LECTURER'S MOTIVATIONAL STRATEGIES IN TEACHING ENGLISH

Indah Rahmalia
STKIPYayasan Abdi Pendidikan Payakumbuh

rahmaliabayu@gmail.com

ABSTRACT

This research was aimed to describe the lecturer's motivational strategies in Teaching English at STKIP Yayasan Abdi Pendidikan Payakumbuh.This research was descriptive research in qualitative method. Participants in this research were three English lecturers who teach in Indonesian Department. Those were chosen by using total sampling. Researcher used observation, recording and field notes as the sources of the data. Checking data trustworthiness had been done by using peer briefing. After doing the research, the result showed that the most motivational strategies used by the lecturers was creating basic motivational conditions. Percentage was 24,65%. It can be concluded that the English lecturer had used some kinds of motivational strategies in teaching English, strategy that used by the lecturers is creating the basic motivational conditions

Keywords : motivational strategies, teaching english

INTRODUCTION

As a foreign language, English subject is difficult for some students. Moreover, they are not an English department students. They only learn English in the first semester as the compulsory subject. There were some opinion from the students about English, some students argue that English is very interesting, and they love English. But, in the other side some students argue that English is difficult to learn, and they didn't have interest in learning English. Furthermore, many students do not really interested in learning English. so, it could be the challenge of lecturer in teaching English in the class. In teaching and learning process, many of them just keep silent without any feedback. Then, sometimes they didn't have attention to what the lecturer explain to them, and many of them do the excercises without enthusiasm. They finish it by cheating each other.. These phenomena absolutely have some effect to their achievement because the success of the learners not only depend on their learning strategies, but also the motivation that they get from the lecturer.

Motivation like a psychology aspect, where it can make someone has positive thinking and this has not stopped someone in trying to get what she/he want.To emerge the motivation of the students, there is a strategy that can be

applied by the lecturer, it is called motivational strategies. Dembo (2004) states that motivational strategies is the strategies that can be used to manage motivation. It can be said that motivational strategies is the strategies can help people in managing their motivation.

Furthermore, Dornyei, Sugita and Takeuchi in Hapsari (2013) explain that motivational strategies are defined as methods and techniques to generate and maintain the learners' motivation. It means motivational strategies are methods and techniques to maintain students' motivation.

From the previous research did by Guilloteaux and Dornyei (2008) they found that significant positive correlations between the teacher and student measures are particularly strong within the context of L2 motivation research. Moreover, Astuti (2016) the findings of her research indicated that each teacher had unique strategies to motivate their students, and these strategies had a profound impact on students' motivation. Then, Moskovsky (2012) they found that teachers' motivational behaviors cause enhanced motivation in second language learners.

So, it can be seen the differences between the previous researches and this research that they focused on perception of student to motivasional strategies and the effect of motivational strategies used by teachers in the classroom and some of the research did for L2 learner and in the level of senior high school student. But, in this research the researcher did in college level and prefers to analyze what motivational strategies mostly used by the lecturer in teaching English especially for language learner of English as a foreign language students.

LITERATURE REVIEW

There are many kind of motivational strategies given by some experts. First, based on Dornyei (2001) there are four types of motivational strategies that can be used by the lecturers:

Creating The Basic Motivational Conditions

In this part, certain preconditions is very important to get the effective motivation. There are three motivational conditions in particular are indispensable; 1) appropriate lecturer behaviours and a good relationship with the students, 2) a pleasant and supportive classroom atmosphere, 3) a cohesive learner group with appropriate group norms. Then, Dornyei (2001) divide it into some part, they are :

1. Demonstrate and talk about own enthusiasm for the course material, and how it affects you personally. For example, lecturers can show to the students that her/his meaningful experience that can be a motivation for the students. Then, lecturers can share their own personal interest in English to the students.
2. Take the students' learning very seriously.Lecturer can show that she/he care about their academic progres, because it can make students serious in learning.

