers worldwide (Ulla, 2020). However, investigation reporting motivation among EFL class taught by foreign teachers are rarely revealed. Thus, this study investigates English speaking class taught by a foreign English teacher and students' motivation during the program. The participants were freshmen in the academic year of 2019/2020 (N=48). It was conducted on the bridging time of the 1st and 2nd semester (January – March 2020). This study applied observation class and a survey method to collect the data. The observation class revealed the method and strategy used by a foreign English teacher, while the survey utilized a 5-scale Likert questionnaire. The results showed that the teacher implemented several game-based strategies in class combined with topic based on the context. The survey acknowledged that the students had high motivation in speaking English. These results shed light on the speaking class design and material in engaging students' learning motivation which has to be fun, interesting and fit with the context.

Keywords: *foreign English teacher, learning strategy, motivation, speaking*

Sari

Memotivasi siswa untuk berbicara di kelas adalah tugas melelahkan yang dialami oleh banyak pengajar Bahasa Inggris di seluruh dunia (Ulla, 2020). Tetapi penelitian tentang motivasi di kelas bahasa Inggris yang diajar oleh pengajar asing jarang dilakukan.

Karena itu, penelitian ini bertujuan untuk menginvestigasi kelas berbicara bahasa Inggris yang diampu oleh pengajar asing dan motivasi hasil belajar siswa selama program berlangsung. Peserta penelitian adalah mahasiswa baru pada tahun ajaran 2019/2020 (N=48). Penelitian ini dilakukan pada masa jeda semester 1 dan 2 (Januari-Februari 2020). Penelitian ini menerapkan metode pengamatan kelas dan survey untuk mengumpulkan data. Pengamatan kelas bertujuan untuk mengetahui metode dan strategi yang digunakan oleh pengajar asing, sedangkan metode survey menggunakan kuesioner Likert skala 5. Hasil penelitian menunjukkan bahwa pengajar menggunakan beberapa strategi *games* di kelas yang dikombinasikan dengan topik sesuai dengan konteks. Hasil survey menunjukkan bahwa para siswa mempunyai motivasi yang tinggi dalam berbicara Bahasa Inggris. Hasil tersebut sedikit menggaris bawahi tentang desain dan materi di kelas berbicara bahasa Inggris dalam meningkatkan motivasi belajar siswa yang mana seharusnya menyenangkan, menarik dan sesuai dengan konteks.

kata kunci: *berbicara, motivasi, pengajar asing bahasa Inggris, strategi belajar*

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Introduction

The current demand for global changes is the use of international language as global communication, which requires students to have adequate communication skill, especially in speaking (Himawan & Purwati, 2020). It becomes the most demanding skill to communicate in everyday situations (Ubaedillah, 2019). However, learn to speak English is hard for Indonesian students (Safei & Atikah, 2020), so it affects their lack of motivation in learning. Improving students' motivation and skill relies much on the course's curriculum design (Lee & Park, 2020). This also means that the course's method, strategy, and instructional goal determine students' willingness to learn English.

Many studies have been conducted to enhance students' motivation in speaking skill, such as implementing a Cooperative Learning strategy (M. Al-Tamimi & Attamimi, 2014; Ubaedillah, Pranoto, et al., 2020), employing snake and leader board game (Arfani & Sulistia, 2019; Taka, 2019), using Task-Based Language Teaching (TBLT) strategy (Septiyana, 2019), applying blended learning (Ehsanifard et al., 2020), etc. Recently, there is little study on speaking class taught by a foreign English teacher,

believing that foreign teachers can have a more effective classroom than the locals (Elyas & Alghofaili, 2019). In the Indonesian context, having English class taught by foreign teachers is challenging due to the lack of foreign teachers.

