

THE TEACHERS' USE OF MOTIVATIONAL STRATEGIES IN TEACHING ENGLISH AT SMA SWASTA IMELDA MEDAN

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ABSTRACT

This research was aimed to describe the kinds of motivational strategies used by the teachers in teaching English at SMA Swasta Imelda Medan and the ways how the teachers apply the motivational strategies. In this research, the researcher used descriptive qualitative research design and involved two techniques of collecting data, they are: observation by observing the learning and teaching process, then took a note for getting the results which were related to the kinds of motivational strategies used by the teachers; and interview by asking the English teachers some questions related to the ways how the teachers apply the motivational strategies. The data gathered were processed in some stages in the form of data condensation, data display and drawing conclusion. The participants of this research were two English teachers of SMA Swasta Imelda Medan and 29 twelfth grade students. The result of this study showed that the first teacher applied 14 kinds of motivational strategies and the second teacher applied 16 kinds of motivational strategies. All of the strategies can be grouped into four aspects of MTP framework based on Dornyei's theory and the ways how the teachers apply the strategies in those aspects were various, but similar. For creating basic motivational condition aspect, the teachers tried to create a proper good behavior and good relationship toward the students by greeting them cheerfully, showed enthusiasm, and asked how the students were doing. Then, in generating initial motivation aspect, the teachers always checked the students' work to make sure there was no any obstacle and keep to asking the students' understanding to the learning material. Next, for maintaining and protecting motivation aspect, the teachers presented task in a motivating way by giving the students opportunities to choose their own topics for the task and exercise. Finally, for encouraging positive retrospective self-evaluation aspect, the teachers gave a good feedback to the students by praising them and giving comment to their works.

Key words: *Teachers' Motivational Strategies, Students' Motivation, MTP Framework.*

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I. INTRODUCTION

A. Background of the Study

Language is essential in our lives because it is the primary way humans communicate and interact. It is not easy to do any activities without language. The language is spoken as an international language known as English. That is why English is taught in any educational program, and it has been one of the essential subjects. In Indonesia, English is a compulsory subject for students. However, some students think that English is not essential because they do not use English daily. Their learning environment may not allow them to practice the English language. Therefore, students become unmotivated when they learn the language. It means that their motivation plays a crucial role in English Learning.

Motivation is considered to be an essential element in language learning. Most teachers would agree that it has a crucial role in determining success or failure in any learning situation. According to Dornyei (2001:2), motivation is related to one of the essential aspects of the human mind. Furthermore, he explained that language learners who want to learn a foreign language (i.e., motivated) would master an excellent working knowledge of it as a minimum, regardless of their language aptitude. In addition, when the students do not have motivation, they do not have a goal or desire in learning. They are also bored and inattentive in learning. They are unlikely to benefit from the educational program, even its effectiveness (Abdullah et al., 2019:58). Hence, motivation can be a fundamental factor affecting students' academic outcomes.

On the other hand, students' motivation can be different from one to another. Some of the students are highly motivated, and some are unmotivated. Students who enter with low motivation tend to be not enthusiastic in learning, and it is not easy to promote enthusiasm in students. Krashen (1982:31) notes that performers with high motivation generally do better in language learning. Otherwise, Alderman (2004:5) describes that unmotivated students tend do not to have goals, sit passively in class, turn in no homework, do not keep up with their notebooks, do not take final exams or the state-required proficiency tests seriously, resist new approaches to learning that require the use of critical thinking skills, and preferring to use worksheets as they have in the past.

Therefore, the teacher's role is needed in the learning and teaching process. As Hadfield & Dornyei (2014:1) states if motivation is a crucial feature of successful learning, teaching skills in motivating learners should be seen as central to teaching effectiveness. That is why English teachers need to find suitable strategies to deal with unmotivated students. According to Dornyei (2001:28), motivational strategies promote the individual's goal-related behavior. He also stated that motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. There is motivational strategies theory proposed by Zoltan Dornyei (2001). The theory is well known as Motivational Teaching Practice (MTP). MTP framework consists of 4 aspects, they are: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation and encouraging retrospective self-

evaluation. But not every strategy in the those aspects can be applied in every context.