3. Develop a personal relationship with the students.To have a good relationship, lecturer should to acceptance of the students, ability to listen and pay attention to them.
4. Create a pleasant and supportive atmosphere in the classroom.Lecturers can bring and encourage humour in teaching and learning process, because it will make students happy to learn.
5. Promote the development of group cohesiveness.The activity that can be used by the lecturers to applyed this strategy is small-group tasks where students can mix and work together.
6. Formulate group norms explicity, and have them discussed and accepted by the learners.Lecturers should to include a group rules, and explain to the students the importance of the rules and make them agree with the rule. Then, lecturers should discuss these with them and put the group rules on display.
7. Have the group norms consistenly observed.Lecturers should to make sure that they observe the established norms cosistenly, and never let any violations go unnoticed

Generating Initial Motivation

In This strategy, Dornyei (2001) also devide into some kinds, as follow:
1. Promote the learners' language-related values by presenting peer role models.Lecturers can invite senior students to talk to students about her/his positive experience. Feedback to the students the views of their peers, and associate the learners with peers (e.g. in group or project work) who are enthusiastic about the subject.
2. Increase the students' expectancy of success in particular taskes and in learning in general.The most importance point in this strategy is make sure that students receive sufficient preparation. The perceived of success does not depend only on how difficult the task is but also on how well the students are prepared for the task.
3. Increase students' goal-orientedness by formulating explicit class goals accepted by them.Lecturers can negotiate with the students about their individual goals and then display the final outcome in public.
4. Make the curriculum and the teaching materials relevant to the students.Lecturers can give the example of the subject relate to the everyday experiences and backgrounds of the students.
5. Help to create realistic learner beliefs.Lecturers can raise the student's general awareness about the different ways languages are learnt and the number of factors that can contribute to success.

Maintaining and Protecting Motivation

In This part, Dornyei (2001) also have divide as follow :

1. Make learning more stimulating and enjoyable by breaking the monotony of classroom events.It can be applied by using the variation of the tasks and other aspects in teaching. Then, lecturer can do the unexpected thing or task in teaching and learning process.

2. Make learning stimulating and enjoyable for the learners by increasing the attractiveness of the tasks.Lecturers can make the tasks challenging and attractive by adapting to the students' isterest, for example by including novel, humorous and fantasy elements.

3. Present and administer task in a motivating way.In giving a task, lecturers can explain the purpose and utility of the task, or lecturers can whet the students' appetite about the content of the task.

4. Use goal-setting methods in the classroom.Lecturers can encourage learners to select specific, short-term goals for themselves. Then, emphasise goals completion deadlines and offer ongoing feedback.

5. Use contracting methods with the students to formalise their goal commitment.For example, lecturers can draw up the agreement with the students about what they will learn and how, and which you will help and reward them.

6. Provide learners with regular experiences of success.In this strategy, lecturers can design the tests that focus on what students can rather than cannot do, and also include improvement options.

7. Build learners' confidence by providing regular encouragement.Lecturers can show to the students that lecturers believe in their effort to learn and their capability to complete the tasks.

8. Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.For example, help students to accept the fact that they will make a mistake in a task as part of the learning process.

9. Build learners' confidence in their learning abilities by teaching them various learner strategies.Lecturers can teach to the students about learning strategies to facilitate them in intake of new material.

10. Allow learners to maintain a positive social image while engaged in the learning tasks.In this strategy, lecturers can select the activities that contain good roles for the participants. For example, avoid disciplining students in ways that they might perceive as humiliating.

11. Increase student motivation by promoting cooperation among the learners.Set up tasks in which teams of students are asked to work together towards the same goal.

12. Increase students motivation by actively promoting learner autonomy.In this strategy, lecturers allow students real choices about as many aspects of the learning process as possible.
13. Increase the students' self-motivating capacity.Lecturers can encourage students to adopt, develop and apply self-motivating strategies. Then, lecturers can raise students awareness of the importance of self-motivation.

Encouraging Positive Self-evaluation

This part, Dornyei (2001) focus on how lecturers can help learners to consider their own achievement in a more positive light. He divides it into some part as follow :

1. Promote effort attributions of the students.Encourage students to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
2. Provide students with positive information feedback.Lecturers can notice and react to any positive contributions and provide regular feedback about the student's progress.
3. Increase learner satisfaction.Make students progress and accomplishments tangible and celebrate that, because it will make them increase it.
4. Offer rewards in a motivational manner.Lecturers can give rewards to the students, because it is a powerful motivational toll.
5. Use grades in a motivating manner, reducing as much as possible their demotivating impact.Make a grades that also reflect effort to improve students achievements

So, there are four types of motivational strategies that proposed by Dornyei (2001), first, creating the basic motivational conditions, second generating initial motivation, third maintaining and protecting motivation, and the last encouraging positive self-evaluation.

