

The Implementation of Teacher's Motivational Strategies in EFL Classrooms

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Abstract

This study aims at describing how EFL (model) teachers in Junior High school, Senior High School, and Vocational High School under FISS educational program, generate student's initial motivation in learning EFL, identifying the strategies done by those model teachers to maintain student's motivation in learning EFL, and revealing how those model teachers encourage positive retrospective self-evaluation of the students' motivation in learning EFL. The need to foster students' communicative skill in English derives teachers to be able to support their students' development. To make it true, teachers need to have capability to motivate their students, by implementing certain motivational strategies, so that the students can be successful English learners. There are still few researches in motivational strategy as well as the implementation in Indonesian context. Therefore, this study is conducted in Indonesian context with its cultural attributes, which is unique and specific compared to other researches with the same topic in different context and paradigm. Descriptive qualitative, with case study as the approach, is used as the design of this study regarding to the type of data and the way to analyze the data as well as the way to present the result. There are three secondary schools located in Surabaya, involved in this study representing each level of secondary education. The research is done through interview with the teachers as well as students and observation during the natural teaching and learning process in the classroom to reach the three research objectives.

Keywords: model teachers, EFL, motivation, motivational strategies, secondary school, cultural context

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Introduction

Indonesia is one of many countries in Asia which have accomplished important step dealing with the development of students' English communicative skills. It could be seen from the exertions that have been dedicated to improve the teaching and learning of EFL (English as a Foreign Language) at schools in Asian countries (Nunan, 2003; Spolsky and Sung, 2015). The main purpose of learning English is for communication. Therefore, the essence of communication cannot be separated from English language learning. Students need to be able to communicate with others using English. To help them with that goal, there is a need from teacher to foster students' communicative ability in English so that they can achieve the main goal of learning English.

In Indonesia, the response concerning the importance of EFL learning and teaching has been translated into RPPNJP (*Rencana Pembangunan Pendidikan Nasional Jangka Panjang*/Long-Term Education Development Plan) 2005-2025 and UU No.20/2003 about National Education System where it is stated that education in Indonesia is aiming at producing students having knowledge as well as skills required for adapting to this globalization era. Therefore, there is no doubt that English is one of the factors in equipping students to be able to realize the vision and mission of Indonesian national education.

In order to meet the goal of producing students who can compete in the globalisation era, Indonesian government has done some efforts including conducting some educational innovations. One example of educational innovation that had been applied was the Fledgling International Standard School (FISS) program in 2009 which used English as the language of instruction. It is a program innovated in 2009. Based on National Education Department data, schools which were categorized as FISS had to have teachers teaching foreign language, in this case English, integrated with other school subjects such as mathematics and science. This was a huge challenge for the teachers who were not only required to have good English skills but also required to have strong pedagogic, personal, social and professional competencies. It is stated in Government Regulation No. 74 year 2008. Although FISS has been eliminated but the core (the use of English as the medium of instruction) still occurs.

Related to FISS (or the context of schools with English as the medium of instruction) as the umbrella, it requires students to develop their communicative skills in English as the global or international language. In this way, if the students have no motivation to learn and develop their English skills then the program and the purpose would not be achieved. Therefore, teachers as the main person contacted with those students, need to have capability to motivate the students in order to help them develop their English skills. In this case, teachers are expected to implement motivational strategies to make it true.

Motivational strategies as a way done by teachers to help students develop their communicative in English as what has been explained previously, has been applied in some places with different context. This study focused on the motivational strategy done by EFL teachers in Indonesian context in order to help the students develop their communicative skills in English as well as make the aim of the program comes true.

One significant theory in L2 motivation comes from Dörnyei (2001) who develops previous concepts and theories into formulating the components of motivational teaching practice. According to Dörnyei (2001), motivational strategies can be defined as techniques to improve “individual goal-related behavior” which, at the same time, refer to “motivational influences” soberly done to achieve some particular positive effect as the emergences.

Dörnyei (2001) himself along with Csizér (1998) had conducted a research in Hungary to find out which motivational strategies were important for teachers and how often they used these strategies in their classes. In 2008, a more thorough research on teachers’ use of motivational strategies in the classroom was conducted by Guilloteaux and Dörnyei (2008) in Korea. The study observed the teachers teaching practice and found out that the motivational strategies used by them had successfully increased their students’ motivation. A similar study with what Guilloteaux and Dörnyei (2008) had done in Korea was also conducted in Iran (Papi and Abdollahzadeh, 2011). The result shows similar finding that teachers’ motivational practice did relate to students’ motivated learning behavior.

