THE IMPLEMENTATION OF TEACHERS' MOTIVATIONAL STRATEGIES AND THEIR IMPACTS ON THE STUDENTS' ACHIEVEMENT IN ENGLISH CLASSROOM INSTRUCTION

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Abstract

The purpose of this study is to describe the use of MSs applied by English teachers in SMK 1 Tanah Grogot and demonstrate how the impacts of MSs on the students' performances are revealed in English classroom instructional activities. This study applied descriptive qualitative analysis and four English teachers were investigated in dissimilar classes with low English proficiency category using observation along with the instruments of observation form, recording, note taking, and interviews. Semi-structured interview was successfully conducted to deal with particular reasons for the use of MSs. In addition, field notes and video recording were also included to figure out the phenomena on how the students responded the teacher's motivational strategies in teaching and learning process. The findings of this study showed that 4 different English teachers created the basic motivational or generated initial motivation and those two items became the most frequent MSs focused on their teaching actions. Meanwhile, autonomy supportive instructional behaviour seemed to be utilized by the teachers most of the times during their teaching and learning activities. Teachers' personal beliefs and perspective were concentrated to maintain their MSs based on the necessity of student's learning and classroom matters. Temporarily, the impacts on students' performances were classified into 2 main general terms: more engagement and less engagement which representing the students' classroom performances quality. In short, this study confirms that the students with good English proficiency more frequently dominated English classroom activities than those who had horrific competence. They were not able to exhibit any potential and great class participation when the teachers implemented their motivational strategies. Consequently, the teachers should have completed their strategies and inserted classroom building relationship among lower or problematic students to shape an ultimate classroom engagement and particular skills.
Keywords: MSs, low English proficiency, basic MSs, initial motivation, autonomy instructional behaviour.

A. INTRODUCTION

Motivation has very essential role in teaching and learning English classroom. As mentioned by Dornyei and Cheng (2007, p. 153) it is stated that the importance of motivation is being one of the key factors determining the success in learning English. Similarly, Dai & Sterberg (2004), Eccles & Roeser (2010) conveyed that motivation can facilitate the students to shape their choice and behaviour, either in short term or long term. In other words, motivation can activate the students' curiosity to engage with the lesson given or classroom atmosphere. It also influences the achievement in terms of class work, grades, and test score (Guay et al. 2003; Liem et al. 2008), school attendance, and completion. Another word, motivation is also clarified as a positive and important influence on students' engagement and participation (Church et al. 2001; Greene et al. 2004; Patrick et al. 2007). According to these authors, lack of motivation is still negative and becomes a problem for teachers. They unravel matters by strategic effort and expend it when they believe that : (1) change for the better is possible; (2) they can bring about the change; (3) they are equipped by the tools to bring out the change effectively (Hardre et al. 2010; Hardre and Reeve 2009; Fishben and Ajzen (2010).

Nowadays, motivation has connection with some problem in learning English faced by particular students. Xioa (2013) shares his experience that many students have lacked of their spirit in learning English in China. By such phenomena, it happens in Indonesia as English becomes foreign language that influences the students' achievement. Nevertheless, TEFL must be possible reasons embedded. Those include teachers who have powerful long lasting effect on their students. It directly affects their motivation in terms of how the students learn, what they learn, how much they learn, and the ways they interact one to another. Consequently, teachers should promote positive result in students' live regarding to positive attitudes, learning interest, and other desirable outcomes.

One of the ways that the teacher can contribute is to deal with motivational strategy. It is meant to encourage student' attention engaging with the process of teaching and learning English. Without motivation, the students possibly do not

begin the act of learning at all and for those who have started to carry out, they may not be able to maintain their learning once experiencing hardship in the process (Dornyei, 2001; Gardner, 2007; Palmer, 2009). In terms of EFL context, learning English motivation is essentially functioned from external sources and introduced to outside English Classroom is inadequate. To sustain it, teachers could take a part in central role to improve their students' motivation.

