

Students' Motivation and Teachers' Motivational Strategy in Learning English to The Tenth Graders of Senior High School

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ABSTRACT

The aim of this research was to investigate student' motivation and teachers' motivational strategy in learning English at tenth graders MA Maarif Grabag and SMK Islam Sudirman. To evaluate students' motivation and teachers' motivational strategy in learning English, qualitative methodologies were employed. The subjects of the research were English teachers and the tenth grade students of MA Maarif Grabag and SMK Islam Sudirman. Observation, questionnaires, and interviews were utilized to collect the data. The questionnaire results showed that students' motivation of SMK Islam Sudirman were in moderate (Tata Boga) and low (TKR), and MA in moderate. The teachers' motivational strategy was in moderate level for SMK Islam and good for MA Maarif. The analysis obtained showed that students have various motivations. Teachers' motivational strategy was conducted by the field rather than theories. Students' motivation majority was influenced by the intrinsic factors. Teachers did not fully applied theories, and did strategy as impacted by their characteristic, experience, knowledge, and condition of school which result on students' motivation as the extrinsic factors. The suggestion on this study was teachers should know and applied theories of motivation and how to motivate students to enhance their motivation in learning English.



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1. INTRODUCTION

Motivation has a significant role in learning languages especially learning a foreign language than abilities, teaching competency or curriculum (Dornyei & Csizer, 1998). It gives students chance to focus and to be interested in the learning process. Motivation pushes students to do what they have or will to do in certain time. It derives someone to achieve the aims fastly as what has been planned before and avoid to be fail because of time bias or external factors.

Motivation is a psychological aspect which changeable by the time or situation. Motivation is a development progress which needs more effort and time. Teacher supposed to do some strategy, creative minded, varieties in resources, enthusiast to increase students' motivation (Hapsari, 2013). Moreover, students need to be triggered first before, to make them motivated and engages to learn, enthusiast, commit, persistent, and confident. To trigger students to be engaged to learn is not easy, especially when they have bad day at home or coming to school with bad mood, teacher needs to be aware first with each of the students while coming to school or class. It could make teacher have the emphaty of students and could use the right method to motivate students, because those kinds of conditions could make demotivation in learning if it is not solved first.

Demotivation in learning foreign language is a common problem faced by teacher and learners (Dornyei, 2001). Demotivated-students can interference a whole classroom atmosphere with negative feeling

as motivated-students with positive feeling. Students present in class without presenting their soul, they do activities only for the existence (Hapsari, 2013). They lack of motivation and lose the intention to expand their knowledge, especially if they do not have a connection first between teacher and also the materials. It is not actually students' problems but also teachers. There are lots of teachers which are not familiar with getting the connection first between them and their students in learning process which could improve students' engagement. Moreover, teacher variety in teaching foreign language such as materials still monotonous and could not attract student attention to learn (Ludjan, 2020). Therefore, this research tries to explore the students' motivation toward learning English and how the teacher motivates them in learning English.

The examples of teacher motivational strategies in learning English are vary such as teachers' abilities to providing materials, making tasks interesting, how teacher explained, how teacher build the atmosphere in class to get positive vibe, and etc. The tools which could be used to make learning more interesting such as quizizz, kahoot, wordwall, google classroom or even just whatsapp for the online method. Offline tools to be used as media such as puppet, pictures, toys, or creative hand made craft. Beside that, teacher also could make some rules or activities along the learning such as giving reward and punishment to make the class life, adding game activities, game poin, or just do role play with students regarding with materials. In addition, teacher has to have friendly gesture, variety of intonation, and could be not only teacher but also being friend, parent, or even detective or judge when there is problem at the same time. Teacher also has to be able to communicate outside the class materials and related it with the essential key word to be learned that day as making safe atmosphere in class so students could enjoy and active while learning. Creating basic motivating circumstances such as a positive teacher-student relationship, a happy and helpful classroom environment, and a supportive learner group with acceptable group norms as stated by Dörnyei (2001).

Last relevant research by Astuti (2016) has been done with the title "Exploring Motivational Strategy of Successful Teacher" The goal of this research is to see how instructors utilized motivational teaching techniques and what effect they had on students' motivation at an Indonesian high school. Four teachers and four groups of their students took part in the research. Teachers' data was gathered using semi-structured interviews, classroom observations, and stimulated memory, while students' data was gathered through focus group interviews. According to the results, each instructor had a unique strategy for motivating their students, and these techniques had a significant influence on students' motivation

From the explanation above, the researcher is going to conduct research focused on teachers' strategy to motivate students in learning English. So, the researcher conducts research called Students' motivation and teachers' motivational strategy in learning English at Tenth Graders at Senior High School.