RESEARCH METHOD

The design of this research was descriptive research in qualitative method. The descritive research are useful on investigating a variety problems and issues, and describe a research in nature. In this research, the researcher analyzed the motivational strategies that used by the English lecturers in teaching English at STKIP Yayasan Abdi Pendidikan Payakumbuh

Participants in this research were English lecturer at STKIP Yayasan Abdi Pendidikan Payakumbuh. There were 7 lecturers at STKIP Yayasan Abdi Pendidikan Payakumbuh. But, there are only three English lecturer who teach in Indonesian Department who become the participants of this research

The sources of the data in this research are observation and field notes. The reseracher answers the observasion sheet consist of 30 items and The researcher took a note about the lecturer's name, time, place, date, and activity while doing the research.

FINDING

Based on the data got from recording, observation and field note, the researcher identified motivational strategies used by the lecturers as follow :

There are many strategies that can be used by the lecturers to motivating the students. Based on the data got from recording, observation and field note, the researcher identified motivational strategies used by the lecturers as follow :

Table 1. Motivational Strategies used by English Lecturers

Kinds of Motivational Strategies	Number of Frequencies	Percentage
1. Creating the basic motivational conditions	35	24,65%
2. Generating initial motivation	17	11,97%
3. Maintaining and protecting motivation	23	16,19%
4.Encouraging positive self-evaluation	9	6,34%
5. Encourage diversity in learning styles.	0	0
6. Encourage creativity	0	0
7. Ensure success with small achievable steps	0	0
8. Provide feedback to students about their own personal progress.	17	11,97%
9. Learners nedd to believe in their own abilities.	1	0,70%
10.Acknowledge the individual styles of each child.	0	0
11. Ensure a task is age and interest related.	0	0
12. Use observation to begin with to get to know the learning and environtmental preferences of the children in the class.	9	6,34%
13. Focus on the task and curriculum.	0	0
14. Use a range of learning styles in class lessons.	0	0
15. Ensure lessons are meaningful.	28	19,72%

16. Minimise pressure.	0	0
17. Group work.	0	0
18. Self-assessment.	0	0
19. Show progression.	1	0,70%
20. Avoid potential stigma.	0	0
21. Develop student resonsibility.	0	0
22. Encourage student choice.	0	0
23. Give students responsibility for their own learning.	0	0
24. Focus on learning as well as teaching.	0	0
25. Involve the class in decisions.	0	0
26. Celebrate success.	0	0
27. Use positive feedback.	2	1,41s%
28. Encourage self-evaluation.	0	0
29. Management of emotional effort	0	0
30. Group work	0	0
TOTAL	**142**	

Based on the table above, it can be described that not all the strategies used by the English lecturers, and the motivational strategies used by the English lecturers in teaching English as follow: first, creating the basic motivational conditions 24,65%. Second, generating initial motivation 11,97%. Third, maintaining and protecting motivation 16,19%. Then, encouraging positive self-evaluation 6,34%. Next, provide feedback to students about their own personal progress 11,97%, learners need to believe in their own abilities 0,70%, use observation to begin with to get learning and environtmental preferences of the children in the class 6,34%, ensure lessons are meaningful 19,72%, show progression 0,70%, and the last use positive feedback 1,41%.

DISCUSSION

Based on the result of the research, Creating the basic motivational condition was the highest percentage as strategies used by the lecturer, the percentage was 24,65 %. It was supported by Dorney (2001), he explains that creating the basic motivational strategies as certain preconditions that is very

important to get the effective motivation. It meant, the lecturer of STKIP Yayasan Abdi Pendidikan Payakumbuh have realized that the first of motivational stratey that is creating the basic motivational strategy is very important to persuade the students' motivation in learning English. The discussion could be seen from the data observation as follows

Creating the basic motivational conditions

In this strategy, there were some way that can be used by the lecturers, and based on the data observation all the lecturers used this motivational strategy in teaching English.

First Lecturer

There were some techniques that used by the first English lecturer. Such as, develop a personal relationship with the students, the lecturer used this before begin the lesson. Then, create a pleasant and supportive atmosphere in the classroom, the lecturer used it to make the students relax during the teaching and learning process.

Next, promote the development of group cohesiveness, by using this way, the lecturer can make the students work together in a group, and it will make the students closed each other. The last, formulate group norms explicity and have them discussed and accepted by the learners. The lecturer used it by making a rule for the students in group work, and the students agree with the rule.

Second Lecturer

The second lecturer used only used develop a personal relationship with the students and create a pleasant and supportive atmosphere in the classroom. The lecturer used develop a personal relationship with the students by pay attention and listen every question from the students, and she also answer it. Then, the lecturer used the last technique to make the students did not bored while studying by encourage humour.