In connection with the students' improvement in terms of their learning performances, motivational strategy toward the students should be integrated with a compatible teacher as their facilitator in order to embrace them as well. Freeman and Graves (2004) felt what teachers think and believe about their practices involve key factors in determining what their students do or not learn. It emphasizes that teacher should deal with their awareness to promote students' willingness in learning English and be feasible centre of their concentration. Therefore, it is significant to investigate how teacher utilizes particular motivational strategies to encourage their English classroom instructional activity. This considers that the students' performances were in line with motivational strategy influenced by their English teacher as it might be judged as the result of the process in teaching and learning activity.

B. REVIEW OF RELATED LITERATURE

1. Motivational Strategies

Dornyei (2001, p.28) defines motivational strategies as the technique that promote the individual's goal is related to the behaviour used by the teachers. In other words, motivational strategies can be inferred as motivational influences which are deliberately exerted to accomplish some systematic and enduring positive effect. In terms of the strategies that promoting classroom L2 learning, there a number of ways to systematize them into divided themes. They are produced by teachers in the classroom by considering the following aspects to do. Dornyei (2001, p.28) also mentions that the aspects of divided themes related to 4 strategies including internal structure of a typical language class and cluster the strategies according to a variety a structural units (e.g strategies to present new material, give feedback, and set up communicative task or allocate homework).

The second aspect focuses on designing a primarily trouble shooting guide (e.g how to deal with student lethargy; lack of voluntary participation; or anti-learning influences of deviant children). The third refers to the key motivational concepts included intrinsic interest, self-confidence or student autonomy and use these as the main organizing units. Meanwhile, the last aspect deals with the centre discussion on the main types of teacher behaviour (e.g showing good example and modelling student behaviour; communication and rapport with the students; consciousness raising about self-regulated strategies; stage managing classroom events.

In addition, there are two underlying factors affecting motivation which are needed for achievement and the fear of failure. These two points of view include individual's perceptions of their success probability and the interactive value such as the value of succeeding the task. This theory notes that an individual with a high need for achievement could fail at a task and their motivation would increase. The motivation of a student with a high level of fear failure would decrease in the same situation. These two factors not only could complement each other to level up a motivation, but it also could decrease motivation depending on the values of the individual.

Motivation to learn is acquired throughout classroom experience such as direct instruction, modelling, and interaction with the instructor, as well as general experience (Cheng & Dornyei, 2007; Dornyei, 2001a; Dornyei & Csizer, 1998). Likewise, teachers' skills are crucial basis for the incorporation of motivational strategies into curricula and teaching to create motivating learning environments (Dornyei, 2001a) and discover that teacher with low self-efficacy for teaching tended to occupy and assert less effective techniques that teachers' personal experience influence their instructional decision. Additionally, Hornstra (2015) states that teachers' motivational strategies can be affected by factors from below, referring the particular characteristics of their classroom participation.

Teacher often uses controlling motivational strategy that can be at odds with motivational theories (Reeve 2009; Turner 2010). Some reasons can report for this difference between motivation and learning and actual teacher behaviours.

Teacher's personal belief about motivation and learning or their role as a teacher can relate to some differences. They can uncover controlling strategies more valuable when they seem to believe that the students are not strongly willing to be motivated. In such occurrences, Reeve (2009) argues that they consider lack of motivation to be a natural characteristics of students, and they might choose to controlling strategies. As a result, they can make them work without having to encourage their inner motivational resources.

2. Teacher's Framework in Language Teaching

In accordance with the theory of L2 development, (Krashen & Terrell, 1983, p.55) mention that language is best taught when it is being used to transmit messages, not when is explicitly taught for conscious learning. Hence, Kumaravadivelu (2006, p.142) highlights that the pedagogists centre their pedagogic on what the teacher can execute to keep the learners attention on informational content rather than on the linguistics form. The theory of language teaching is mostly teacher fronted, and the best characterized in terms of teacher activity in the classroom can be perceived as following meaning-focused activities, comprehensible input, language skill, and incidental correction.

