

# How Professional English Teachers Motivate Their Students: A Multiple Case Study

Chotibul Umam<sup>1</sup>, Nurul Aini<sup>2</sup>, Griselda Gian Heris Herdina<sup>3</sup>

<sup>123</sup>English Education, State Islamic Institute of Kediri. Jl. Sunan Ampel No. 7, Ngronggo, Kediri, 64127, East Java, Indonesia.

Corresponding author

[1chothib99@gmail.com](mailto:chothib99@gmail.com), [2florida\\_aini@iainkediri.ac.id](mailto:florida_aini@iainkediri.ac.id), [3griseldagian285@gmail.com](mailto:griseldagian285@gmail.com)

**Abstract:** Motivational teaching strategy used in Indonesian ELT context up to now is oftentimes ignored or receives limited attention among ELT scholars. Utilizing the simplified version of Dörnyei's (2001) framework on motivational teaching practice (MTP), this multiple case study is intended to scrutinize: 1) how exemplary teachers create the basic motivational conditions for the students, 2) how they generate the students' motivation, 3) how they maintain and protect the students' motivation, and 4) how encourage positive retrospective self-evaluation. Two professional EFL teachers from two different state senior high schools in Kediri participated as the respondents in the study. Each of them taught different group of students with different level of English learning motivation; one group has low-to-average learning motivation, while the other has average-to-high learning motivation. The data were collected through in-depth semi-structured interviews with both teachers. The findings revealed that teacher teaching students with low-to-average learning motivation tends to use more strategies in creating the basic motivational condition. Meanwhile, in generating students' motivation, more strategies are used by the teacher of students with average-to-high learning motivation. Furthermore, in maintaining and protecting students' motivation and in encouraging positive retrospective self-evaluation, both teachers tend to use similar strategies.

**Keywords:** professional English teachers, motivational teaching strategies, students' motivation.

---

## Introduction

Researchers have different views in elucidating the nature of motivation. Some view motivation as the driver of human action to reach a special target or objective (Dörnyei, 2001; Ryan and Deci, 2000; McDonough, 2007). It is an abstract concept used to explain why people think and behave as they do. Dörnyei (2001) and Ushioda (2012) asserted that the heart of motivation theory and research thrashed out what moves a person to make certain choices, to engage in action, and to persist in action.

In language learning context, motivation has a tight bond to cognition, feeling and emotion, and environment (Nakata, 2006; MacIntyre, 2002). It has long been recognized as one of the key factors determining FL/L2 achievement and attainment. It serves as the initial engine to generate learning and functions as an ongoing driving force that helps to sustain the long and laborious journey of acquiring

a foreign language (Cheng and Dörnyei, 2007). It is believed that 'without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure student achievement' (Dörnyei, 2005).

One of pivotal and appealing aspects of motivation inquiry is examining the motivational strategies used by classroom teachers since this type of research will link up theory to practice. Motivational strategies are methods and techniques to generate and maintain the learners' motivation (Zoltán Dörnyei, 2001). It cannot be denied that motivation plays a fundamental role in English as foreign or second language learning as it is considered as the cause of success or failure. Regarding the critical position of motivation, teachers should play their crucial role in building and enhancing students' motivation to learn (Hapsari, 2013). Teachers have to consider the long-term development of their students by

enacting instructional strategies that can engage the students. In other words, the responsibility for motivating learners and keeping them motivated during the tenure of their studies rests with the teacher. Almost everything about the teacher, including his or her personal characteristics, can have an influence on student motivation (Zoltán Dörnyei, 2001; Renandya, 2015).

Studies on motivational strategies have been carried out by several researchers in different cultural settings, for example in Hungaria (Dörnyei and Csizér, 1998), Taiwan (Cheng and Dörnyei, 2007; Chang, Chang, and Shih, 2016), Oman (Al-Mahrooqi et al., 2012), North America (Ruesch et al., 2012), Korean (Guilloteaux, 2013); Maeng and Lee, 2015), United States (Pickens and Eick, 2009; Malouff, et al., 2010), Japan (Sugita and Takeuchi, 2010), Iran (Papi and Abdollahzadeh, 2011), and Saudi (Moskovsky et al., 2012). It is apparent that there have been few published studies of motivational teaching strategies conducted in an Indonesian context except those conducted by Hapsari (2013) and Astuti (2016). Hence, research on motivational teaching strategies in Indonesian setting is pivotal to conduct, especially to understand how professional or exemplary EFL teachers implement motivational strategies during their teaching practice.

Therefore, this study is intended to answer the following questions: How do exemplary EFL teachers in Kediri create the basic motivational conditions for the students, how do they generate the students' motivation, how do they maintain and protect the students' motivation, how do they encourage positive retrospective self-evaluation?