Third Lecturer

The third lecturer also used some techniques in teaching. First, take the students learning very seriously by always remind the students to make the task that they had. Then, create a pleasant and supportive atmosphere in the classroom, the lecturer apply this technique by include a humour to make the students did not bored. The last, have the group norms consistenly observed. This technique only applied by the third lecturer, the lecturer used it to make the rule that she make always run well, she always remind the students to obey the rule.

Generating initial motivation
First Lecturer
        The first lecturer used two techniques in this strategy. The lecturer used promote the learners' language-related values by presenting peer role models. The lecturer using one of the students to be the peer role models to motivate the another students. And then, the lecturer also used increase students' expectancy of success in particular taskes and in learning in general. In this teachnique, the lecturer make sure that the students had sufficient preparation in did a task.

Second Lecturer
        The second lecturer also using peer rool models to motivate the students. The lecturer using one of the students that had a good achievement or had a good score in completed the task to be the peer role models. Then, the lecturer also used another technique such as increase students' expectancy of success in particular taskes and in learning in general, and make the curriculum and the teaching materials relevant to the students. The lecturer give students opportunity to complete the task by given them sufficient preparation and given the task that relevant to students daily activities.

Third Lecturer
        The third lecturer also used increase students' expectancy of success in particular taskes and in learning in general to motivate the students. And then, the third lecturer used a technique that did not used by first and second lecturer. The technique was help to create realistic learner beliefs, and it make the students more motivated to learn.

Maintaining and Protecting Motivation
        This strategy also applied by all English lecturers in teaching English, but they implemented in different ways.

First Lecturer
        The first English lecturer only used make learning more stimulating and ejoyable by breaking the monotomy of classroom events. The lecturer did the unexpected thing or task while teaching and learning process.

Second Lecturer
        The second English lecturer used make learning more stimulating and enjoyable by breaking the monotomy of classroom events, the lecturer used variation of task in teaching. Then, use goal-setting methods in the classroom to

motivate her students. The lecturer given a deadline to the students to complete the task. By using this technique, the students more motivated in learning.

Third Lecturer

The third English lecturer also used some strategies in motivating her students, such as make learning more stimulating and enjoyable by breaking the monotony of classroom events, increase students motivation by promoting cooperation among the learners and provide learners with regular experiences of success.

Encourage Positive Self-evaluation

This strategy only applied by the first and second lecturer. Then, they also used the same technique in teaching English.

First Lecturer

The first lecturer used some techniques such as provide students with positive information feedback in teaching and learning process, and offer rewards in motivational manner. The lecturer used these techniques to make the students more enthusiasm to learn by provide the students with positive information feedback and offer rewards.

Second Lecturer

The second lecturer also used the same techniques with the first lecturer. The second lecturer used provide students with positive information feedback in teaching and learning process, and offer rewards in motivational manner.

Provide Feedback to Students About their Own Personal Progress

All of the lecturers used this strategy in their teaching and learning process.

First lecturer

The first lecturer used this strategy in teaching English. By using this strategy, it can make the students always increase their ability, because thay always had a positive feedback of their progress.

Second Lecturer

The second lecturer also used this strategy in teaching English. The lecturer used this strategy to give appreciation about students' progress.

Third Lecturer

The third lecturer also used this strategy, this strategy can make the students more confident and make them more enthusiasm in learning.

Learners Need to Believe in Their Own Abilities

This strategy only applied by the second English lecturer, and there were only 0,72% identified and counted. The second lecturer used it to increase students' self-confidence.

Use Observation to Begin With to Get to Know the Learning and Environmental Preferences of The Children in The Class

This strategy only applied by the first and third lecturer. The second lecturer did not used this strategy to begin her lesson.

First Lecturer

The first lecturer used this strategy by asked some question that related to the topic. The lecturer asked some students to answered the question, and after that she explained about the topic above.

Third Lecturer

The third lecturer also used this strategy, but she used it to review about the last topic, and in the other meeting, the lecturer used this strategy before came to the new topic.

Ensure Lessons are Meaningful

Based on the finding, all lecturers applied this strategy in their teaching. All the English lecturers used this strategy to check students' understanding and students' comprehension about the lessons.

Show Progression

Show students' progress is very help the students in learning. It will help them to find their weekness in learning. This strategy only applied by the first English lecturer in her teaching. The second and the third lecturer did not apply this strategy in their teaching. The first lecturer told about students' score of the mid term test, and the lecturer also told about the topic that still lack of mastery.

Use Positive Feedback

This strategy only used by the second lecturer in r teaching. The lecturer used it to give the feedback about students performance in the class.

CONCLUSION

English lecturer had used some kinds of motivational strategies in teaching English, strategy that used by the lecturers is creating the basic motivational conditions

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