3. Motivational Strategy Categories

Due to investigation of motivational strategies used by teacher, Dornyei (2001) proposes the categories into 4 basic components, the details are:

Components of MSs

No	Categories	Strategies
1	Classroom Conditions	• Adopting appropriate teacher behaviour • Having a good relationship with the students • Maintaining a pleasant and supportive classroom atmosphere • Providing group norms to promote a cohesive learner group
2	Student Motivation Generated	• Enhancing language-related values and attitudes • Increasing goal orientation • Making relevant curriculum • Creating realistic learner beliefs

3	Maintaining Motivation	• Setting proximal sub-goals
		• Improving the quality of learning experience
		• Increasing students' self confidence
		• Creating learning autonomy
		• Promoting self-motivating learner strategies
4	Positive self -evaluation encouragement	• Promoting attributions to effort rather than to ability
		• Providing motivational feed back
		• Increasing learner satisfaction

Furthermore, Keller (1987a, 1994, 2010) proposes The ARCS model that provides a more thorough picture of motivation, including motivational concepts, roles, and strategies, classroom implementation, material and task integration, and the responsibilities of the teachers. The ARCS model is originated in the macro theory of motivation and instructional design developed by Keller (1979, 1983). It is explained in greater detail as follows:

The ARCS Model by Keller ((1987a)

No	Model	Component
1	Attention : refers to the interest displayed by learners	• Perceptual • Arousal • Inquiry Arousal • Variability
2	Relevance : obtains language and or examples that are familiar to learners	• Goal orientation • Motive matching • Familiarity
3	Confidence : establishes positive expectations for success	• Learning requirements • Success opportunities • Personal control
4	Satisfaction : result of learning, and reinforcement and conditioning	• Intrinsic reinforcement • Extrinsic rewards • Equity

4. Motivating Struggling Students in Literacy Performances

In order to provide positive effect on struggling students, the teachers should assist their students. For instance in term of reading matter, if the teachers want to improve the students' reading motivation, they need to help them see

reading as a bridge to learning more about the things that matter to them. Additionally, Tarkesley (2005, p.16) confirms that all learners have lapses in understanding and that the differences between good readers and poor readers in what they do when comprehension breaks down. As a result, we have to take away students' excuses for not understanding what they read by providing the guidance and solid skills to defeat their difficulties. Besides that, the teachers must repeatedly reinforce the connection between effort and achievement with struggling students which means that environment where success is potential and students place accessible goals can have a profound, positive effect on them.

5. Role of Teaching in Language Teaching

The first role of teacher as lecturers, are those who exclusively think about their professional skill but disregard teaching methodology. The second is referred to those who possess professional skills and teaching methodology but they seldom care about their students' affective. The third is defined like those who not only take characters of the former, but also care students' affective state and learning process to help them in language learning by self-consciousness raising. In comparison, it reflects that lecturers lack flexibility for their teaching and there are less interaction between students and lecturers as if there exists an indistinguishable wall.

Xu and Huang (2010, 0.193) argues that it is better for teacher to apprehend how to turn troublesome language class into dynamic one, but they pay less attention to the differences. Teachers as facilitators, they try to break they undetectable wall and communicate with students as individual previous reverse two sides can be changed into a pleasant sounding group. Both learning and teaching run effortlessly without any pressure. It is no hesitation that such facilitators can be doing well ones for they investigate conscientiously students' psychological feelings, skilfully influence students from loving language classes and magnetize students to participate vigorously.

C. RESEARCH DESIGN

In accordance with motivational strategies focused on this study, Dornyei & Ushioda (2011, p.241) clarify that there were six specific design types may be

relevant to motivation studies. One of them is observational study, since motivation in unobservable and observational data can only be used to obtain information about the consequences of motivation (rather than motivation itself). Therefore, the design of this study applied observational study to investigate teachers' MSs in English classroom and students' English performances in the classroom.

Related to the research questions provided in this study, the entire research questions are answered qualitatively. The first research question is answered using observation using tally tale and the second research question employs interview. Meanwhile, the answer of the last research question is provided throughout field notes and video recorder to notice and capture the students' English performances during the classes. Therefore, detail explanation is furnished in form of paragraph and clear analysis.

The subjects of this study were the entire 4 English teachers at SMKN 1 Tanah Grogot who taught English in grade X and XI. More specifically, the classes were X RPL, X TKJ, XI PMS, and XI RPL. The 4 different English teachers: FTY, GYT, STN, SSY were considered to be subjects of this study due to their qualification they achieved in terms of length of teaching, teaching experience, teaching strategies, and well-known as innovative teachers for particular years. Meanwhile, the students were generally observed to investigate their performances during the classes. They were determined as the students with LEP. Meanwhile, the data of this study was taken from three main foundations (e.g., observation using tally tale, interview result, and students' score documentation. To collect the data, the researcher used several procedures simultaneously.

