

MOTIVATIONAL STRATEGIES IN THE CLASSROOM APPLIED BY TWO ENGLISH LECTURERS OF IAIN PALANGKA RAYA

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Abstract

This research was aimed to identify the implementation of the motivational strategies in the classroom performed by two English lecturers of IAIN Palangka Raya and to describe the learners' motivated behaviors in the classroom as the response to the motivational strategies based on Dornyei (2001). This research was a case study in descriptive qualitative research design. The subjects of the research were two English lecturers of IAIN Palangka Raya and their learners. The researcher as the main instrument of the research used observation, interview, and documentation to collect the data. The research findings showed some points as follows: First, two English lecturers of IAIN Palangka Raya applied four aspects of motivational strategies. They were creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and then encouraging positive retrospective self-evaluation. The lecturers applied the same motivational strategies in various ways. They applied 29 strategies of 35 motivational strategies by Dornyei (2001). Second, the learners' motivated behaviors at each lecturer's classroom were different in the aspect of participation. At lecturer A class, the learners' motivated behaviors appeared in the learning process were that they had high attention, high participation, and eager volunteering to lecturer-fronted activity. While at lecturer B class, the learners had high attention, low participation, and eager volunteering to lecturer-fronted activity.

Keywords: Motivation, Motivational Strategies, Motivated Behavior

INTRODUCTION

Lecturer is supposed to create effective learning in the classroom where students are enthusiastic in learning, focus on lecturer's explanation, participating in learning activities, and do the task well to achieve the goal of learning. It is related to the Indonesia Law on teacher and lecturer (No. 14, 2005), there are four competences must be possessed by them in order to do their duties. The competences are pedagogic, personality, professional, and social. In pedagogic competence, lecturer must understand and be able to manage learning condition in the classroom in order to make learners feel comfort and motivated to learn well.

However, there are still many cases where students do not pay attention to the explanation of lecturers, doing other things, playing mobile phones or open social media account, hoping the learning process finish quickly, just silence and not follow the learning well, as if just sitting for the presence and go home.

According to that phenomenon, can English lecturer do anything to improve learners' motivation to learn

well in the classroom? It is hoped the theories of motivation will help Foreign Language lecturer to motivate their students. One of theories of motivation is based on Dornyei (2001), motivational strategies in language classroom.

Learners need motivation to learn English well. Reid (2007) stated that motivation is a key factor in successful learning. Language teachers frequently use the term 'motivation' when they describe successful or unsuccessful learners. Solicha (2009) stated that motivation is a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process. Motivation is something which explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.

Brewster and Fager (2000) stated that students who are motivated in learning process select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm,

optimism, curiosity, and interest. Whereas less motivated or disengaged students, on the other hand, are passive, do not try hard, and give up easily in the face of challenge. Then, Xiaoying Wang (2007) stated in the findings of his research that motivated students are more attentive and conscientious in class, also enthusiastic. Besides, Guilloteaux (2007) stated that she found the students' motivated behaviors such as they were attentive, very active in learning, and eager to volunteer to speak in front of the class. It seems obvious here, motivation is very important in teaching and learning process. Therefore, it is expected to some teachers or lecturers to have some techniques that can motivate students to learn best in the classroom. Techniques to motivate people also called motivational strategies. As stated by Dornyei (2001), "Motivational strategies are strategies that promote the individual's goal-related behavior".

Based on the preliminary research on the 30th of March 2018 and 2nd of April 2018, some of the second semester English department students IAIN Palangka Raya told two lecturers that were their favorite lecturers. Then, based on Dornyei (2001), there are four main

motivational strategies in classroom, creating basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self evaluation. Therefore, the researcher wanted to identify how the lecturers applied those strategies.

According to the reasons for conducting the current research, this research is entitled: "Motivational Strategies in the Classroom Applied by Two English Lecturers of IAIN Palangka Raya"

REVIEW OF RELATED LITERATURE

Motivation

Brown (2000) stated that motivation is the extent to which someone makes choices about goals to pursue and the effort he or she will devote to that pursuit. Then, according to Dornyei (2001), motivation explains why people decided to do something, how hard they are going to pursue it and how long they are willing to sustain the activity. In the case of students, motivation is a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process.

Types of Motivation

Brown (2000) mentioned there are two types of motivation. They are intrinsic and extrinsic motivation.

Motivational strategies

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it. Thus, motivational strategies refer to motivational influences that are consciously exerted to achieve positive effect.