## Literature Review

### Motivation and Motivational Teaching Strategy

As L2 motivation is recognized as one of the main factors of the L2 learning process, strategies that are used to motivate L2 learners are viewed as an important aspect of L2 motivation. The construct, motivation, is not easily defined. Dörnyei (2001) defines "motivation as an abstract, hypothetical concept that we use to explain why people think and behave as they do." It also refers to the reason underlying behavior that is characterized by willingness and volition. Motivation also provides

the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process (Csizér and Dörnyei, 2005; Sugita and Takeuchi, 2010; Guilloteaux and Dörnyei, 2008; Dörnyei, 2001) boldly contend that 99% of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude.

It is widely accepted that the responsibility for motivating learners and keeping them motivated during the tenure of their studies rests with the teacher (Dörnyei, 2001). Teachers have the power to find ways to get learners engaged and motivated in the classroom. This notion is supported by the results of research suggesting that motivation can be manipulated through certain instructional (or motivational) strategies (Lai, 2011). In this respect, motivational strategies are defined as methods and techniques to generate and maintain the learners' motivation (Dörnyei, 2001; Sugita and Takeuchi, 2010). Papi and Abdollahzadeh's (2012) study provides empirical evidence that language teachers can make a real difference in boosting their students' motivation by applying various motivational strategies.

### Frameworks of Motivational Strategies

The motivational strategies framework has drawn on the process-oriented approach of L2 motivation which is proposed by Dörnyei and Ottó (1998). Although the process model has its limitations, it attempts to account for the dynamic and fluctuating nature of L2 motivation in the classroom whether during one class or over a period of time (Dörnyei, 2001). By considering the non-static and cyclical nature of motivation, it can be assumed that EFL teachers can raise their students' motivation by using motivational strategies. This process-model of L2 motivation also expands the area in which EFL teachers can influence their students' motivation, and this influence goes in a cyclic motion starting with creating the basic motivational conditions and ending with rounding off the learning experience.

### 1. Creating the Basic Motivational Conditions

Creating the basic motivational conditions is the first area of motivational teaching practice (Dörnyei, 2001). Dörnyei (2001) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. These conditions, which will be explained in more detail, are demonstrating appropriate teacher behavior, creating a pleasant atmosphere in the classroom and generating a cohesive learner group.

The first strategy which can contribute to creating basic motivational conditions relate to teacher behavior. Teacher behavior is recognized as an effective factor in motivating students. Pintrich and Schunk (2002) state that 'virtually everything the teacher does has potential motivational impact on students. Teachers could influence their students' motivation by using different strategies such as showing their enthusiasm in teaching their subject by sharing the reasons of their interest in the L2 with their students (Dörnyei, 2001). Building a good rapport with students is another motivational aspect of teacher behavior. This could be achieved by listening to students which will indicate to them their value to their teachers. In addition, Brophy (2004) suggest that teachers should know their students by learning their names, greeting them, and spending some time with them. Further, teacher's interaction with their students could influence their beliefs about their abilities, their goals, and their attitudes toward their subject (Anderman and Anderman, 2010). Teachers could create good relationship with the students by using some strategies such as accepting them, and paying attention to each student (Dörnyei, 2001). From this overview of the effect of teacher behavior on student motivation, it can be seen that teachers could play a key role in motivating students in the L2 classroom.

Creating a pleasant and supportive classroom environment are a second strategy which helps to create basic motivational conditions. Along with L2 teaching, the educational context for L2 learning should provide an enjoyable and inspirational classroom ambience, in order to maintain motivation throughout the class (Dörnyei, 2007). Studies have shown that a tense classroom atmosphere promotes students' anxiety which is

one of the factors reducing students' motivation. Dörnyei (2001) suggests some strategies which create a pleasant and supportive classroom atmosphere including the use of humor in the class. Another strategy is promoting a safe climate in the classroom which allows risk taking and encourages students to make mistakes.

The third strategy which can be used to create basic motivational conditions is promoting a cohesive learner group. The dynamics of a learner group is one of the classroom factors affecting students' motivation (Dörnyei and Murphey, 2003). Group dynamics have many aspects including group cohesion and group norms. Group cohesion is the 'magnetism' that connects the group members in the classroom. It points to 'the members' commitment to the group and to each other' (Dörnyei, 2001). Ehrman and Dörnyei (1998) suggest some factors which could be used by teachers to create a cohesive class. These factors include encouraging class members to share experiences and to get to know each other. Another technique is to ask students to do a task or a project which a whole group could work together to achieve. Another strategy which could contribute to class cohesion is using activities which promote interaction and cooperation between class members. Examples of such activities are role-plays, pair-work and small group work. Of these activities, group work is a way of promoting cooperative learning which is believed to be an effective method in the learning process (Walberg, 1999). Some studies indicate that students feel more comfortable when participating in small group activities. Murray and Christison (2011) point out that teachers should teach students cooperative skills and the principles of cooperative learning. These principles include 'making certain that learners see the value in group work, that they develop the language skills necessary for functioning in a group, and that they are given time to practice the skills (Murray and Christison, 2011).

Another aspect of group dynamic is establishing group norms. Dörnyei and Ushioda (2011) state that in order for a norm to be constructive, group norms should be discussed clearly with the class members and adopted by them willingly. An

example of such norms is tolerance which is essential to help students not feel embarrassed when they make mistakes. Dörnyei and Murphey (2003) add that teachers should introduce group norms at an early stage of group life by discussing potential norms and justifying their purpose.