Nugroho & Mayda (2015) state that in the first aspect of motivational strategies; creating basic motivational condition, basically, teacher can make a good relationship with learners by showing enthusiasm. Teacher also should try to make positive relationship with learners by greeting students cheerfully. Next, in the second aspect of motivational strategies; generating initial motivation, a teacher can encourage the students to apply English language proficiency in the classroom, but teacher should not forget to concern students' understanding. The third aspect of motivational strategies; maintaining and protecting motivation, creating enjoyable learning can be done by stimulating learners to actively involve at classroom and choosing task which requires mental or bodily involvement from each participant. Lastly, in the last aspect of motivational strategies; encouraging positive retrospective self-evaluation, teacher can try to create motivational feedback by giving positive feedback and teacher also can appreciate learners's task or exercise by responding all learners' opinion or action even they are incorrect in order to make students not feeling down. So the students will be motivated easily.

That is why motivational strategies are really important in facing students' poor motivation. According to Alberts (2004:18), poor motivation to learn is more severe at the high school level than in earlier grades. It means that the students' poor motivation increases as students move through elementary into high school, especially in senior high school. As motivation decreases, it

is more likely that students will have lower achievement. Indeed, some students often come to school eager to learn, but many students also lose their academic motivation as they move through elementary school into high school. Alberts (2004:18) further explains that disengagement from coursework and severe study is expected when many students enter high school. That is why the researcher chose the senior high school level, especially in the twelfth grade of senior high school to conduct this research. Nevertheless, this study expected that the students' low motivation could be solved using the teachers' motivational strategies. All the students will be motivated easily.

As a motivator, the teacher had a significant role in motivating the students in English Learning. Also, it is noted that every teacher has different motivational strategies in enhancing students' motivation. Therefore, based on the statements before, the researcher was interested in conducting a research entitled "The Teachers' Use of Motivational Strategies in Teaching English at SMA Swasta Imelda Medan." In this research, the researcher focused on the kinds of teacher's motivational strategies in enhancing the students' motivation and the ways how the teachers apply the motivational strategies.

II. RESEARCH METHODOLOGY

In this research, the researcher applied qualitative research. In this case, the researcher focused on the kinds of motivational strategies used by the teachers and the ways how the teachers apply the motivational strategies in teaching English at SMA Swasta Imelda Medan. The researcher took this

qualitative research which was concern in descriptive research design. The data was collected in the form of words or pictures rather than numbers. On the other hand, the data in this research were about the kinds of motivational strategies used by the English teachers and the ways how the teachers apply those motivational strategies in teaching English at SMA Swasta Imelda Medan. In addition, the research data sources were from observation notes, and interview results. The observation notes were obtained by direct observation when the teacher taught the lesson in the classroom. Meanwhile, the interview results were obtained by interviewing the English teacher.

In this research, the participants of this research were two English teachers who teach twelfth grade students of SMA Swasta Imelda Medan. For getting representative informant, the researcher used purposive sampling technique. The researcher involved two English teachers and one class of twelfth grade students at SMA Swasta Imelda Medan. The data obtained from the students of XII MIA 2 which was consist of 29 students for exploring the central phenomenon.

III. RESULTS

The results of observation and interview that have been done to 29 students of XII MIA 2 of SMAS Swasta Imelda Medan will be discussed . The researcher used qualitative approach in analyzing the findings.

1. The Kinds of Motivational Strategies that the English Teachers Used in Teaching English

Based on the data table of the observation in the data analysis section that has been carried out, the researcher could conclude that the first teacher only applied 14 motivational strategies and the second teacher applied 16 motivational strategies. It means that among all of 20 motivational strategies proposed by Zoltan Dornyei (2001), there were 4 strategies that were not implemented by the teachers. The unselected strategies were: 1) Enhancing the students' language related values and attitudes, (2) Making learning stimulating and enjoyable, (3) Promoting self-motivating strategies, and (4) Promoting motivational attributions. The strategies applied by each teacher can be seen in the **table 4.3** below.

Table 4.3 Twelfth Grade English Teachers' Motivational Strategies

No	Aspect	Twelfth Grade English Teachers' Motivational Strategies	
		Teacher I/MS	Teacher II/A
1	Creating Basic Motivational Condition	<ol style="list-style-type: none"> 1. Showing an appropriate teacher behaviours 2. Creating a pleasant and supportive atmosphere in the classroom 3. Creating cohesive learner group with appropriate group norms 	<ol style="list-style-type: none"> 1. Showing an appropriate teacher behaviours 2. Creating a pleasant and supportive atmosphere in the classroom 3. Creating cohesive learner group with appropriate group norms
2	Generating Initial Motivation	<ol style="list-style-type: none"> 4. Increasing the students' expectancy of success 5. Increasing the students' goal oriented-ness 6. Making the teaching materials relevant for the students 	<ol style="list-style-type: none"> 4. Increasing the students' expectancy of success 5. Increasing the students' goal oriented-ness 6. Making the teaching materials relevant for the students

