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Enhancing Efl Learners Motivation Through Physical Activities : A Study In MTS YMPI Rappang

Haikal Syahrir[1], Syamsu T[2], Sitti Aisa[3] ,Sam Hermansyah[4]
[1234]Universitas Muhammadiyah Sidenreng Rappang
Email : haikalsyr346@gmail.com , syamsutang64@gmail.com , ichaaisyahvandy@gmail.com , sam.hermansyah82@gmail.com

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana aktivitas fisik dapat meningkatkan motivasi belajar siswa dalam pembelajaran Bahasa Inggris sebagai bahasa asing (EFL) di MTs YMPI Rappang. Penelitian ini berfokus pada jenis aktivitas fisik yang efektif dalam meningkatkan motivasi siswa serta tantangan yang dihadapi dalam penerapannya di kelas. Aktivitas fisik seperti Total Physical Response (TPR), permainan berbasis gerakan, dan role-playing diterapkan dalam proses pembelajaran untuk menciptakan suasana belajar yang lebih interaktif dan menarik.

Penelitian ini menggunakan desain deskriptif kualitatif yang didukung oleh data kuantitatif dari kuesioner. Partisipan penelitian terdiri dari siswa kelas IX MTs YMPI Rappang dan satu orang guru Bahasa Inggris. Teknik pengumpulan data dilakukan melalui observasi kelas, wawancara semi-terstruktur, kuesioner, dan dokumentasi. Data kualitatif dianalisis menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan data kuesioner dianalisis secara deskriptif untuk mengetahui tingkat motivasi siswa.

Hasil penelitian menunjukkan bahwa penerapan aktivitas fisik dalam pembelajaran Bahasa Inggris dapat meningkatkan motivasi, partisipasi, dan kepercayaan diri siswa. Siswa terlihat lebih antusias mengikuti pembelajaran, lebih aktif berpartisipasi dalam kegiatan kelas, serta lebih berani menggunakan Bahasa Inggris selama proses belajar berlangsung. Selain itu, aktivitas fisik juga mampu menciptakan suasana kelas yang lebih dinamis dan mengurangi rasa cemas siswa dalam belajar Bahasa Inggris. Namun demikian, terdapat beberapa tantangan dalam penerapannya, seperti pengelolaan kelas, keterbatasan waktu pembelajaran, serta perbedaan kemampuan dan gaya belajar siswa.Berdasarkan temuan tersebut, dapat disimpulkan bahwa penggunaan aktivitas fisik dalam pembelajaran EFL memberikan kontribusi positif dalam meningkatkan motivasi belajar siswa. Oleh karena itu, guru disarankan untuk mengintegrasikan aktivitas berbasis gerakan dalam proses pembelajaran Bahasa Inggris guna menciptakan pengalaman belajar yang lebih interaktif, menyenangkan, dan efektif

Kata kunci: aktivitas fisik, motivasi belajar EFL, keterlibatan kelas, pembelajaran berbasis gerakan.

Abstract

This study aimed to investigate how physical activities enhance EFL learners' motivation in learning English at MTs YMPI Rappang. The research focused on identifying the types of physical activities that effectively increased students' motivation and exploring the challenges encountered during their implementation in the classroom. Physical activities such as Total Physical Response (TPR), movement-based games, and role-playing were integrated into English lessons to create a more interactive and engaging learning environment.

This research employed a descriptive qualitative design supported by quantitative data from questionnaires. The participants consisted of ninth-grade students at MTs YMPI Rappang and one English teacher. The data were collected through classroom observation, semi-structured interviews, questionnaires, and documentation. The qualitative data were analyzed using the interactive model of data reduction, data display, and conclusion drawing, while the questionnaire data were analyzed using descriptive statistics.

The findings revealed that the integration of physical activities significantly improved students' motivation, participation, and confidence in learning English. Students showed higher enthusiasm, were more actively involved in classroom activities, and demonstrated greater willingness to communicate during the learning process. Physical activities also created a more dynamic classroom atmosphere and reduced students' anxiety toward learning English. However, several challenges were identified, including classroom management, time limitations, and differences in students' learning styles. the use of physical activities in EFL classrooms positively contributes to enhancing students' motivation and engagement in learning English. Therefore, integrating movement-based strategies into English instruction is recommended as an effective approach to create more interactive and motivating learning experiences.

Keywords: *physical activities, EFL motivation, classroom engagement, movement-based learning.*

Introduction

English has become one of the most important international languages used in communication, education, science, and technology. In the era of globalization, the ability to understand and use English is considered an essential skill for students in order to compete in academic and professional environments. Many countries, including Indonesia, have incorporated English into their formal education systems from junior high school to university level. Through English learning, students are expected to develop communication skills that enable them to interact with people from different cultural and linguistic backgrounds.

In Indonesia, English is taught as a foreign language (EFL), which means that students have limited opportunities to use the language outside the classroom. As a result, the classroom becomes the primary place where students are exposed to English learning. However, many students still experience difficulties in learning English due to limited vocabulary, lack of confidence, and low motivation. These challenges often lead to passive learning behavior in which students tend to listen to the teacher rather than actively participate in classroom activities.