2. RESEARCH METHOD

This research employed a descriptive design with qualitative approach, and specifically aimed to describe students' motivation and teacher motivational strategy in learning English during pandemic. According to Salim & Syahrums (2012), qualitative approach is a research approach which the data result of the research in form of descriptive data (words) from oral or written behavior. Rather than hypothesizing and testing variables, qualitative research brings relevant contextualization and clarity to research questions and concepts (Azungah, 2018). In short, qualitative method tries to portray the phenomenon deeply as its nature whether activities or words which conduct during the research based on the field without judging or testing theories and the role of researcher as the key instrument. Furthermore, this research would like to describe the phenomenon about the students' motivation and the teacher motivational strategy at eleventh grade at SMK Islam Sudirman in form of words rather than number.

To ensure the validity of the research, the researchers conducted preliminary research. The preliminary research had been done from the activity called IE (Interaksi Edukasi; an activity done by STKIP Al Hikmah) activities from February to April). While doing the pre-research, the researcher selected the subjects based by considering some aspects which appeared to be relevant. The result of the pre-research was short and brief responses from the informants related to motivation and motivational strategy in teaching and learning English at the time (Covid 19) situation, whether during online or offline learning. The flowchart of the research procedure could be seen as follow.



Figure 1. Flowchart of Research Procedure (adapted from Akbar, 2021)

In order to gather the data, this research employed an observation, questionnaire, and interview. Observation is the act of seeing and documenting an item having systematic phenomena which is under investigation. It can be done for a short period of time or it can be revisited. Observations are conducted in a manner that allows for meticulous and attentive data collecting (Sukandarrumidi as quoted in Martasari, 2020). The researcher used observation to collect data during the learning process while the participants are interacting with each other. The researcher observed how the students' motivation and teacher motivational strategy in learning English. Moreover, the likert scale through questionnaire was used in order to investigate the students' motivation and their perception towards teacher's motivational strategies in learning English at tenth graders at SMK Islam Sudirman and MA Maarif at Kecamatan Grabag.

In order to get better understanding towards the data, the researcher conducted an interview. The interview process was offline based on the conditions in the field. Semi-structured interviews were utilized as the interview guideline in this research. Semi-structured interviews allow the researcher to prepare a list of questions in advance, and then the interview can flow as naturally as possible in the field, depending on the participants' mindset and situation. Finally, the data analysis approach from Miles and Huberman was applied in order to synthesize the findings. The data analysis is the process for decomposing data from problems into parts that can be organized and structured in a way that a clear meaning can be easily captured. Data analysis is a structured system for organizing, translating, synthesizing, grouping in pattern, selecting, and creating interferences with data received through interviews, field notes, and other materials so that it can be comprehended (Sugiyono, 2005). This research used technique of data analyzing such as data collection, data reduction, data display, and conclusion

3. RESULTS AND DISCUSSION

Students' Motivation

The data result from questionnaire gave informations on students' motivation in learning English at X Tata Boga and X TKR at SMK Islam Sudirman. The students' motivations were in the level of high, moderate, and low. The are two factors that theoretically could give impact on students' motivation level, that are intrinsic and extrinsic factors. Intrinsic factors on students' motivation were indicated from the determination and personal choices, experiences, desire and curousity to get new knowledges, cognitive aspects, responsibilities, and challenges. Moreover, the extrinsic factors were indicated by the rewards, punishments, and external support or facilities to enhance the students' motivation. The factors which influent the students' motivation could be seen as follow:

Table 1. The Indicators of Students' Motivation

Variables	Indicators	Rubric of indicators	Number of Questions
Student's Motivation <i>(adapted from Ailiyazahroh (2016) and Gustiani (2020))</i>	Intrinsic	Self-Determination and Personal Choices	1,2,3
		Optimal Experience and Vision	4,5,6,7
		Interest and Desire to Gain New Knowledge	8,9,10,11,12
		Cognitive Engagement, Self-Responsibility, and Challenges	13,14,15,16,17
	Extrinsic	Reward	18,19,20,21

Punishment	22,23,24,25,26
Environmental Conditions or infrastructure that supports	27,28,29,30,31,32

According to the table above also about indicators of motivated students in learning English which was used as guidance for collecting the data from questionnaire on students' motivation at X Tata Boga, it gave result as stated at the table below:

Table 2. Students' level of motivation at SMK Islam

Students' Motivation				
Category	Interval	Frekuensi		
		X Tata Boga	X TKR	
High	97-128	2	0	
Moderate	65-96	31	7	
Low	32-64	1	22	
Total Scores		2654	186	
Total Frekuensi		34	29	
Average		78,06	64,34	
Category		Moderate	Low	

The students' motivation based on the table above were in moderate level for X Tata Boga, with average score in 78.06, and total scores in 2654 from the 34 participants. There were 2 participants in high level of motivation, 31 participants in moderate, and 1 participant in low level. Furthermore, the X TKR were in low level of students' motivation, with average score in 64.34, and total scores in 1866 from the 29 participants. X TKR had none participants in high level of motivation, 7 participants in moderate, and 22 participants in low level of motivation.