		7. Helping students to create realistic students' beliefs	7. Helping students to create realistic students' beliefs
3	Maintaining and Protecting Motivation	8. Presenting tasks in a motivating way 9. Using specific goal-setting methods in the classroom 10. Protecting the students' self-esteem and increasing students' confidence 11. Allowing students to maintain a positive social image 12. Promoting cooperation among the students	8. Presenting tasks in a motivating way 9. Using specific goal-setting methods in the classroom 10. Protecting the students' self-esteem and increasing students' confidence 11. Allowing students to maintain a positive social image 12. Promoting learner autonomy 13. Promoting cooperation among the students
4	Encouraging Retrospective Self-Evaluation	13. Providing motivational feedback for the students 14. Offering rewards in a motivating manner	14. Providing motivational feedback for the students 15. Increasing learner satisfaction 16. Offering rewards in a motivating manner

From **table 4.3** above, it can be shown that the differences of motivational strategies applied by the two teachers were 2 strategies. The strategies were: (1) Promoting learner autonomy from maintaining and protecting motivation aspect, and (2) Increasing learner satisfaction from encouraging positive retrospective self-evaluation aspect in MTP framework.

2. The Ways How the English Teachers Apply the Motivational Strategies in Teaching English

Based on the interview results in the data analysis section that has been carried out, the researcher presented descriptions about the ways how the English teacher applied the motivational strategies. The English teachers' ways in applying the strategies are:

- a. **In the first aspect of motivational strategies; creating the basic motivational conditions**, there were some strategies applied by the teacher in pre-activity in the classroom. They were:

1. Showing an appropriate teacher behaviours

When entering the classroom, the teachers tried to create a proper good behavior and good relationship toward the students by greeting them cheerfully, showed enthusiasm, and asked how the students were doing. Not only that, the teachers tried to be humble teacher by remembering their students' names and smiling a lot.

2. Creating a pleasant and supportive atmosphere in the classroom

The teachers created a pleasant and supportive atmosphere in the classroom by telling funny things to the students. As mentioned by Nugroho & Mayda (2015: 85), generally, a teacher creates an enjoyable atmosphere to make students feel comfort to learn and providing humors which are related with the lesson itself so the students feel comfortable and happy. Thus, Nugroho and Mayda's explanation was corresponding with the teachers' motivational strategies application.

3. Creating cohesive learner group with appropriate group norms

Cohesive learner group is about solidarity in the group. Cohesiveness also refer to the learners' commitment to the group among the students. Through this strategy, the first teacher divided the students into several groups and directed them to do the exercises on page 147 of the textbook. For the second teacher, she directed the students to create their own groups of two people for each group. By creating a group for the students, they also could did an experiment to the material.

- b. **In the second aspect of motivational strategies; generating initial motivation** was applied in observing and questioning stage and there were some strategies implemented by the teachers in this aspect. They were:

1. Increasing the students' expectancy of success

The teachers also checked the students' work to make sure there was no any obstacle and keep to asking the students' understanding to the learning material. As Nugroho & Mayda (2015: 87) state that for the second aspect; generating initial motivation was not only conducted by the teacher through enhancing the learners' English proficiency in real life, but the teacher also shouldn't forget to notice students' understanding. It means that the ways how the teachers applied the motivational strategies were the same with Nugroho and Mayda (2015) theory.

2. Increasing the students' goal oriented-ness.

In improving the goal-oriented of the English learning to the learners, the teachers delivered the learning goals in general that were agreed by the students, then she guided the students to set their goals in learning by guiding them to decide the goals. After that, the teachers and students summarized the general aims that want to be obtained together.

3. Making the teaching materials relevant for the students

The both of teachers applied relevant and appropriate teaching material to the students' experience and knowledge by relating the material based on the students' real life and interests. Nugroho & Mayda (2015: 86) said that relevant materials can help the students get the main point and benefits of the material learned. So, the application of this strategy was corresponding with Nugroho & Mayda (2015) theory.

4. Helping students to create realistic students' beliefs

For the students' beliefs, the teachers were dealing with some students who have assumption, belief and unclear expectation in learning English that was about how the learners' quickness to communicate by using English. Here, the teachers told the students about the benefits and fun things about English.