## 2. Generating Initial Motivation

Brophy (2004) indicates that academic learning in schools is the activity that students would least like to do if given the choice. However, students have to do academic learning, their school attendance is compulsory, and the curriculum is chosen by policy-makers rather than themselves. It can be assumed then that some students do not come to classroom with the motivation to learn. Therefore, Dörnyei (2001) suggests that teachers need to actively create positive student attitudes towards learning by using some strategies. Examples of some broad strategies which L2 teachers could use are enhancing L2 related values of learners, increasing the goal-orientedness of the learners, and encouraging students to create an attractive vision of their Ideal L2 self.

In relation to goal-orientedness, Dörnyei and Ushioda (2011) define it as 'the extent to which the group is attuned to pursuing its official goal (...L2 learning)'. Many researchers have indicated the need for defining goals for class group in order to generate student initial motivation (Hadfield, 1992; Oxford and Shearin, 1994). Hadfield (1992) points out that in spite of the difficulty of agreeing on group goals, it is essential for the successful working of a group as it directs the group to a common purpose. One of the reasons of the difficulty for identifying class goals is the diversity of goals which students have (Dörnyei, 2001). In addition, students' motivation is not only related to academic goals, but also to social goals such as relationship with teachers (Wentzel, 2007). However, one of the strategies suggested to establish common goals in the classroom is allowing students to negotiate their individual goals and identify their common purpose. In addition to group goals, students are also encouraged to set individual specific and achievable goals (Dörnyei, 2001).

## 3. Maintaining and Protecting Motivation

Maintaining and protecting motivation is the third area of the framework, which concerns nurturing motivation throughout the learning process. Wlodkowski (1986) states that 'any learning activity can become satiating, therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. There are many strategies which could be used in the L2 classroom to contribute to this area of the framework including presenting tasks in a motivational way, increasing the self-confidence of learners, and promoting autonomous learning (Dörnyei, 2001).

In his phase, the teacher can implement several ways, such as presenting tasks in a motivating way. The tasks referred to in this context are everyday activities used in the language classroom to promote language learning. Teachers should present tasks in a motivational way to maintain student motivation. They can do this by making tasks interesting for students. Anderman and Anderman (2010) suggest that teachers could make tasks interesting by using various types of tasks which could be challenging, include novel elements, and relate to the learners' interests. In addition, Dörnyei (2001) also points to a number of strategies which teachers could use to make tasks motivating such as identifying the purpose of the tasks and attracting students' attention to the content of the task.

## 4. Encouraging Positive Retrospective Self-evaluation

The fourth area of this framework is encouraging positive self-evaluation which relates to the students' evaluation of their own past experiences. As previous research has shown, the way students attribute and evaluate their past performance has an influence on the way they approach future activities (Williams and Burden, 1999). Teachers could help students in assessing their accomplishments in a positive way by, for example, providing motivational feedback and offering rewards and grades (Dörnyei and Ushioda, 2011).

Feedback given by teachers could influence students' motivation in the L2 classroom. The

importance of feedback is addressed by many researchers (e.g., Brophy, 2004) indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve. In addition, Dörnyei (2001) suggests different strategies which teachers could use to provide motivational feedback. For example, teachers should give prompt and regular feedback, and react to positive contributions from students.

In his later research, Dörnyei (2009) broadened and elaborated the framework (MTP) by introducing the L2 motivational self-system which is called the “*socio-dynamic*” phase because it emphasizes that the context of teaching and learning consisted of a multiplicity of internal, social and contextual factors (Ushioda and Dörnyei, 2012).

### Previous Studies

An empirical survey had been conducted by Dörnyei and Csizér (1998) which aimed at obtaining classroom data on motivational strategies. Two hundred Hungarian teachers of English from various language teaching institutions were asked how important they considered a selection of 51 strategies and how frequently they used them in their teaching practice. Based on their responses it was compiled a concise set of ten motivational macro-strategies, which are well known as ‘Ten commandments for motivating language learners’. The ‘Ten commandments’ included 1) setting a personal example with your own behavior, 2) creating a pleasant, relaxed atmosphere in the classroom, 3) presenting the tasks properly, 4) developing a good relationship with the learners, 5) increasing the learners’ linguistic self-confidence, 6) making the language classes interesting, 7) promoting learner autonomy, 8) personalizing the learning process, 9) increasing the learners’ goal-orientedness, and 10) familiarizing learners with the target language culture.