Indonesian Railway Polytechnic has a foreign volunteer program at least once a year for about two to three months to introduce foreign English teachers. Usually, this program lasts during the bridging semester so that the students do not have full regular class activity. The foreign volunteer will facilitate the students to enhance their speaking English ability by implementing some fun and fresh activities assisted by the English teacher to correlate with students' need and culture. This will promote students to be active in speaking class and increase their motivation as they have confidence in speaking. The fear of making a mistake during speaking will be eliminated as teachers create a comfortable learning environment (Aslan & Şahin, 2020), which play an important role in developing students' speaking skills (Salim et al., 2020; Ubaedillah, Pratiwi, et al., 2020). Besides, practising more in English speaking will benefit the students as the lack of speaking practise results in insufficient use of oral language (Budiharso, 2019)

The foreign volunteer program is in line with the scope of Indonesian Railway Polytechnic as a vocational university, which requires the students to have practice activity more than theory; ideally, it should be 60% practice and 40% theory. However, practising English in speaking skills is considered a challenge in the educational system in non-native learning environments (Almansour & Al-Ahdal, 2020). Thus, teachers need to provide interesting class activities which associate with their needs to engage students in the teaching and learning process and improve their motivation (Alamsyah, 2019; Rustan & Abduh, 2020).

A study in the Thai university context found that many English Foreign Language (EFL) learners still lacked confidence though they have high motivation (Ulla, 2020). The learners tried to implement several strategies to cope with the confidence problem, which also confirmed in some empirical studies in the Indonesian university context (Abdurahman & Rizqi, 2020; Ubaedillah & Pratiwi, 2021). The teachers helped by

providing several strategies for enhancing students motivation, such as learning outside the class, game-based learning, implementing digital tools, etc. (Alghaberi, 2019; Ghasedi et al., 2017). Students' lack of confidence and motivation also happened in Indonesian Railway Polytechnic. Thus, the college held a foreign volunteer program to help students overcome those problems and practice English in the natural context.

Empirical studies that concentrate on implementation and students' motivation on foreign English teachers are rarely explored, especially at vocational universities. Thus, this study describes the implementation of game-tailored instruction run by a foreign English teacher and students' motivation after learning in the class taught by a foreign English teacher. Specifically, this study attempts to answer the following questions:

1. How does the foreign English teacher implement game-tailored instruction in class?
2. How do the students rate their level of motivation in English speaking class taught by a foreign English teacher?

Method

This research was a case study at the Railway Mechanical Technology program in Indonesian Railway Polytechnic. It implemented a descriptive qualitative research design based on classroom research and simple quantitative analysis of students' questionnaire results. The classroom observation lasted for 8 meetings from January to March 2020. At the end of the meeting, there was a questionnaire distributed to the students. The participants of the study were all the 1st year students of the Railway Mechanical Technology program in the academic year of 2019/2020, with a total student 48 divided into 2 classes consisting of 24 students in each class. The 1st year students were chosen because, in Indonesian Railway Polytechnic, only 1st year students got an English language course as English regarded as a general course, not the main course of the study program. For the 2nd and 3rd year students, they did not get any English course.

The data were gathered through class observation and questionnaire. In-class observation, an observation note was needed to describe how the foreign English

teacher stipulates the speaking class through game-tailored instruction. The questionnaire was given to each student to investigate students' motivation in learning speaking after joining the program. It was in the form of a 5-scale Likert with the option (1) very high, (2) high, (3) average, (4) low, and (5) very low. There were 10 questions on the questionnaire, an adaptation from a questionnaire provided by Ulla (2020) during his research on students' motivation on TBLT in the Thai university context. The questions were written in English and Bahasa to be fully understood by the students, not making any ambiguity. The results of the questionnaire were added to know the students' motivation level in learning English speaking.

Results & Discussion

The class schedule was described in table 1 about the methods or strategies and materials implemented in the class. In each meeting, the teacher used different game-based strategy, so the students did not feel bored. The materials were about introducing myself and partner, telling hobbies and abilities, describing things and describing situations around us and telling experience. The timetable table was implemented the same for both classes.

Table 1 Class Schedule

Week	Materials	Method/Strategy Implemented
1	Introducing Myself	Practice in Pairs
2	Introducing Each Other	Role Play
3	Telling Hobbies	Board Games
4	Telling Abilities	Jigsaw
5	Telling Dreams	Multimedia Presentation
6	Describing Things	Quizizz Games
7	Describing Situations	Pecha Kucha
8	Telling Experience	Story Telling

On the first meeting, the teacher implemented practice in pairs to introduce their selves to their partners. They took a turn in pairs to tell their partner about their name, address, family and anything they wanted their friend to know. Practising in pairs was validated as an effective method comparing with a traditional lecture in speaking class (Mega, 2019). On the second meeting, as it was about introducing each other, the teacher asked

the students to create a role play. They had to introduce their selves and each other during the role play. This was verified as an effective strategy to enhance students' speaking ability (Fadilah, 2016) as it provided a lot of language production and fun (F. Liu & Ding, 2009).