- c. **In the third aspect of motivational strategies; maintaining and protecting motivation**, the teachers applied some strategies in the learning process and the strategies were implemented in associating, questioning and communicating stage. The strategies were:

1. Presenting tasks in a motivating way

The teachers conducted this strategy by giving the students opportunities to choose their own topics for the task and exercise. However, before the teachers gave the task, they also delivered the specific students goals by telling students about the purposes of doing the task. As Nugroho & Mayda suggest that teacher should explain the purposes of task because it is important to do by teacher for presenting a task in a motivating way. So, the teachers application showed a suitability with Nugroho & Mayda (2015) theory.

2. Using specific goal-setting methods in the classroom

The teacher conveyed the learning objectives that were in accordance with the material. By knowing the learning objectives, the students could tried to reach the objective and they became more motivated in their learning. Here, the teachers also asked the students their own goals and guided them to create their aims.

3. Protecting the students' self-esteem and increasing students' confidence

Increasing students' confidence is also essential for the teachers in this aspect. As Nugroho & Mayda (2015: 86) state that teacher has an important role to help students believe in themselves. Here, the first teacher tried to protect the students' confidence by giving encouragement word like, "Don't be afraid to give your opinion, dear." On the other side, the second teacher improved the students' confidence by giving a praise.

4. Allowing students to maintain a positive social image

In maintaining a positive social image of the students, the teacher chose good roles for the students in the learning activities. Furthermore, the teacher never gave a criticize words. It means that the teachers prevented to humiliate criticism in front of the class. So the students' image can be protected in the classroom.

5. Promoting learner autonomy

In promoting learner autonomy, unlike the first teacher, the second teacher gave the students to do peer teaching and allow them to use self-assessment. Here, the teacher acted as a facilitator, to make sure the students knew how to do. Through this strategy, the students could increase their motivation easily.

6. Promoting cooperation among the students

The both of teachers created a group discussion or a peer group for the students to motivate them in their learning. As Nugroho and Mayda (2015: 88) say that creating learner group can increase students' communication skill easily and not monotony at all. So, the application of the teachers' motivational strategies were in accordance with Nugroho & Mayda's theory.

- d. **In the last aspect of motivational strategies; encouraging positive retrospective self-evaluation**, the strategies were implemented in closing stage. The strategies applied by the teachers were:

1. Providing motivational feedback for the students

The teachers gave a good feedback to the students by praising them and giving comment to their works. As Nugroho & Mayda (2015: 88) explain that a teacher must try to provide motivational feedback by giving positive feedback and giving rewards. The rewards can be verbal form and non-verbal form. So, the teachers' application showed suitability with Nugroho and Mayda's theory.

2. Increasing learner satisfaction

For increasing learner satisfaction, the second teacher celebrate the students' achievement a lot by giving a praise and telling them to display their work in public when they could did the assignment well. By doing this strategy, the second teacher could motivate the students easier than the first teacher who didn't apply this strategy.

3. Offering rewards in a motivating manner

For students who were brave and confident, the teachers gave some rewards. There were two kinds of rewards given by the teachers such as verbal rewards and non-verbal rewards. The teachers said, "very good", "nice", "excellent", "well done" and so on (verbal rewards). For the non-verbal rewards, the first teacher gave a pen to the students and the second teacher gave a higher score or bonus score to the students.

IV. DISCUSSION

The researcher conducted observation in order to know the kinds of motivational strategies used by the teachers in teaching English. The findings

showed that the first teacher only applied 14 kinds of motivational strategies and the second teacher applied 16 kinds of motivational strategies. It means that among all of 20 motivational strategies proposed by Zoltan Dornyei (2001), there were 4 strategies that were not implemented by the teachers. The unselected strategies were: 1) Promote the students' language-related values, (2) Make learning stimulating and enjoyable, (3) Increase the students' self-motivating capacity, and (4) Promote effort among students. This result is not same with S. F. Astuti (2016) research result which shows that there were only 9 motivational strategies used by the teachers.

Furthermore, the researcher conducted a face-to-face interview with two English teachers and the researcher asked some questions one by one, then the teachers answer directly. The questions were related to the teachers' motivational strategies application in teaching English. The findings showed that in creating the basic motivational conditions aspect, when entering the classroom, the teachers tried to create a proper good behavior and good relationship toward the students by greeting them cheerfully, showed enthusiasm, and asked how the students were doing. Not only that, the first teacher tried to be humble teacher. Similarly, the second teacher always remembered her students' names and smiling a lot. In addition, the teachers also tried to tell some jokes to the students. This is in line with the results of research conducted by S. F. Astuti (2016) on high school students. The findings of the research indicated that each teacher had unique strategies to motivate their students. Most of the strategies that the teachers used were supportive classroom

atmosphere by showing their warm, enthusiastic and friendly manners. These behaviors influenced students' motivation.