Motivational teaching strategies have also been investigated using correlational (Sugita and Takeuchi, 2010; Papi and Abdollahzadeh, 2012)

and experimental design (Moskovsky et al., 2013; Sugita and Takeuchi (2010) investigate the relationships between the frequency of 15 motivational strategies use and the students’ motivation in Japanese context. The overall results showed that teachers used the 15 motivational strategies in a variety of ways and there were only four motivational strategies which showed a significant correlation with students’ motivation. The effectiveness of some strategies varied according to students’ English proficiency level. In Iranian EFL context, the relationship between teachers use of motivational strategies and students’ motivated behavior was examined by Papi and Abdollahzadeh (2012). The result showed that the teachers’ motivational practice is significantly related to the students’ motivated behavior. In addition, Moskovsky et al., (2013) quasi-experimental study on the effects of motivational strategies used by Saudi EFL teachers on learners’ self-reported learning motivation provides compelling evidence that teachers’ motivational behaviors cause enhanced motivation in second language learners.

These previous studies show that in Indonesian context, this topic needs more attention from ELT scholars. To this end, this study will explore motivational teaching practice by professional EFL teachers in Kediri regency, Indonesia. Furthermore, the current study differs from the previous ones in term of research design, in which it will employ multiple case study design.

## Materials and Methods

### Research Design

This study is intended to scrutinize 1) how exemplary EFL teachers in Kediri create the basic motivational conditions for the students, 2) how they generate the students’ motivation, 3) how they maintain and protect the students’ motivation, and 4) how they encourage positive retrospective self-evaluation. To reach these objectives, a multiple case study design is applied.

### Participants

The participants of this study were two professional English teachers in Kediri. Before

determining the research subjects, the researcher determined some criteria of professional English teachers. The subject-teachers were selected based on the following criteria; 1) having been teaching English for more than 7 years, 2) teaching at a senior/junior high school, and 3) holding professional teacher certificate. In this phase, the researcher consulted the head of English teacher forum in Kediri as the consideration. Afterward, the researcher also communicated with the school principal as another consideration.

From the determined criteria, the researchers decided to take two English teachers teaching in two different state senior high schools in Kediri. For the sake of ethical consideration, in this study both teachers are called by their initial names; BY and MK. BY has been teaching English for more than 30 years, starting from 1998 to date. In 1998 to 2007 he taught English at Junior High School and starting from 2007 to date he taught English at Senior High School. In 2014 to 2016, he was the head of English teacher forum in Kediri. He received the award from the Kediri City Mayor in 2017 and 2018 as an outstanding teacher and awarded as the 1<sup>st</sup> winner of English teacher Olympic in provincial level, East Java. He holds a professional English teaching certificate since 2011. The school where he is teaching is considered as one of favorite schools in Kediri. The level of students' motivation in learning English in this school is between average to high, in which after graduating from the school they in average expect to be able to continue their study in reputable State universities.

MK has been teaching English for more than 17 years. He took hold of a certificate of professional teacher since 2016. He started his career as an English teacher in elementary school, from 2001 to 2007. He once taught English in more than one institution; at a private senior high school (from 2006 to 2009), at a state senior high school (from 2008 to 2009). In 2009, he was accepted as a civil servant and hired at one of foremost Senior High Schools in Kediri municipality. In teacher organization, he has strategic roles. From 2016 to date, for example, he serves as the head of English teacher forum in Kediri. In 2018, he was appointed as the head of English teacher association in Kediri

municipality in which in this professional organization workshops or online trainings are usually conducted. However, the school he is teaching now is not considered as reputable by Kediri residents. In term of motivation, the students that he teaches have different characteristics compared to those taught by BY, in which their motivation level is between low to average.

### **Instruments and Data Collection**

To collect the data, firstly, the researchers came to the school and interview the English teachers. The researchers asked for the interviewees' permission to record the interview process and told them that the data will be used only for research purpose. In this process, the researchers were equipped with an interview guide which is designed based on Dornyei's (2001) framework on motivational teaching practice. To avoid misunderstanding, the interview was conducted in Bahasa Indonesia.

### **Data Analysis and Presentation**

The data obtained from interview with both English teachers were then be grouped into subheadings. Teachers' ways in implementing motivational teaching strategies were grouped into four phases based on Dornyei's (2001) framework on motivational teaching practice (MTP). They are 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation, and 4) encouraging positive retrospective self-evaluation.

The first phase, *creating the basic motivational conditions*, focused on three components: 1) appropriate teacher behaviors and a good relationship with students, 2) a pleasant and supportive classroom atmosphere, and 3) a cohesive learner group with appropriate group norms. The second phase, *generating initial motivation*, focused on teachers' ways in 1) enhancing learners' language value and attitude, 2) increasing the learners' expectancy of success, 3) increasing the learners' goal orientation, 4) making the teaching material relevant to learners, and 5) creating realistic learners' beliefs (Dornyei, 2001).

Regarding the third phase, *maintaining and protecting motivation*, the researchers focused on teachers' way in 1) making learning stimulating and enjoyable, 2) presenting tasks in a motivating

way, 3) setting specific learner goals, 4) protecting learner self-esteem and increasing their confidence, 5) allowing learners to maintain a positive social image, 6) creating learner autonomy, 7) promoting self-motivating strategies, and 8) promoting cooperation among the learners (Dornyei, 2001). Meanwhile, the last phase, *encouraging positive retrospective self-evaluation*, was concentrated on teachers' way in 1) promoting motivational attributions, 2) providing motivational feedback, 3) increasing learner satisfaction, and 4) offering rewards and grades in a motivating manner (Dornyei, 2001). These four phases were presented in different sub-subheadings.