Motivation is widely recognized as one of the most influential factors in successful language learning. Students who have high motivation tend to show greater effort, persistence, and enthusiasm in learning a foreign language. Conversely, students with low motivation usually demonstrate minimal participation and may perceive English as a difficult and uninteresting subject. Therefore, teachers need to apply effective teaching strategies that can stimulate students' interest and encourage active involvement in the learning process.

Traditional teaching methods that rely heavily on lectures, memorization, and textbook exercises often fail to engage students in meaningful learning experiences. These teacher-centered approaches may limit students' opportunities to interact, explore, and practice the language actively. Consequently, many students become bored and disengaged during English lessons. In order to overcome this problem, educators need to implement innovative and interactive learning strategies that can make the learning process more dynamic and enjoyable.

One approach that can be used to increase students' motivation is the integration of physical activities in the learning process. Physical activities such as games, role-playing, and movement-based tasks can create a more engaging classroom environment. These activities allow students to learn through action and interaction rather than simply receiving information from the teacher. As a result, students may feel more relaxed, confident, and motivated to participate in English learning activities.

Several educational theories support the use of physical activities in language learning. For example, the Total Physical Response (TPR) method introduced by Asher emphasizes the connection between language learning and physical movement. This method encourages students to respond to verbal commands through physical actions, which helps them understand and remember new vocabulary more effectively. In addition, movement-based activities can reduce students' anxiety and create a more supportive learning atmosphere.

Previous studies have also demonstrated the positive impact of physical activities on students' motivation and engagement in learning English. Research findings indicate that students tend to be more enthusiastic and active when lessons involve interactive and movement-based activities. These activities not only improve students' motivation but also enhance their participation, confidence, and collaboration with peers during classroom learning.

Based on these considerations, this study aims to investigate how physical activities can enhance EFL learners' motivation in learning English at MTs YMPI Rappang. The research focuses on identifying the types of physical activities that are effective in increasing students' motivation as well as the challenges encountered during their implementation in the classroom. It is expected that the findings of this study will provide useful insights for teachers in developing more engaging and motivating teaching strategies for English language learning.

METHOD

This study employed a descriptive qualitative research design to investigate how physical activities enhance students' motivation in learning English as a foreign language. A qualitative approach was chosen because it allows the researcher to explore students' experiences, perceptions, and behaviors in depth within their natural classroom environment. This method was considered appropriate since motivation is a complex psychological construct that cannot be fully measured only through numerical data. Therefore, qualitative exploration helped the researcher understand how physical activities influenced students' engagement and enthusiasm during the learning process.

The research was conducted at MTs YMPI Rappang, South Sulawesi, Indonesia. The participants of this study consisted of one English teacher and ninth-grade students who had experienced English learning through physical activities. A total of 10 students participated in the questionnaire, while 5 students were selected for interviews, along with the English teacher as the key informant. The participants were selected using purposive sampling because they had direct experience with movement-based learning activities implemented during English lessons.

The instruments used in this research included classroom observation, interviews, and questionnaires. Classroom observation was conducted using field notes to record students' participation, classroom interaction, and responses during the implementation of physical activities such as Total Physical Response (TPR), games, and role-playing. Semi-structured interviews were conducted with the English teacher and

several students to obtain deeper insights into their perceptions and experiences regarding the use of physical activities in English learning. In addition, a questionnaire using a Likert-scale format was distributed to measure students' level of motivation after the implementation of movement-based activities.

The data were analyzed using the interactive model of qualitative data analysis proposed by Miles and Huberman, which involves three main steps: data reduction, data display, and conclusion drawing. In the first step, the researcher selected and simplified the relevant data obtained from observation notes, interview transcripts, and questionnaires. The data were then organized and presented in descriptive form to identify patterns and relationships among the findings. Finally, conclusions were drawn by interpreting the data and verifying them through triangulation across different data sources to ensure the credibility and validity of the research findings.

RESULT AND DISCUSSION

Results

The results of this study describe how the implementation of physical activities influenced students' motivation in learning English at MTs YMPI Rappang. The data were obtained from classroom observations, questionnaires distributed to students, and interviews with students and the English teacher. The findings indicate that the integration of physical activities during English lessons created a more engaging learning environment that encouraged students to participate actively in classroom activities.

Based on classroom observations, students showed higher enthusiasm when the teacher implemented movement-based learning activities such as games, role-playing, and Total Physical Response (TPR). Students were more responsive to the teacher's instructions and appeared more confident when practicing English expressions through physical movements. These activities helped reduce students' anxiety and created a more relaxed classroom atmosphere.

The questionnaire results also showed that most students had positive perceptions toward the use of physical activities in learning English. Students reported that learning English through games and movements was more interesting compared to traditional lecture-based learning. They felt that physical activities made the learning process more enjoyable and helped them remember vocabulary and expressions more easily.

Furthermore, the questionnaire findings revealed that students felt more motivated to participate in English lessons when physical activities were implemented. Many students agreed that these activities increased their interest in learning English and encouraged them to be more active during the lesson. This indicates that movement-based activities can stimulate students' intrinsic motivation.