Furthermore, Dornyei (2001) stated that "Motivational strategies are not rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another". He stated that the strategies described below have been found to work with many teachers and groups before. Therefore the strategies are worthy of consideration. McCombs and Pope as cited by Dornyei (2001), they invited people to explore the strategies. They stated that "We have seen this approach work, and we are excited about its possibilities".

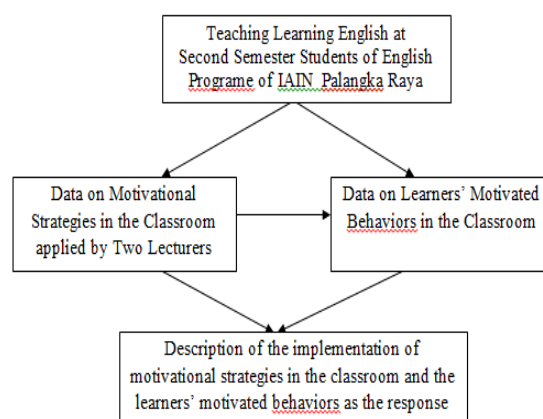
Generally, there are four aspects of motivational strategies based on

Dornyei (2001), in his book *Motivational Strategies in the Language Classroom*. They are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. These four aspects divided into thirty five motivational strategies.

METHODS AND PROCEDURES

Data

The data needed in this research are the motivational strategies in the classroom applied by the lecturers and the learners' motivated behaviors in the classroom as the response to the motivational strategies. The motivational strategies related to the theory of motivational strategies in language classroom based on Dornyei's (2001) theory.



The Data Needed

Place and Subject of the Research

This research was conducted in English undergraduate program of IAIN Palangka Raya, located on jalan G. Obos Palangka Raya. The subjects of the research were two English lecturers and their learners. There were nine English lecturers teach English subject at the second semester in English department of IAIN Palangka Raya. However, there were only two lecturers as the subjects of the research.

Besides the lecturers, the learners from the lecturers' classes were also subject of the research. It was because the researcher observed the learners' motivated behaviors in the classroom. Therefore, the learners were all learners in the lecturers' classroom when teaching and learning process occur. In addition, some of the learners as informants of the motivational strategies applied by the lecturers through interview. There were ten learners of lecturer A and B class. To get the informants, the researcher used purposive sampling until the data fixed. The researcher chose the informants who are capable to give information needed.

Instruments of the Research

The researcher used observation sheet, interview guide, and

documentation files. The observation checklist to identify the strategies applied by the lecturers was developed by the researcher based on Dornyei's (2001) motivational strategies. Then, the observation checklist of the learners' motivated behaviors was taken from classroom observation scheme called MOLT (Motivational Orientation to Language Teaching) developed by Guilloteaux (2007).

Research Methodology

The researcher conducted the research by applying qualitative approach. The researcher conducted the study on the motivational strategies in the classroom of two English lecturers and the learners' motivated behaviors in the classroom naturally.

Data Collection Procedures

The researcher conducted observation, interview, and documentation.

Data Analysis Procedures

Miles and Huberman in Sugiyono (2007) stated that data analysis activities in qualitative research occur during the research process until the data be saturated. The activities in analyzing data are data reduction, data display, and conclusion drawing. In data reduction, the researcher chose the main data or

summarized the data and focused on the important data found from the field. The guideline of the data reduction was the objectives of the research. Data display is a process to arrange the result of the data reduction made in a report systematically in order to be understood and reasonable. The data display will be in the description and table. The researcher made conclusion after conducting the data reduction and the data display.

VALIDITY OF THE RESEARCH

Sugiyono (2007) mentioned four techniques to determine the validity of the research. They are credibility, transferability, dependability, and conformability. The data credibility is supported by some techniques as follows; the observation extension, technique triangulation. The researcher collected data by various techniques from the same source of data. In this case, the researcher used observation, interview, and documentation. Using reference material such as the researcher collected the evidences of the data as the supporter of the data. They are photos of teaching and learning process in the classroom, observation checklist, field notes, and the results of interview such as the record

and notes of interview and the photos of conducting the interview.

FINDINGS

The Implementation of the Motivational Strategies in the Classroom Performed by Two English Lecturers of IAIN Palangka Raya

The researcher found the lecturers, Lecturer A and B applied the same motivational strategies in teaching English. From 35 Dornyei's (2001) motivational strategies, 29 strategies applied by them to motivate their learners at the classroom and 6 strategies were not applied. The strategies can be seen at the observation checklist below.

Furthermore, the motivational strategies applied by the lecturers in various ways. The implementation of each strategy by the lecturers can be seen in the following table.