Findings on teachers' ways in implementing motivational teaching strategies was analyzed or discussed in different section. The researchers discussed the findings by comparing the findings with the previous studies and the existing knowledge. The researchers highlighted how the results reflect, differ, and extend the current knowledge of motivational teaching strategies.

## Results and Discussion

### Findings from Case Study 1

#### Creating the basic motivational conditions

##### a. Bringing humor into the classroom

To create the motivational atmosphere, the teacher makes use of humor in the classroom. He reckons that besides it is an effective ice breaker, using humor is a good way to start the classroom. He stated:

*"...Humor is like an ice breaker... It is required to refresh the class condition."*

##### b. Establishing good rapport with students

To create the motivating condition, the teacher tries to build good relationship with the students and treat them as friends. This is to make them feel secure in acquiring the knowledge. However, he realizes that in certain situation he must behave strictly. He states:

*'...I try to be close to the students and try to treat them as friends. I attempt to build more relaxed relationship with the students. I don't want my students find me as a fierce teacher.*

*...But in certain situation, I need to behave strictly..."*

##### c. Showing the students that he cares about them

The third way implemented by the teacher to create a motivating learning atmosphere is by showing that he cares about them. This is done by, for example, asking or talking about something that is not related to English subject. In the interview, he stated:

*"...I usually use a leading conversation, such as by asking them about the price of their sophisticated smartphone."*

### 1. Generating students' motivation

In this study, it was found out that the teacher uses three techniques to generate students' motivation to learn English.

##### a. Inviting senior students or alumni to share their English learning experience

The first one is by inviting the alumni to motivate or to share their learning experiences.

*"I invited them (to motivate their juniors), but not necessarily related to learning English. They are usually invited if there is a special event, like English debate etc."*

From his statement, it can be identified that this technique is only undertaken occasionally, that is if there are special events.

##### b. Reminding students of the benefits of learning English

Another strategy implanted by the teacher to generate students' motivation is by reminding them on the benefits of learning English. He told them that English is essential in a great number of conditions and therefore should be learnt earlier. BY also told about alumni who are studying in a university level facing the difficulty in gaining targeted TOEFL score. For him, it is pivotal to mention to encourage them to learn English.

##### c. Inviting native English speaker to class

Once the school had a good policy that can generate students' motivation, i.e., inviting

native English speaker teacher. It was committed when the institution had an outstanding status, i.e., as internationally-standardized school. This status from education department of Indonesia required the school to have a native English speaker teacher. However, this program discontinued since that status was revoked by the government as well as due to financial consideration. As stated by the teacher:

*"...We invited native English speaker teacher when our institution had a status as internationally standardized school. We realized that the presence of native English speaker teacher increased students' motivation, but we discontinued this program since it dealt with budgeting problem."*

## 2. Maintaining and protecting students' motivation

To maintain and protect students' motivation, BY uses three strategies; giving positive feedback to the students, using short leading-in activity, and encouraging them to create product.

### a. Providing students with positive feedback

This strategy is used when the students can answer or master the target achievement. The feedback is usually in the forms of verbal expression, such as saying well done, good job, very good, etc. Sticker is also sometimes given to those students.

*"...To appreciate students' achievement, I usually compliment them verbally, or sometimes give them a sticker in which a compliment statement such as 'very good' is written."*

### b. Using a short and interesting opening activity to start each class

This strategy is usually practiced by the teacher starting the lesson or when the class situation seems boring. It is in form of talking something beyond the English subject. This is similar to warming-up activity in in sports.

*"...Before beginning the lesson, I invite the students to talk about things unrelated to subject matter, such as talking about artist, football, etc."*

### c. Encouraging students to create products

This technique is absolutely time consuming, so it was implemented by the teacher when he thinks that the class has enough time to do it, or the teacher assigns the students as the homework. The teacher suggested the students to make use of their cutting-edge smartphones as the tool to create the products. As he stated in the interview:

*"I asked them to create product if we think that the class has enough time. I ask them, for instance, to create video containing the steps in procedure texts, their conversations, or promoting something. With their sophisticated smartphones, they are interested and more capable in working on this activity. Once they created a collection of short-stories. It is also easy for them in creating posters."*

## 3. Encouraging Positive Retrospective Self-evaluation

According to Dornyei (2011), this is the fourth phase in motivating the students. In this phase, BY emphasized on reminding the students on the benefits of mastering English. He argued that English should be mastered by the students whatever their profession later since it will give them an additional value. He stated:

*"...Whatever the profession, if you have good English skill, you will have an additional value."*

## Findings from Case Study 2

### 1. Creating the basic motivational conditions

Compared to the teacher in case study 1, MK faces more complicated problems, in which not only many of the students have low learning motivation but also have social problems. The teacher is not only facing motivational challenges but also those dealing with punctuality, laziness, and family problems.