Interviews conducted with several students supported the questionnaire results. Students stated that they enjoyed learning English through interactive activities because they were able to practice the language while moving and interacting with their classmates. They also mentioned that physical activities made the class less monotonous and helped them understand the lesson better.

The English teacher also confirmed that the use of physical activities had a positive impact on students' participation. According to the teacher, students who were usually passive became more involved in classroom interactions when the learning process included games and physical movements. This approach helped the teacher create a more dynamic learning environment.

However, the findings also revealed several challenges in implementing physical activities in the classroom. One of the main challenges was classroom management, as students sometimes became too excited during the activities. Additionally, the limited time allocated for English lessons sometimes made it difficult for the teacher to conduct movement-based activities effectively.

Despite these challenges, the overall results of this study indicate that physical activities have a significant role in increasing students' motivation and engagement in learning English. The findings suggest that integrating physical activities into EFL teaching strategies can improve students' participation and create a more positive learning experience.

TABEL HASIL KUESIONER MOTIVASI SISWA

No	Pernyataan	Sangat Setuju	Setuju	Netral	Tidak Setuju
1	Aktivitas fisik membuat pelajaran bahasa Inggris lebih menarik	5	4	1	0
2	Saya lebih termotivasi belajar bahasa Inggris melalui permainan	6	3	1	0
3	Aktivitas gerak membantu saya memahami materi	4	5	1	0
4	Saya lebih percaya diri berbicara bahasa Inggris saat aktivitas fisik	3	5	2	0
5	Pembelajaran dengan aktivitas fisik membuat kelas lebih menyenangkan	6	3	1	0

Total Responden: 10 siswa

DISCUSSION

The findings of this study demonstrate that physical activities play an important role in enhancing students' motivation in learning English as a foreign language. The results from observations, questionnaires, and interviews consistently show that students responded positively to the implementation of movement-based learning strategies in the classroom.

One of the most noticeable impacts of physical activities was the increase in students' participation during English lessons. When physical movements such as games and role-playing were integrated into the learning process, students became more actively involved in classroom interactions. This finding indicates that physical activities can transform a passive learning environment into a more interactive and student-centered classroom.

The results of this study also support the theory of Total Physical Response (TPR), which emphasizes the connection between language learning and physical movement. According to this theory, students can understand and remember language more

effectively when they associate verbal input with physical actions. The observation results showed that students were able to recall vocabulary more easily when they practiced it through movement-based activities.

Another important finding of this study is related to students' emotional responses toward English learning. Many students reported that physical activities reduced their anxiety and made them feel more comfortable during the learning process. This is particularly important in EFL contexts where students often feel nervous or shy when using English in front of their peers.

The use of games and movement-based tasks also contributed to creating a more enjoyable classroom atmosphere. When students perceive learning activities as fun and engaging, their motivation to participate increases significantly. This supports the idea that positive emotional experiences can enhance students' intrinsic motivation in language learning.

However, the implementation of physical activities also presented certain challenges. One of the main difficulties was maintaining classroom discipline during highly energetic activities. Students sometimes became overly excited, which required the teacher to apply effective classroom management strategies to maintain a productive learning environment.

Another challenge identified in this study was the limited time available for English lessons. Teachers need to carefully plan and manage the duration of physical activities so that they do not reduce the time allocated for explaining important learning materials. Proper lesson planning is therefore essential for successfully integrating movement-based learning strategies.

Overall, the findings of this study confirm that physical activities can significantly enhance students' motivation, participation, and engagement in learning English. Therefore, English teachers are encouraged to incorporate movement-based strategies into their teaching practices in order to create a more dynamic, enjoyable, and effective learning environment.

Conclusion

This study examined the use of physical activities to enhance students' motivation in learning English as a foreign language at MTs YMPI Rappang. Based on the findings obtained from classroom observations, questionnaires, and interviews, it can be concluded that the integration of physical activities in English learning has a positive impact on students' motivation and participation. Movement-based learning strategies created a more engaging and interactive classroom environment that encouraged students to actively participate in the learning process.

The results of the study showed that students responded positively to the implementation of physical activities such as games, role-playing, and Total Physical Response (TPR). These activities helped students feel more relaxed and confident when using English in the classroom. In addition, physical activities made the learning process more enjoyable and reduced students' anxiety, which often becomes a barrier in learning a foreign language.

Furthermore, the use of physical activities increased students' enthusiasm and willingness to communicate during English lessons. Students were more actively involved in classroom interactions and showed greater interest in learning the language. The activities also helped students understand and remember vocabulary and expressions more easily because they were directly connected with physical movements and practical experiences.

However, the study also identified several challenges in implementing physical activities in the classroom, such as classroom management issues and limited learning time. Teachers need to carefully organize and control classroom activities to ensure that learning objectives can still be achieved effectively. Proper planning and time management are therefore essential for successfully integrating physical activities into English teaching. the integration of physical activities in EFL classrooms can significantly enhance students' motivation, participation, and engagement in learning English. Therefore, teachers are encouraged to apply movement-based learning strategies as an alternative approach to create a more dynamic, enjoyable, and effective learning environment for students.

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