Creating the Basic Motivational Condition		
Number of Strategy	Strategy	The Application of the Strategy
1	Demonstrating and talking about lecturer's enthusiasm for	Lecturer A and B were enthusiastic in teaching English.

	the course material, and how it affects him /her personally.	
2	Taking the learners' learning very seriously.	Lecturer A and B showed learners that they cared about their progress and indicated their mental and physical availability for all things academic.
3	Developing a personal relationship with learners.	Lecturer A and B showed the learners that they accepted and cared about them, paid attention and listened to each of them, and then indicated their mental and physical availability
5	Creating a pleasant and supportive atmosphere in the classroom	Lecturer A and B established a norm of tolerance, encouraged risk-taking and had mistakes accepted as a natural part of learning, and then brought in and encouraged humor.
6	Promoting the development of group cohesiveness.	Lecturer A and B promoted interaction among the learners.
7	Formulating group norms explicitly and have them discussed and accepted by the learners.	Lecturer A and B told the regulation to the learners and discussed it with them.
8	Having the group norms	Lecturer A and B never let any violations go

	consistently observed.	unnoticed.
Generating Initial Motivation		
Number of Strategy	Strategy	The Application of the Strategy
10	Raising the learners' intrinsic interest in the English learning process.	Lecturer A and B demonstrated aspects of English learning that the learners were likely to enjoy.
11	Promoting integrative values by encouraging a positive and open-minded disposition towards the English and its speakers.	Lecturer A and B included English socio cultural component in language learning.
12	Promoting the learners' awareness of the instrumental values associated with the knowledge of English.	Lecturer A and B reminded learners that the successful mastery of English is instrumental to the accomplishment of their valued goals, reminded the role English plays in the world, and encouraged the learners to apply their English proficiency in real-life situations
13	Increasing the learners' expectancy of success in particular tasks	Lecturer A and B made sure that the learners receive sufficient preparation and assistance. They

	and in learning in general.	also made sure the learners know exactly what success in the task involves.
15	Making the curriculum and the teaching materials relevant to the learners.	Lecturer A and B gave English material which was relevant for their learners.
16	Helping to create realistic learner beliefs.	Lecturer A and B reminded or advised the learners that they can be success in learning
Maintaining and Protecting Motivation		
Number of Strategy	Strategy	The Application of the Strategy
17	Making learning more stimulating and enjoyable by breaking the monotony of classroom events.	Lecturer A and B varied the learning task and other aspect of teaching.
18	Making learning stimulating and enjoyable for the learner by increasing the attractiveness of the tasks.	Lecturer A and B made the tasks content attractive by adapting it to the students' natural interests.
19	Making learning stimulating and enjoyable for the learners by enlisting them	Lecturer A and B made every learner took part in every activity.

	as active task participants.	
20	Presenting and administering tasks in a motivating way.	Lecturer A and B whet the learners' appetite.
21	Using goal-setting methods in the classroom.	Lecturer A and B encouraged learners to select specific goals for themselves.
23	Providing learners with regular experiences of success.	Lecturer A and B adjusted the difficulty level of tasks to the learners' abilities and counterbalance demanding tasks with manageable ones.
24	Building learners' confidence by providing regular encouragement.	Lecturer A and B draw the learners' attention to their strengths and abilities, and then indicated to the learners that they believe in the learners' effort to learn and to complete the tasks.
25	Helping diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.	Lecturer A and B avoided social comparison.
27	Allowing learners to maintain a	Lecturer A and B avoided face-threatening acts such

	positive social image while engaged in the learning tasks.	as humiliating criticism or putting the learners in the spotlight unexpectedly.
28	Increasing learner motivation by promoting cooperation among the learners.	Lecturer A and B set up task in which teams of learners are asked to work together towards the same goal.
29	Increasing learner motivation by actively promoting learner autonomy.	Lecturer A and B allowed the learners real choice about aspects of the learning process.

		accomplishments and progress, and take time to celebrate success.
34	Offering rewards in a motivational manner.	Lecturer A and B rewarded learners by giving praise and additional score.
35	Using grades in a motivating manner, reducing as much as possible their de-motivating impact.	Lecturer A and B made the assessment system completely transparent and made sure that grade also reflect effort and improvement and not just objective levels of achievement.

Encouraging Positive Retrospective Self-Evaluation

Number of Strategy	Strategy	The Application of the Strategy
31	Promoting effort attributions in learners.	Lecturer A and B encouraged the learners to explain their failures by the lack of effort.
32	Providing learners with positive information feedback.	Lecturer A and B gave positive information feedback to the learners in the learning process.
33	Increasing learner satisfaction.	Lecturer A and B monitor the learners'

The learners' motivated behaviors in the classroom as the response to the motivational strategies

Based on the observation and interview at the classes taught by the lecturers, the researcher found the learners' motivated behaviors as shown by the tables below.