In this study, it can be identified that MK implements five techniques to create the basic motivational condition: showing the enthusiasm for teaching, using humor, showing attention to students' problems, establishing good rapport with the students, and sharing with students the English [learning] as a meaningful experience.

a. Showing your enthusiasm for teaching

This is the first and, according to the teacher, the most important strategy to create the basic motivational atmosphere. To show the enthusiasm for teaching, the teacher performs it by giving example.

*"I have to make them punctual and also discipline in studying... and I have to accomplish it by performing the example."*

The teacher always comes to the classroom on time and gradually this attitude is followed by the students.

b. Using and encouraging humor

Although the teacher confesses that he does not have a high sense of humor, he agrees that the use of humor is highly required in English language teaching. It is incredibly demanded particularly when the students are frustrated, exhausted, or in bad mood. The humor the he usually practices is teenagers-related jokes.

*"I have to admit that I don't have a high sense of humor, and I am learning how to implement humor... It is highly required especially when the students are exhausted, frustrated, or in bad mood... I like to use teenagers-related humor..."*

c. Showing our attention

The teacher pays special attention to classroom functionaries as well as to those who are identified as facing non-academic problems. Classroom representatives are usually invited to discuss classroom's needs and to identify the students who need special attention. Those who need particular solution are then invited for further identification.

*"...In this school, I pay specific attention to classroom functionaries. With them, I try to identify their and classroom's needs, and identify the students who need special devotion."*

d. Establishing good rapport with the students

Another strategy used by the teacher is by building good relationship with the students. It is in the form of *class gathering* where the class members, led by the teacher, come to the house of one of the students. The teacher

makes use this activity as the forum to educate (or for problem solving) rather than to transform knowledge. This is vital to perform since a number of students in this school have low learning motivation which is actually triggered by non-academic problems. According MK, it is irrelevant to ask about planning after studying to those who have family trouble or who are from broken home family – being able to survive has been a good achievement for them.

*"I plan to establish out of school forum called 'Class gathering' in which it will function as a forum to educate rather than to transform knowledge".*

e. Sharing with students that you value English [learning] as a meaningful experience

The teacher tries to create the motivational condition by telling his experience when he studied English. He tries to encourage the students to appreciate the progress, that being less fortunate financially is not the reason to be failed in life.

*"I always tell the students my experience how I learnt English. I want them learn from my experience that being less fortunate financially should not be excuse to reach our goal."*

## 2. Generating students' motivation

The result of interview revealed that the teacher only applies one strategy to generate the students' motivation, e.g., reminding the students on the benefits of mastering English. He always performs this especially in introduction session. He states that he told the students how he can reach such achievements. By doing so, he expects that the students can grasp the positive values from his experience.

*"In introduction session, I always tell the students who I am and how I can achieve this. My purpose is that the students can learn from my experience."*

## 3. Maintaining and protecting students' motivation

The result of interview with MK reveals that he applies three strategies to maintain and protect the students' motivation: making the tasks challenging, encouraging the students to create

products, and providing them with positive feedback.

a. Making the tasks challenging

To make the tasks challenging, MK focuses on two points; the device to do the tasks and the content of the tasks. To attract the students' enthusiasm, the teacher employs android-based test. They are required to access office 365 so the assessment can be accomplished directly. This method results in different responses among students. Those who are challenged feel enjoyed as the test is paperless but some of them complain due to limited internet access. In term content, MK selects it based on students, interest, such as Korean film.

*"...I use android-based test. ...I ask them to access office 365 so I can evaluate their progress directly. Some are enthusiastic and challenged since it is paperless, but some are complaining as they have limited access to internet. ...Regarding test content, I think it should be booming and within their topic of interest, ... such as Korean film."*

b. Encouraging students to create products (e.g., magazine, posters, videos, etc.)

To protect their motivation, the teacher also asks the students to create product. For example, he enquires the students to create an announcement in the form of soft copy. They are also taught to use *canva* and are asked to submit the products via Whatsapp.

c. Providing students with positive feedback

Responding the students' achievement is another strategy to maintain the motivation applied by MK. As the recognition toward students' achievement, usually he provides verbal positive feedback.

*"To appreciate students' attainment, I usually react to it by presenting oral positive feedback. I usually say 'You deserve to be the special one, well done, and etc.'..."*

#### 4. Encouraging Positive Retrospective Self-evaluation

To encourage students to stay motivated, MK tends to tell the students about his own experience in learning English; how he learnt and how he reached his achievement.

*"To make them keep motivated, I usually ask them to learn from my experience; I tell them how I learnt and how I reached this achievement..."*

#### Discussion

Based on the findings, it can be inferred that there are differences and similarities on the strategies used by both teachers, BY and MK, in motivating the students in learning English.

As the table reveals, the main difference lies on the way the teachers create the basic motivational condition. It is clear that MK who teaches the students with low-to-average level of motivation uses more strategies compared to BY. It means that he needs to work harder to make the learning atmosphere motivational for EFL learners. What MK performs is in line with the idea of Panggabean (2007) stating that motivation plays a very fundamental role in English learning process. Regardless of how idiotic somebody is if he is well motivated, he will be succeeded in learning any language. Therefore, instructors should motivate every learner of English.