In Indonesian context, there are only few topic that can be found in the topic about motivation. One example is the study by Nichols (2014) who wanted to find out Chinese senior high school Indonesian students’ motivational strategies preference. The result shows that the strategies chosen by students were effective in increasing students’ motivation in the classroom, but not so effective in increasing students’ intrinsic motivation. Another study was conducted by Kassing (2011) who tried to find out how the motivational strategies used by English Education lecturers at a private university in Sulawesi, affect their students’ motivation to learn English. The last study on motivational strategy in Indonesian context that is important to be mentioned here is the study by Astuti (2016). Astuti conducted a research on the motivational strategies used by senior high school teachers who are successful in motivating their students to learn English.

There are already some researches that have been conducted in relation to the motivational strategy topic as what has been explained previously. However, the motivational strategy research in Indonesian context is still rare. Therefore, this study is conducted to fulfill that gap.

There are several question which are going to answered through this study. They are: 1) How do model teachers generate the student’s initial motivation in learning EFL?; 2) What strategies do model teachers have to maintain the student’s motivation in learning EFL?; and 3) How do model teachers encourage positive retrospective self-evaluation in learning EFL?

Through this study, it is expected that it will give more information related to the use of motivational strategy since it provides specific Indonesian context as well as its cultural context compared to the previous researches. In addition, this study covers different levels of secondary school in Indonesia so that it is more holistic. Furthermore, it can motivate, inspire, and help teachers to implement motivational strategy in their own classroom.

Literature Review

Motivation

Motivation is the process of encouraging a person to make a certain purpose then to be pursued by action. (Dörnyei & Ushioda, 2011). Motivation considers (a) *why* people decide to do something, (b) *how long* they are willing to sustain the activity, and (c) *how hard* they are going to pursue it (Dörnyei & Ushioda, 2011). Motivation is generally differed into intrinsic and extrinsic motivation.

Motivation in this study can be defined as An individual's personal drive to accomplish something (Riggs & Gholar, 2009), a goal or task, despite trials or struggles they may have accomplishing the task.

Students' Motivation in EFL Learning

In relation to foreign language learning, Gardner (2001) claims that motivation drives an individual to put in effort to achieve a goal; it makes the individual persistent and attentive. Besides, motivation is regarded as the one of the key factors in determining success in foreign language learning, so that the teachers need to mastery the strategies in motivating language learners as the important aspect in foreign language motivation theory analysis (Khatib & Sarem, 2012). It means that motivational strategies are required to be held by every teacher. Gardner also states that a highly motivated individual enjoys striving for a goal and makes use of strategies in reaching that goal. Motivation in learning a foreign language is frequently raised when the students view the language valuable that they are willing to take effort to learn and master it (Gardner, 2001).

In Dörnyei's (1994a) three-level framework L2 motivation, it can be seen that there are three different levels which construct motivation in learning a particular foreign language, including the level of the language, the student or learner, and the learning circumstance.

William and Burden (1997) also feature a framework of motivation to learn a foreign language which consists of internal and external factors. Internal factors include intrinsic interest of activity, perceived value of activity, sense of agency, mastery, self-concept, attitudes, other affective states (anxiety, confidence, and fear), developmental age and stage. External factors refer to significant others (parents, teachers, and peers), the nature of interaction with them, the learning atmosphere and also the wider context (Dörnyei & Ushioda, 2011). So, motivation is regarded as the one of the key factors in determining success in foreign language learning

Motivational strategies

Techniques that promote the learner's goal-related behaviors called as motivational strategies. In other word, Dörnyei states that motivational strategies deal with process of motivating a person intentionally to pursue plans and attain certain effect (Dörnyei, 2001). Motivational strategies includes the instructional interventions applied by the teacher to generate and stimulate student motivation and self-regulating strategies used purposefully by individual students to manage the level of their own motivation (Guilloteaux and Dörnyei 2008).

To organize the motivation, the classroom practitioners should apply the diverse techniques. Dörnyei made several systematic attempts in motivating learners which are organized in four motivational dimensions (Dörnyei & Ushioda, 2011).

Creating basic motivational conditions.

The early way to motivate learners requires the teachers to generate motivation effectively among learners. It can be attained by creating these following three conditions: (1) appropriate teachers behaviors, (2) a pleasant and supportive classroom atmosphere, and (3) a cohesive learner group with appropriate group norms (Dörnyei, 2001).

Generating initial motivation.

In establishing motivation in classroom, the teachers face the issue how to find ways to encourage their students to accept the learning goals and to enjoy the classroom activities (Dörnyei, 2001). However, this dimension of motivational strategies is set to increase the learner's expectancy of success and develop positive attitude toward the language learning (Guilloteaux & Dörnyei, 2008).

Maintaining and protecting motivation.

To maintain and protect the learner's motivation, the teachers should make learning stimulating and enjoyable, present tasks in a motivating way, set specific learner goals, protect the learners' self-esteem and increase their self-confidence, allow learners to maintain a positive social image, promote cooperation among the learners, create learner autonomy, and promote self-motivating learner strategies (Dörnyei & Ushioda, 2011).