Then, in the second aspect of motivational strategies; generating initial motivation, the teachers always checked the students' work to make sure there was no any obstacle and keep to asking the students' understanding to the learning material. Similarly, a research entitled, "Fostering Student Engagement with Motivating Teaching: An Observation Study of Teacher and Student Behaviors." by Boonstra, Aschoff, Denessen, Aelterman, & Haerens (2020) shows that teachers also always monitor students during the learning and teaching process.

Next, in the third aspect of motivational strategies; maintaining and protecting motivation, was also conducted by the two teachers through presenting task in a motivating way by giving the students opportunities to choose their own topics for the task and exercise. This result is line with Abdullah, Ghafri, & Yahyai (2019) result in their previous research which shows that the teachers tried to state learners' interests which could motivate and stimulate their desires to learn and seek more knowledge.

Additionally, in the third aspect, this study results also showed that the teachers promoted the students' cooperation among the students by creating a group discussion only. This result was contradicted with Abdullah, Ghafri, & Yahyai (2019) result which shows that the teachers created group games and competition in promoting students' cooperation.

For the last aspect of motivational strategies; encouraging positive retrospective self-evaluation, the teachers gave a good feedback to the students by praising them and giving comment to their works. This result is also line with Abdullah, Ghafri, & Yahyai (2019) result which shows that the teachers provided effective feedback to the students. They state that feedback in the learning process gives learners the direction of their needs to reach their goals. In this sense, feedback sends a message to the students that the instructor cares about them. It allows learners to become more involved in the classroom.

V. CONCLUSION

This chapter showed the conclusion of the result of the research. After conducting the research in SMAS Imelda Medan, the conclusion of this study can be elaborated as follows:

1. The first teacher applied 14 kinds of motivational strategies, they were: (1) Showing a proper good behavior and good relationship toward the students, (2) Creating a pleasant and supportive atmosphere in the classroom, (3) Creating cohesive learner group with appropriate group norms, (4) Increasing the students' expectancy of success, (5) Encouraging the students' goal orientedness, (6) Making the teaching materials relevant to the students, (7) Helping students to create realistic students' beliefs and goals, (8) Presenting tasks in a motivating way, (9) Using goal-setting methods in the classroom, (10) Increasing students' confidence by providing

regular encouragement, (11) Maintaining a positive image in the learning classroom, (12) Promoting cooperation among the students, (13) Providing a positive feedback for the students, and (14) Offering rewards. On the other hand, the second teacher used 16 kinds of motivational strategies. The strategies are the same with the first teacher, but the second teacher added 2 more strategies. They were: (1) Increasing student motivation by promoting learner autonomy, and (2) Increasing learner satisfaction by appreciating the students' progress.

2. The ways how the teachers apply those motivational strategies were various, but similar. All of the strategies can be grouped into four aspects of MTP framework proposed by Zoltan Dornyei (2001). For creating basic motivational condition aspect, the teachers tried to create a proper good behavior and good relationship toward the students by greeting them cheerfully, showed enthusiasm, and asked how the students were doing. In addition, the teachers also tried to tell some jokes to the students. Then, in generating initial motivation aspect, the teachers always checked the students' work to make sure there was no any obstacle and keep to asking the students' understanding to the learning material. Next, for maintaining and protecting motivation aspect, the teachers presented task in a motivating way by giving the students opportunities to choose their own topics for the task and exercise. In addition, the both of teachers

also created a group discussion or a peer group for the students to motivate them in their learning. Finally, for encouraging positive retrospective self-evaluation aspect, the teachers gave a good feedback to the students by praising them and giving comment to their works.

VI. SUGGESTION

Based on the conclusion above, the researcher would like to suggest as follow:

1. For the students

Through this research, the researcher suggested the students especially for the unmotivated students to enhance their motivation in learning English by doing many ways such as starting to set a goal, improving the self-confidence, never give up and so on.

2. For the teachers

Because there were some strategies unapplied by the teachers, the researcher suggested the teachers to add the motivational strategies. So, the students' motivation can be improved easily in the learning process and hopefully this study can be a good input for the teachers.

3. For the other researchers

The researcher realized that this research was far from the word "perfect". Therefore, the researcher hoped that the other researchers can conduct the research to observe and discuss about teacher motivational strategies deeper.

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