The next meeting was about telling hobbies. The teacher applied a game board strategy to bring out students' curiosity in playing with the words and engage them to speak up. This was confirmed to enhance students' speaking ability, received positive feedback from the students (Taka, 2019), and made them much more active in class (Fotini & Zafiri, 2017). A week after, the class discussed students' abilities using the jigsaw technique. Despite developing students' speaking skill (Pratiwi et al., 2016), this technique could increase students' interaction with the teacher and other students in the class (Neno & Erfiani, 2018).

On the fifth meeting, the teacher employed multimedia presentation to guide the students in talking about their dreams. A set of pictures with a profession topic with the activities was shown on the screen, and the students were required to describe the profession displayed and then chose one of them to be presented in class. This was received positive attitudes from the students during the implementation in speaking class (Syafii et al., 2019). Later on, the topic of describing things around us was arisen by the teacher to engage students and promote them to be more active in class by applying Quizizz application. The teacher put several pictures and at first asked the students to describe them in words. Then each student had to express his/her chosen picture to his/her partners in turn. This application has been confirmed to make students more active and concentrate on learning a language (Yanmei et al., 2018).

The seventh meeting was about describing situations based on the Pecha Kucha application. The teacher showed several situations on the website through the screen projector and asked them to describe the situations and tell each other. Based on previous research, this effectively raised students' speaking ability (Coskun, 2017) and optimized EFL learners' speaking fluency (Pratiwi et al., 2021). The last meeting was about telling experience using a storytelling strategy. This increased students' response,

enthusiasm, courage and activity to speak English (Firdaus & Amaniarsih, 2018), despite improving their fluency and pronunciation (Zuhriyah, 2017). Moreover, this could enhance students' motivation to speak English (Rahman & Izzah, 2015).

The investigation done through observation class on this study revealed some teaching strategies implementation in speaking class. As the use of game-based applications was applied during 8 meetings of the program, the role of the teacher, whether he/she was a foreigner or local, was not too significant. In some studies, the students' speaking ability was equal to whether they were taught by foreigners or locals (Al-nawrasy, 2013; Elyas & Alghofaili, 2019). Nevertheless, media and varying teaching strategies are very important to increase learners' motivation (Ihsan, 2016; X. Liu, 2010; Sahin, 2005). In this study, students are willing to speak up and interact in speaking English in the classroom, yet they tend to have speaking anxiety outside the classroom. This also means that creating a comfortable atmosphere and learning society for students in speaking English have to be considered.

Accordingly, the teacher has to pay attention more to the variation of the teaching strategy and aid to engage students more and promote active learning (Waluyo, 2019). Thus, the teacher must be creative, innovative and always improve his/her competence to follow the development of teaching and learning method, strategy and application (Aminullah et al., 2019). In the Indonesian context, the foreign or local teacher has no significant effect, likewise the way he/she delivers the material in class. The process of delivering material needs special preparation to choose proper teaching strategy and media as the students' need and cultural background.

Whether traditionally or computerized, game-based strategies have a specific effect on enhancing students' motivation to learn English (Alyaz & Genc, 2016) and improving students' participation and confidence (Dewi et al., 2016). Yet, it must be bear in mind that the game-based strategies must be matched with the curriculum and material (Allsop & Jesse, 2015). In choosing the material presented in class, the teacher is suggested to use context-material to follow the discussion in class as they talk about things around them. The learning environment is another factor that should be

considered as a suitable school environment that provides significant contributions to EFL learners' performance and accomplishment (Lodhi et al., 2019). The following result on the questionnaire about students' motivation after learning to speak with a foreign English teacher is presented in table 2.