In creating the basic motivational condition, the use of humor, establishing good rapport with the students, and showing the students that the teachers care about them are applied by both teachers. Although the use of humor is often ignored in theoretical writings on motivation, it is a very potent factor and a principal tool to improve the classroom atmosphere (Dornyei, 2001). The finding of the current study supports the importance of rapport in teaching English. In the Indonesian context, teachers are often seen as authoritative persons in the classroom, and that is why rapport is a basic condition for motivating students in the classroom since it will help bridge this gap (Astuti, 2015). In addition, rapport helps teachers understand their students' favorite learning activities, their goals for learning English, and their level of English proficiency. This helps teachers select suitable learning resources for their

students. Regarding teachers' attitude to show the students that they care about them, it supports (Dornyei, 2001) argument stating that it is important that everybody in the classroom should be aware that you care; that you are not there just for the salary; that it is important for you that your students succeed; that you are ready to work just as hard as the students towards this success. If students can sense that the teacher doesn't care, this perception is the fastest way to undermine their motivation. Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners.

Showing the enthusiasm for teaching is another strategy practiced by MK. (Astuti, 2015) opines that enthusiastic teachers who came to the classroom with a positive manner helped the students feel comfortable, an important component of the atmosphere in the teaching-learning process, especially teaching-learning English as a foreign language. (Dornyei, 2001) adds that if you show commitment towards the students' learning and progress, there is a very good chance that they will do the same thing. This type of teacher will be the most influential and be remembered by the students as someone who has made a difference in life. In relation to sharing with students the value of English learning as a meaningful experience, (Dornyei, 2001) asserts that teachers should show students that they value L2 learning as a meaningful experience that produces satisfaction and enriches their life. There is no better recipe for building someone's confidence than to administer regular dosages of success. It is a commonplace but very true that 'Success breeds success'. This suggests that a particularly important motivational strategy is creating multiple opportunities for the students to demonstrate positive features and to excel (Dornyei, 2001).

In generating students' motivation, both teachers agree on reminding students of the benefits of learning English. This is an instrumental value that is related to the perceived practical,

pragmatic benefits that the mastery of the L2 might bring about, such as, earning extra money, getting a promotion, pursuing further studies where the L2 is a requirement, improving one's social position, pursuing hobbies and other leisure activities which require the language, etc. In some respect, instrumental strategies offer the simplest method of addressing the value aspect of motivation, because by using them we do not need to change or improve existing values but rather simply link the successful completion of the task to consequences that the students already value (Dornyei, 2001). (Astuti, 2015) adds that enhancing students' motivation by explaining the benefits of having English skills for their future lives appears to encourage students to have a vision for their future.

Inviting senior students or alumni to share their English learning experience applied by BY is in line with the strategy proposed by (Dornyei, 2001). If the teachers can find some potential near peer role models and present them to the students (either in person or on video), this may make a lasting impression on some of the learners. For this reason, it is suggested for the English teachers to regularly invite successful older students to visit EFL classes, and also to organise projects whereby the learners interviewed other students about how they coped with certain language-related difficulties. In relation to inviting native English speaker to class, (Astuti, 2015) research found that getting in touch with English native speakers motivated students' learning.

To maintain and protect students' motivation, in this study there are two similar techniques implemented by both teachers; providing students with positive feedback and encouraging students to create products. As quoted by (Maolida, 2013), Prabhu, (1992) stated that to maintain learners' affective and motivation, teachers are suggested to give positive feedback. In everyday classroom interaction, teacher's feedback plays a critical role in understanding, creating and sustaining patterns of communication which facilitates second language acquisition. In addition, the use of a short and interesting opening activity to start each class by BY confirms the finding of (Astuti, 2015). The use of short lead-in activity attracts students'

attention and by doing so, the lesson topic can be easily introduced.

Another strategy applied by MK to maintain and protect students' motivation is by making the tasks challenging. This strategy is fascinating since humans like to be challenged in nature, as evidenced by continual fascination with crosswords, puzzles or computer games, and the same applies to taking risks if those are moderate. This means that tasks in which learners need to solve problems, discover something, overcome obstacles, avoid traps, and hidden information, etc. are always welcome (Dörnyei, 2001). In a similar vein, to make learning stimulating and enjoyable for the learner can be applied by increasing the attractiveness of the tasks, such as making task content attractive by adapting it to the students' natural interests or by including intriguing, exotic, humorous, competitive or fantasy elements, or by selecting tasks that yield tangible and finished products, or by reordering certain action sequences and varying the context (Dörnyei, 2001). However, challenging and difficult should not be outside the range of students' capabilities.