Additionally, the intrinsic and extrinsic factors which were motivated the students of X IPS is 997 (55,24%) in total score, and show 808 (44,76%) in contrast with the extrinsic factor.

Table 3. 38 Students' level of motivation at MA Ma'arif

Students' Motivation			
Category	Interval	Frekuensi	
		X IPS	
High	97-128	0	
Moderate	65-96	17	
Low	32-64	5	
Total Scores		1805	
Total Frekuensi		22	
Average		82,05	
Category		Moderate	

The students' motivation based on the table above were in Moderate level for X IPS in average, with average score in 82.05, and total scores in 1805 by the 22 participants. There were 0 participants in high, 17 participants in moderate, and 5 participants in low level at X IPS. From the data, the students' level of motivation in learning English at SMK Islam Sudirman and MA Ma'arif Grabag showed different levels of motivation. Firstly, the students' level of motivation at MA Ma'arif show a moderate level. However, the motivation level of the students at SMK Islam Sudirman also varies in the result. The first class, at the X of Tata Boga showed moderate level of motivation. On the other hands, the X TKR class was considered at low level of motivation.

The data gained at MA Ma'arif shows that they were in moderate level of motivation. From the interview, it could be stated that their level of motivation is strongly influenced by their feeling during the teaching and learning process. They mostly feel safe with the classroom environment, such as feeling comfortable and being able to enjoy the teaching and learning process, even though they did not understand the material which is delivered by the teacher. They are comfortable to make a joke and share their thought to the teacher and their friend. This supporting system built by the teacher during the process of learning which could motivate the students is also stated by Cheng & Dornyei (2007), Ailiyazahroh (2016), and Gustiani (2020). The previous research also argued that the environmental condition where students feel comfortable to engage into the learning situation is considered to be an influential factor which could increase their motivation to learn. Moreover, their motivation is also affected by the intrinsic factors such as mood, desire to get knowledge, or etc, however, the difficulties of material gave small amount impact on motivation cause it external factors.

The data gained at Tata Boga class brought an image on low student motivation at the first phase and moderate at second phase. It could happen when the students did not feel safe with the teaching and learning environment, such as feeling afraid of being judged by their friends or their teacher when they did not understand the material delivered by the teacher. Yet, it did not also happen to the students who did not have a capability in English, The students who are considered to be good at English are shy to show their capabilities to others. This finding is supported by Maslow in Prihartanta (2015) who stated that during the teaching and learning process, the basic need that they have to require is a sense of safety (feeling safe and protected, away from danger), the desire for affection and acceptance (affiliated with people others, accepted, own), and etc.

However, the data collected at TKR class is also similar to those at Tata Boga class. The students were in low motivation category. They tried to actively get involved in the teaching and learning process, but they show limited access of language when the teacher asked them to share opinion or answers the questions. This condition is same to the statement of some factors which influenced students' motivation as stated by Nina in Fauzi (2014), who mentioned that the topic matter piques the students' attention and students' opinions of the relevance content is important.

As a result, it indicates that every students bring their different level of motivation which is affected by some influential factors. Motivation is an abstract thing and is easily changeable by the factors that trigger it. Sardiman (2021) also proposes that motivation functions engine which could 'move' people, it means that motivation encourages individuals to do activities, establishes the direction of the objective to be attained according to a predefined plan, and selects essential activities by identifying which actions are necessary to attain the goal. Furthermore, Fatiha et al. (2014) adds that motivation is related to the student's success or failure in learning.

Moreover, the data from the two classes also showed that the factors which influences the students' motivation is affected by the intrinsic rather than the extrinsic factor. As stated by Hezberg theories as stated in Prihartanta (2015), the factors which could influence individual's motivation, such as success, recognition, and development in one's level of life, inspire a person to strive for satisfaction are considered to be the intrinsic factor. Additionally, the majority of the informants are passively getting involved during the teaching and learning process. This situation is also caused by the teacher who seems to deliver all the materials without asking the students to actively engage into the learning situation. The interview also proves that the majority of the informants learn English as an obligation in order to get good mark only, and not really engage with the material. In addition to that, the traditional method and media applied by the teacher also affect the students' level of motivation in learning English.

Students' Perception towards Teacher's Motivational Strategies

The students' perception on teachers' motivational strategy at X Tata Boga and X TKR were stated as table below which X Tata Boga in enough category in average level with 9 participants in Good category, 23 participants in Enough category, and 2 participants in need improvement category. Otherwise, X TKR in enough category in average level for the students' perception on teachers' motivational Strategy which 0 participant in Good, 29 participants in enough and 0 participant in need improvement.