Table 2 Students' Motivation Level in English Speaking

No.	Statement	Very high (%)	High (%)	Average (%)	Low (%)	Very low (%)
1	Improve your speaking skills	29.16	52.08	18.75	0	0
2	Participate in all activity in classroom	25.00	45.83	27.08	2.08	0
3	Speaking English in the classroom	4.16	37.50	52.08	4.16	2.08
4	Sharing ideas with classmates in the classroom	29.16	35.42	25.00	6.25	4.16
5	Sharing ideas with the teacher in the classroom	27.08	25.00	41.67	4.16	2.08
6	Speak English outside the classroom	10.41	39.58	18.75	20.83	10.41
7	Attending speaking English class	33.33	43.75	14.58	8.33	0
8	Performing task in class	12.50	37.5	41.67	8.33	6.35
9	Answering questions in class	16.66	45.83	27.08	6.25	4.16
10	Speaking English in daily life	16.66	27.08	37.50	8.33	10.41

N=48

From the data in table 2, students gave a positive attitude on improving their speaking skills in which 81.24% of the students chose on very high and high level. There were none of the participants marked low for this point. This meant that conducting English speaking class improve students' speaking ability. Promoting interaction in class was also another benefit of being taught by the foreign English teacher as students showed positive comments on the item participation in class (70.83%). However, there was 1 student out of 48 pointed low.

Eliminating students' speaking anxiety was another positive effect. This was justified by students' willingness to speak English in class and sharing ideas with teacher and students. Although more than half of the students chose average level on speaking English in the classroom, the high level was more than the low level. Regarding sharing ideas with teacher or classmates, both of them were selected more than 50% on high level. It was around 10% on low level for sharing ideas with classmates and only 6.24% for sharing ideas with the teacher on the low level. The rest were on the average level.

This means that the student chose to share ideas more with the teacher rather than with their classmates.

Moreover, they also have high motivation to come to speaking class generally (77.08%). Making students more active in this speaking class was successful though it was just a slight in terms of performing in class, which was not more than 50% had high motivation. Many students were just on an average level (41.67%) which was the highest percentage on this question. However, their willingness to be active in answering the questions was high (62.49%), and there was just around 10% who have low motivation.

Nonetheless, students' motivation to speak English outside the class was still not as high as their active participation in the classroom. There was less than 50% of the students had high motivation to speak English in class. The high point (very high and high) was 43.74%, the average point was 37.5%, and the rest of 18.76% was on the low section (very low and low). This meant that the teacher had to reassure and motivate students more so that they had the courage to speak English in the classroom and outside the classroom and in daily life.

Conclusion

This study highlighted game-tailored instruction run by a foreign English teacher in the Railway Mechanical Technology program of Indonesian Railway Polytechnic. Several strategies were implemented in the class, such as practice in pairs, role play, board game, jigsaw, multimedia presentation, Quizizz, Pecha Kucha and storytelling. The class design benefited the students in improving their motivation in the teaching and learning process in English class. This result led to the recommendation that English teachers have to create a comfortable learning environment associated with students' needs so that they could be engaged, motivated, and improved their confidence in speaking English inside the class and outside the classroom.

This study admits some limitations. It was conducted in a vocational university in Indonesia, which cannot be generalized for the whole country, even for the public

university. The foreign teacher is only on a volunteer program which stays for only three months, not for the entire year, so that the English-speaking practice is limited. Likewise, the focus in this study is on the class design implementation of English class by the foreign English teacher and students' motivation after joining the class. Future research may be done on comparing and correlating students' speaking performance of the two groups. Exploring students' feedback through open-ended questionnaires or interviews to get in-depth feedback from the students is also interesting.

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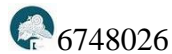
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Conflict of Interests

No potential conflict of interest was reported.

About authors

Damar Isti Pratiwi is an English lecturer in Indonesian Railway Polytechnic. She got her Master degree from Semarang State University. She has taught English for 13 years in Indonesia and Thailand. Her research interest is in English education, teaching English with technology and English for specific purposes.



Akbar Zulkarnain is a senior lecturer in Indonesian Railway Polytechnic. Akbar Zulkarnain is a senior lecturer in Indonesian Railway Polytechnic. He got Master of Science from Gadjah Mada University in 2011 and concerned in curriculum and material development for vocational students.



Scopus ID 57211945615

Ilham Satrio Utomo is a lecturer and researcher in Indonesian Railway Polytechnic. He graduated from Sebelas Maret University in Engineering. He is interested in instruction and educational development



Scopus ID 57200655395