D. RESULT AND DISCUSSION

1. Result

The final result of teacher's motivational strategies (TMS) used by 4 different teachers at SMKN 1 Tanah Grogot can be described as follow:

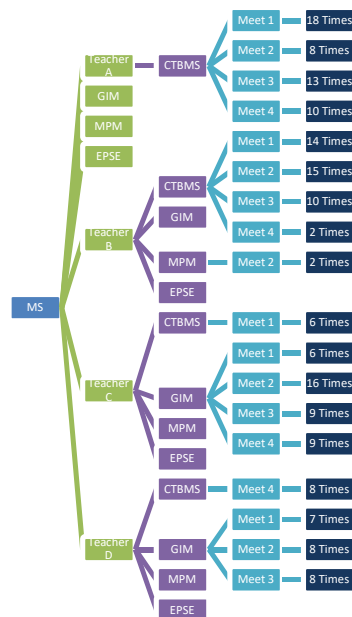**Figure 1 . Final Schemes of TMS used by Teacher A-D**

Figure 1 obviously shows that 4 English teachers at SMKN 1 Tanah Grogot implemented MSs in their teaching process. However, the application of MSs was actually unrecognized by them when conducting their instructional activity. Therefore the data gained through observation using tally tale was in natural setting to describe and identify the frequency of MSs.

Besides that, utterances were also performed as a type of MSs in English classroom activity. Then, the final conclusion of MSs (utterances) of 4 English teachers at SMKN 1 Tanah can be presented in the following table.

No	Teacher	Meet	Types	Freq	Items

			ASIH	CIS		
1	A (FTY)	1	✓		10	Praising as informational feedback
		2		✓	4	Offering hints
		3	✓		5	Praising as informational feedback
		4	✓		8	Being responsive to students-generated questions
2	B (GYT)	1	✓		9	Being responsive to students-generated questions
		2	✓		4	Being responsive to students-generated questions
		3	✓	✓	3 & 3	Being responsive to students-generated questions Praising as informational feedback Offering hints
		4		✓		Praising as informational feedback
3	C (STN)	1	✓		2 & 2	Praising as informational feedback
		2	✓		12	Being responsive to students-generated questions
		3	✓		5	Being responsive to students-generated questions
		4	✓		7	Being responsive to students-generated questions
4	D (SSY)	1		✓	14	Being responsive to students-generated questions
		2		✓	6	Being responsive to students-generated questions
		3		✓	7	Being responsive to students-generated questions
		4		✓	6	Being responsive to students-generated questions

Based on the data table above, it can be inferred that mostly the 4 English teachers at SMKN 1 Tanah Grogot have similar preference in motivating their students orally. The number of frequency distinguishes the use of MSs in every teacher in the classroom, yet the umbrella of MSs dominantly covers in similar way. They are intended to deal with ASIH that mostly presented rather than CIS

in their own class activity, and involved a number of frequencies in the component use of ASIH with similar or dissimilar component option.

Another finding describes that FTN realized that she had limited understanding of promoting MSs conceptually in her class. As a result, she focused on two sides which simply connected to how she could make her students understood with the material given and how they could enjoy her teaching style. Those 2 focuses were ultimately aimed to be the purpose of her teaching and learning process, and meant to enhance the students' interest in learning.

2. Discussion

a. Teachers' MSs

Based on the findings, there were 2 main types of MSs (action) utilized by 4 English teachers at SMKN 1 Tanah Grogot in executing their teaching & learning English in the classroom. The basic implementation represented types of creating the basic MSs and generating initial motivation out of other types of MSs theory proposed by Dornyei (2001, p.29). It is partially supported that the two teachers seemed to apply generating initial motivation and 2 other teachers focused on creating the basic MSs in English classroom activity. In other words, teachers did not maintain all the kinds MSs significantly.