The last phase of Dörnyei's framework is teaching the learners to appraise and react to their past learning achievement positively or encouraging positive retrospective self-evaluation. In this respect, the learners should be taught how to deal with their past learning experience appropriately so they will see their past learning as something to promote their future learning rather than hinder their progress (Dörnyei, 2001). The data did not reveal anything about teaching the learners to explain past successes and failures in constructive ways, and helping learners to be more satisfied in their success and progress. However, when the respondents were interviewed, two strategies that they used are reminding the students on the benefits of mastering English and telling the students about his own experience in learning English, even though these both are not mentioned in Dörnyei's framework.

### Conclusions

The data revealed that teacher teaching students with low-to-average learning motivation tends to

use more strategies in creating the basic motivational condition. Meanwhile, in generating students' motivation, more strategies are used by the teacher of students with average-to-high learning motivation. Furthermore, in maintaining and protecting students' motivation and in encouraging positive retrospective self-evaluation, both teachers tend to use similar strategies. It is clear that teacher who teaches the students with low-to-average level of motivation uses more strategies. It means that he needs to work harder to make the learning atmosphere motivational for EFL learners. This is in line with the idea stating that motivation plays a very fundamental role in English learning process.

### References

- Anderman, E. M., & Anderman, L. H. (2010). *Classroom motivation*. Upper Saddle River, New Jersey: Merrill.
- Brophy, J. (2004). *Motivating students to learn* (2nd ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates
- Cheng, H.-F., & Dörnyei, Z. (2007). The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan. *Innovation in Language Learning and Teaching*, 1(1), 153–174. <https://doi.org/10.2167/illt048.0>
- Csizér, K., & Dörnyei, Z. (2005). Language Learners' Motivational Profiles and Their Motivated Learning Behavior: Language Learning Vol. 55, No. 4. *Language Learning*, 55(4), 613–659. <https://doi.org/10.1111/j.0023-8333.2005.00319.x>
- Dörnyei, Z. (2001). *Motivational strategies in language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. New Jersey: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (Vol. 2, pp. 719-731). New York: Springer.
- Dörnyei, Z. (2009). *The psychology of second language learning*. Oxford: Oxford University Press.
- Dörnyei, Z., & Csizér, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2(3), 203–229. <https://doi.org/10.1177/136216889800200303>
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z., & Otto, I. (1998). *Motivation in action: A process model of L2 motivation*. (4), 43–69.

- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Pearson Education Limited.
- Ehrman, M., & Dörnyei, Z. (1998). *Interpersonal dynamics in second language education: The visible and invisible classroom*. Thousand Oaks, California: Sage Publications.
- Hadfield, J. (1992). *Classroom Dynamics*. Oxford: Oxford University Press.
- Hadfield, J., & Dörnyei, Z. (2013). *Motivating learning*. Harlow: Longman.
- Hapsari, W. (2013). Teacher's perceived characteristics and preferences of motivational strategies in the language classroom. *TEFLIN Journal*, 24(2), 113–134.
- MacIntyre, P. D. (2002). Motivation, anxiety, and emotion in second language acquisition. In *Language Learning and Language Teaching*. Amsterdam: John Benjamins Publishing Company.
- Maolida, E. H. (2013). A Descriptive Study of Teacher's Oral Feedback In an ESL Young Learner Classroom in Indonesia. *K@ta*, 15(2), 117–124. <https://doi.org/10.9744/kata.15.2.117-124>
- McDonough, S. (2007). Motivation in ELT. *ELT Journal*, 61(4), 369–371. <https://doi.org/10.1093/elt/ccm056>
- Murray, D. E., & Christison, M. A. (2011). *What English language teachers need to know, volume 1: Understanding learning*. New York: Routledge
- Renandya, A. W. (2015). L2 Motivation: Whose responsibility is it. *English Language Teaching*, 27(4). Retrieved from [http://www.academia.edu/download/44499666/L2\\_motivation\\_published\\_ver.pdf](http://www.academia.edu/download/44499666/L2_motivation_published_ver.pdf)
- Ruesch, A., Bown, J., & Dewey, D. P. (2012). Student and teacher perceptions of motivational strategies in the foreign language classroom. *Innovation in Language Learning and Teaching*, 6(1), 15–27. <https://doi.org/10.1080/17501229.2011.562510>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54–67. <https://doi.org/10.1006/ceps.1999.1020>
- Sugita, M., & Takeuchi, O. (2010). What can teachers do to motivate their students? A classroom research on motivational strategy use in the Japanese EFL context. *Innovation in Language Learning and Teaching*, 4(1), 21–35. <https://doi.org/10.1080/17501220802450470>
- Ushioda, E., & Dörnyei, Z. (2012). Motivation. In *The Routledge handbook of second language acquisition*. New York: Routledge.
- Ushioda, E. (2012). Motivation in Second Language Acquisition. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. <https://doi.org/10.1002/9781405198431.wbeal0777>
- Walberg, H. J. (1999). Productive teaching. In H. C. Waxman & H. J. Walberg (Eds.), *New directions for teaching practice research* (pp. 75–104). Berkeley, California: McCutchen.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.
- Wlodkowski, R. (1986). *Enhancing adult motivation to learn*. San Francisco: Jossey-Bass