Encouraging positive retrospective self-evaluation.

This last phase of motivational strategies deals with the learners' reactions of their past performance. This phase is going to show how the teachers are capable of leading learners in evaluating their achievement to become better in future (Dörnyei, 2001). The teachers can conduct this phase by promoting adaptive attributions, providing effective and encouraging feedback, increasing learner satisfaction, and offering grades in a motivational manner (Guilloteaux & Dörnyei, 2008).

Those four motivational dimensions are served as theoretical framework of motivational strategies motivational strategies in teaching EFL.

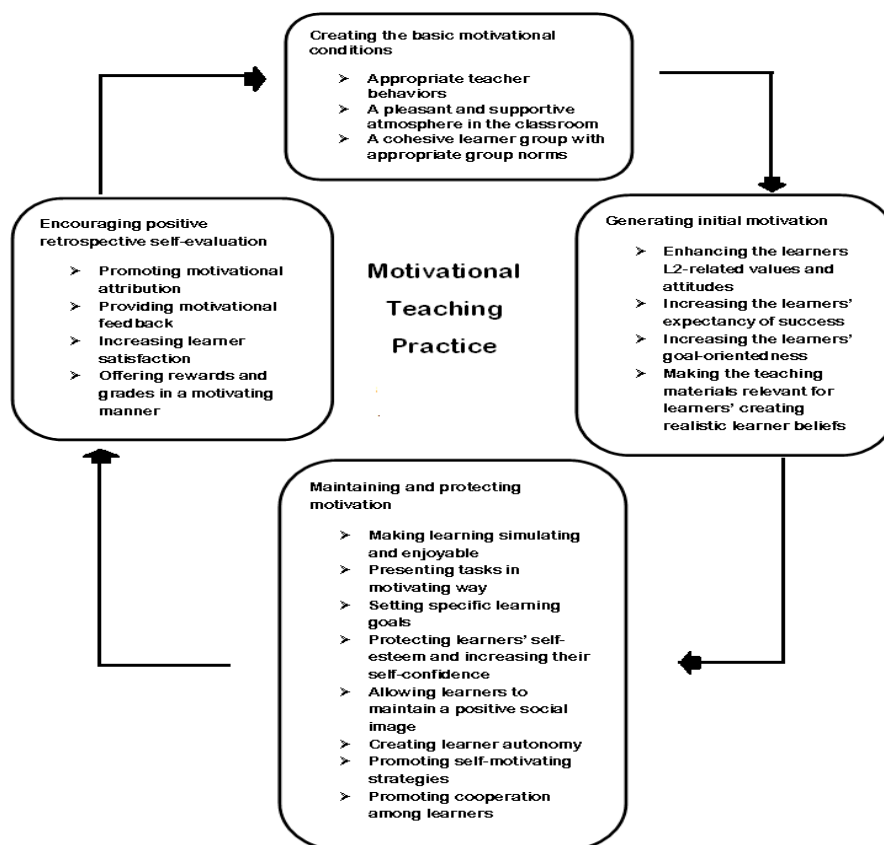


Figure 1 :The motivational teaching practice parts in EFL/ESL classroom (Dörnyei, 2001)

Based on Dörnyei's (2001) concept of motivational strategies, the initial stage to motivate students in EFL learning engagement is creating basic motivational conditions. This phase is conducted to stimulate students' motivation in learning EFL before any further attempts stepped. There are three most importance of this motivation phase: 1) Appropriate teacher behavior and a good relationship with the students, 2) A pleasant and supportive atmosphere in the classroom, and 3) A cohesive learner group with appropriate group norms.

One previous research has ever been conducted in Sulawesi Indonesia by Kassing (2011). She explored both university level students' and their lecturers' perceptions of teaching strategies that both groups considered impact on students' motivation in learning EFL.

Generally, most researches dealing with motivational strategies have been conducted in other countries such as Taiwan, Oman, Iran and Colorado. They tried to find out the motivational strategies implemented by teachers in a country/region scale with large numbers of participants in which questionnaire is the primary technique to obtain the data and most participants were from specific level of school, not all levels (Khatib, 2012; Al-mahrooqi, 2012; Dörnyei, 1998). As the example, Khatib (2012) has investigated the motivational strategies used by Iranian high school EFL teachers from the student's perspectives through questionnaire given to them. The students reveal that only few teachers practice motivational strategies in Iranian High Schools.

The second is Dörnyei (1998) who found motivational strategies that are mostly used and appropriate by Taiwanese English Teachers obtained by questionnaire. The result shows that the different state has different believe of motivational strategy because of the different condition. Hsu (2009) conducted a comparative study of motivational strategies used between novice and experience teacher at secondary EFL setting in Taiwan. This study proved that the experience teachers have better strategy than novice teachers.