The Learners' Motivated Behaviors in Lecturer A Classroom

The learners' Motivated Behavior	Description
The learners had high attention.	All learners appeared to be paying attention for example by listening and looking at the lecturer, by turning to watch another student who is contributing to the task or discussion, by following the text being read.
The learners had high participation.	All learners actively took part in
	classroom interaction or worked on assigned activity.
The learners were eager volunteering to lecturer-fronted activity.	All learners volunteer readily to participate in lecturer-fronted activity without the lecturer having to coax them in

	any way.
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The Learners' Motivated Behaviors in Lecturer B Classroom

The learners' Motivated Behavior	Description
The learners had high attention.	All learners appeared to be paying attention for example by listening and looking at the lecturer, by turning to watch another student who is contributing to the task or discussion, by following the text being read.
The learners had low participation.	1/3 to 2/3 of the students participate.
The learners were eager volunteering to lecturer-fronted activity.	All learners volunteer readily to participate in lecturer-fronted activity without the lecturer having to coax them in any way.

Based on the research findings above, the lecturers applied four aspects of motivational strategies model by Dornyei (2001); creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and then encouraging positive retrospective self-evaluation. They applied the same motivational strategies in teaching English. They were 29 motivational strategies applied by them at the classroom.

Then, from the description of the learners' motivated behaviors, the researcher stated that the learners at two lecturers' classes had high attention in learning English and were eager volunteering to lecturer-fronted activity. Based on Guilloteaux (2007), students have high attention if 2/3 or more of the students appear to be paid attention. In fact, all learners always paid attention to the lecturers when he talked, explained lesson or gave instruction, to their task, and to their friends when each of them did the task in front of the class or on chair (for example, a learner read a text, all learners paid attention to him/her). In addition, the learners were eager volunteering to lecturer-fronted activity.

The learners volunteered readily without lecturer having to coax them in any way. Every learner should be active in the learning and they had known that if there was lecturer-fronted activity, every learner should be in front of the class. The lecturers did not need to coax them to go front. In speaking task, before the lecturer called the learners' name, some learners volunteered to practice the conversation. When the teacher called their names, they were ready to stand in front of the class. In literature class, the lecturer-fronted activity is reading poetry. The lecturer never called their names. They were ready with their poetry. When lecturer B opened poetry session, some learners grabbed to come forward.

Then, students have high participation if 2/3 or more of the students take an active part in classroom interaction or work on assigned activity. In lecturer A classroom, students have high participation. All learners were always active in the classroom and worked on every assigned activity. In lecturer B classroom, students have low participation. Not all learners participate in one meeting. The learners participated as presenters, moderator, commentators,

and volunteers for poetry. Then, the rest of learners just paid attention to follow the learning process. Though, when the researcher looked at the presence list, their attendance rate is high. It means the learners still spirit in following the lecture. Related to learners engagement in learning, it is important to make learners involved in activity. According to Harmer (2001), teenagers if they are engaged, have great capacity to learn, a great potential for creativity. Therefore, it is suggested for teacher or lecturer to design learning activity or task which makes all learners be active or take part in it.

Discussing about the learners' motivated behaviors, it showed the motivational strategies have good impact toward the learners' learning behavior. As in the previous research conducted by Wang (2007), the responses of his students toward his motivational strategies were they more attentive, conscientious, and enthusiastic. In addition, the research conducted by Guilloteaux (2007) also showed after the teachers conducting 25 motivational strategies, the students' behaviors were attentive, active in learning, and eager to volunteer to speak in front of the class.

CONCLUSION

Related to the motivational strategies in the classroom based on Dornyei (2001), two lecturers of IAIN Palangka Raya applied four aspects of motivational strategies. They were creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and then encouraging positive retrospective self-evaluation. Each aspect has specific motivational strategies. So they are 35 motivational strategies. The lecturers applied the same motivational strategies in various ways. They applied 29 strategies and did not apply 6 strategies. Furthermore, the reasons for the strategies were not applied as follows; first, in college, there is not collaborative relationship with the learners' parents like in elementary school. So strategy number four, developing a collaborative relationship with the learners' parents was not applied. Second, generally, the lecturers did not use some strategies because the lecturers allowed the learners real choice about aspects of the learning process. By learners' choice, the lecturers tried to develop learners' intrinsic motivation.

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