In term of motivational strategies (utterances) in this study, the findings reported that 4 teachers at SMKN 1 Tanah Grogot preferred using autonomy supportive to controlling strategies in promoting their MSs and running the process of teaching & learning in their classes. It is contradictive with the result of Honstra (2015, p. 373) showed that controlling ways seemed more common for teachers to use. Related to autonomy versus controlling presented, the findings are different from a study conducted by McEown and Takeuchi (2012) that MSs had been united and concerned as pilot survey used by teachers in EFL classroom.

Supporting the success of students learning through teachers' MSs in classroom activity, the teachers expressed their particular reasoning related to why such MSs was given to the students. The concern brought them into diverse opinion expression in connection with the matters occurred during the process of teaching & learning in their particular classroom. Encouraging and developing the

students' interest in learning English through MSs were committed to be one of the purposes of learning, since achieving their attention and respect were more difficult to be done. In reasoning of why MSs were applied, the differences of particular points of view in their motivational performances and students' response had merit with the result of this study.

b. Teachers' MSs Motives

Supporting the success of students learning through teachers' MSs in classroom activity, the teachers expressed their particular reasoning related to why such MSs was delivered to the students. It was in line with Kumaravadivelu (2006, p.30) supported that negotiation and affective factors are playing a facilitating role of varying importance in learner's intake. The term negotiation factor is dealing with interaction and interpretation between the students and teacher in responding questions, statement, or exercises. Encouraging and developing the students' interest in learning English through MSs are committed to be one of the purposes of learning since achieving their attention and respect are more difficult that done.

The difficulty brings the teachers into serious circumstance in which the students do not show any particular engagement in their English classroom activities reported particularly. It is similar to (Dornyei, 2001, p.36) that states developing a personal relationship either with the students or achieving their respect is much easier that what has been conducted. In reasoning of why MSs are applied, the differences of particular points of view in their motivational performance and students' response had merit with the result of this study.

To support, the teachers believed that activities or performances being enthusiastic and make the students become more enjoyable joining the learning process would be the goal of MSs applied. It is similar to Dornyei (2001, p.33) who stated that projecting enthusiasm is modelling that contributes a very effective method of teaching. Besides that, students' bravery in participating and engaging the questions along with asking more were successfully invited to be the purpose of MSs utilized. Changing the habit and attitude into independent condition to talk in English (best interaction) in the real situation was compelling

the teachers' effort to deal with MSs view and made the students to get closer to them since most of students applied lack of confidence and acquired weaknesses. It is also stated by Kumaravadivelu (2006, p. 142) that the best interaction is promoted as a meaning-focused activity loaded by teachers.

The main reason of particular strategies used was to customize the students with the exercises, games media, reading, that lead them to recognize many vocabularies. Becoming a facilitator for the students by providing particular customizations to assist them in raising their motivation is essential for teacher in implementing MSs in the classroom. Kumaravadivelu (2006, p.143) declares that teachers have to ensure the students' understanding about what is being said or read. Therefore, emphasized the students to comprehend the customization of classroom activities through reading experience is also categorized as one of the ultimate performances in English instruction.

E. CONCLUSION

The conclusion shows that there were two types of MSs seemed to be applied by 4 different English teachers, including creating the basic MSs and generating initial motivation during 4 meetings. However, the number of MSs component chosen was dissimilar one to another. Yet, the category of the component could be generalized into specific consideration of use. In addition, 4 teachers focused on autonomy supportive instructional behaviour more frequently when Mss were implemented in their teaching activities.

Those 4 teachers contributed various activities in the classroom when the process of teaching and learning were being conducted and MSs were inserted within. Consequently, these furnished the impact to how the students' performances joining the material in English classroom activity. In accordance with the students' performance from 4 different classes, the result mainly presented one 1 similarity faced by those who had higher English proficiency or rich students that showed good engagement toward the course. They frequently dominated the class in the form of class participation, self-confidence, classroom exercises, interaction, being active, and positively being model for others.

Otherwise, those who had lower English proficiency called problematic students or poor students performed less engagement during the class representing behaviour issues, such as less attention, disrespecting teacher while explaining. On the other hand, the students with above average proficiency showed more positive performances toward MSs given and dominated the class activities most of the time. Furthermore, problematic students were needed to be emphasized and encouraged through personal approach in order to raise their engagement in classroom activities and better understanding in their academic life.

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