To summarize, the findings of Al-mahrooqi (2012), Dörnyei (1998) and Hsu (2009) reveal that different condition, situation, and location contribute huge influence for motivational strategy practiced by teachers. In addition, Ramey (2013) also studied motivational experiences by the middle school students in Colorado in learning Math used narrative inquiry. The study found that satisfied condition will influence students' motivational desire in learning.

Research Method

This study uses qualitative research design in order to answer the research questions. This design is needed although Gomm, Hammersley, & Foster (2000) states that planning and conducting qualitative research is indeed a challenging task. As motivation is prevalently up and down during learning and it is such complex behavior of individuals, it needs many diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect such behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (Dörnyei, 2001). Therefore, this study needs a frequent, subtle, and process-oriented approach, qualitative research design, which is able to report and explain the process of such behavior and provide in depth understanding and evidence of how teachers' behavior and strategies might motivate and engage students in EFL learning. In other words, this design is chosen since this study has descriptive characteristics in terms of the data and how to present them.

Case study, as a sub-design of qualitative research is preferred to be used in conducting this study. It aims to gain wide range of information and seek the view, beliefs, and perceptions of the study participants to recognize the teachers' motivational strategy phenomena at ex-FISS school. The aims are in line with this study which investigates and depict how EFL teachers motivate their students. Consequently, descriptive design with qualitative approach with case study is intended to recognize the phenomenon and answers the research questions (Berg, 2001). Ultimately, this approach enables exhaustively study of motivational strategies within a specific context. As the result, it is clear that this study is positioned within descriptive qualitative research.

The subjects of the study are EFL secondary school teachers and students from the school using English as medium of instruction. There are three teachers chosen as the representatives of 3 different levels of secondary education in Indonesia covering Junior High School (SMP), Senior High School (SMA), and Vocational Schools (SMK). Meanwhile, the students are the ones taught by those chosen teachers. The 2nd grade students for each level are chosen because they are the ones who are in the middle of 3-year school experience.

In choosing the teachers, FISS, called as school with language of instruction today, becomes the main umbrella. Interview is conducted to find 'model teachers' for each level of Secondary school. The process is followed up by the analysis until the researcher comes to a decision of having 1 model teacher for SMP, 1 model teacher for SMA, and 1 model teacher for SMK.

This study use Natural setting since it deals with knowing how the implementation of motivational strategy in the EFL classrooms which means that it seeks for a phenomenon that occurs daily or regularly. It deals also with natural teacher and student behaviors as what they do every meeting. The teaching-learning process runs as it does and there is no manipulation needed.

In collecting the data, interview and non-participant observation are used to answer the research questions stated in the beginning. The interview is done towards the chosen model teachers and the students described previously. Interview guidelines for interviews for both subjects are prepared.

Non-participant observation, as the next data collection technique, is done through observing the teacher's teaching in the classroom. Particularly, it observes how the implementation of motivational strategy in the classroom occurs. Observation guidelines, field-note, and video recorder & camera are used as the instruments of doing non-participant observation.

The results of the observation checklist are analyzed by counting the percentage of checked items and giving description about each percentage result. Meanwhile, the result in the field-note is analyzed by putting what are noted into words with organized description. Therefore, the result can be understood and evaluated. The result taken in the form of recordings is analyzed by looking at the visual teacher's behavior and relating it to the other data before turning the final result into description. The result of the interview is put in the form of interview transcription. Then, it is analyzed by clustering the information uttered in the transcription into themes based on the statements and put it into narrative description.

Limitations

There are some limitations in this study which is taken into special consideration. Firstly, the data collection period is not too long so it does not cover the implementation of motivational strategy in whole year or semester. Secondly, the scope of this study is limited only in Surabaya city, East Java, Indonesia which is taken as the context. Lastly, participant numbers are only the representatives of 3 schools using English as a medium of instruction.

Conclusion

From the study, it can be concluded that motivational strategy is needed for teachers to help students improve their English communicative ability. In other words, the existence of motivational strategy is very important for the success of teaching English for students so that they can be successful learners having good communicative ability. In addition, in Indonesia, teachers in schools using English as

medium of instruction need to implement motivational strategy in their English teaching-learning process. Therefore, through this research, it can be concluded that the context provided (Indonesia), regarding to the existence of schools which use English as medium of instruction, encourages English teachers to implement motivational strategy in their classroom.

Some suggestions can be given to English teachers and further researcher. It is suggested for English teachers to implement motivational strategy in their class/teaching for it will help their students improve their communicative skills in English and become successful English learners. Furthermore, it is suggested for further researchers to do further investigation on motivational strategy in different context (maybe broader) due to the fact that it is important but still limited to certain context only.

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