Table 4. 43 Teachers' Motivational Strategy at SMK Islam

Students' Perception on Teachers' Motivational Strategy			
Category	Interval	Frekuensi	
		X Tata Boga	X TKR
Good	91-120	9	0

Enough	61-90	23	29
Need Improvement	30-60	2	0
Total Scores		2799	2199
Total Frekuensi		34	29
Average		82,32	75,8 3
Category		Enough	Enough

The students' perception on teachers' motivational strategy X Tata Boga was stated by indicators as table below which having proper teacher behaviors in scores 324 (11,58%), recognizing students' effort in 333 (11,90%), promoting learners' self-confidence in 286 (10,22%), creating a pleasant classroom climate in 256 (9,15%), presenting tasks properly in 311 (11,11%), increasing learner's goal

Orientedness in 265 (9,47%), making the learning tasks stimulating in 236 (8,43%), familiarizing learners with L2-related values in 290 (10,36%), promoting group cohesiveness and group norms in 257 (9,18%), and promoting learner autonomy in 241 (8,61%). The students' perception on teachers' motivational strategy X IPS were stated as table below which X IPS in good category in average level with 12 participants in good category, 10 participants in enough category, and 0 participants in need improvement category.

Table 5. Teachers' Motivational Strategy at MA Maarif

Students' Perception on Teachers' Motivational Strategies		
Category	Interval	Frekuensi
		X IPS
Good	91-120	12
Enough	61-90	10
Need Improvement	30-60	0
Total Scores		2002
Total Frekuensi		22
Average		91,00
Category		Good

The students' perception on teachers' motivational strategy X IPS was stated by indicators as table below which having proper teacher behaviors in scores 232 (11,59%), recognizing students' effort in 234 (11,69%), promoting learners' self-confidence in 197 (9,84%), creating a pleasant classroom climate in 199 (9,94%), presenting tasks properly in 212 (10,59%), increasing learner's goal orientedness in 171 (8,54%), making the learning tasks stimulating in 187 (9,34%), familiarizing learners with l2-related values in 185 (9,24%), promoting group cohesiveness and group norms in 171 (8,54%), and promoting learner autonomy in 214 (10,69%).

Table 6. Teacher's Motivational Strategies (Indicators)

Students' Perception on Teacher's Motivational Strategies X IPS		
Indicators	Total Scores	Percentage (%)
1. Having Proper Teacher Behaviors	232	11,59
2. Recognizing Students' Effort	234	11,69
3. Promoting Learners' Self-Confidence	197	9,84
4. Creating a Pleasant Classroom Climate	199	9,94
5. Presenting Tasks Properly	212	10,59
6. Increasing Learner's Goal Orientedness	171	8,54
7. Making The Learning Tasks Stimulating	187	9,34

8. Familiarizing Learners with L2-related values	185	9,24
9. Promoting Group Cohesiveness and Group Norms	171	8,54
10. Promoting Learner Autonomy	214	10,69
Total	2002	100,00

The first indicator was having proper teacher behaviors of x ips with the explanation as table below (table iv.68) which 20 participants (90,91%) in good, 1 participants (4,55%) in enough, and 1 participants (4,55%) in need improvement.

Teacher Motivational Strategy

Regarding to the previous results, the level of students' motivation is crucially affected by the teacher's motivational strategy in learning English. From the interview and observation, it could be stated that the teacher was considered to be low to average level of implementation towards giving motivated-situation classroom activities. The classroom situation is really lack of motivational strategies. The influential factor is caused by their knowledge towards the role of motivation, and also the strategies of giving motivation during the teaching and learning process which can be classified into low to average level. From the observation, it was found that the informants prefer to teach as it goes, and focuses on delivering the material, than considering to improve the students' motivation and interest towards the material.

However, there is slightly different findings towards the teacher's motivational strategy found at MA Maarif. In this school, it was found that the students' perception on the teacher's motivational strategies are considered to be average to good level. The factor which affects this result is caused by the teacher who could apply various strategies to motivate the students. It was found that the teacher in this school gives more attention to the students, rather than focusing on delivering the material, even though in a certain occasion, the research found that the teacher is still dominating the class.

Regarding to that, it could be assumed that the majority of the informants show that their capabilities to motivate the students is considered to be in a low level. These results come from some factors such as the unfamiliarity with the theories, the geographic of the school which is considered to be in rural area, where the students feel a difficulty to have a proper signal, and the less variety of media which also gave support on the eagerness of teacher in teaching which impacted on student motivation

4. CONCLUSION

This research concludes that the students' motivation towards learning English in both schools were categorized as moderate level. This level of motivation was influenced by the internal and external factors. Students have their own unique reasons in learning English whether their desire in line with the activities that support their goal (practical and hope were synchron or not). They seemed to be having difficulties to learn English as foreign language based on the background, culture as extrinsic aspect, intrinsic aspect such as mood, or materials which is difficult, and etc. Furthermore, teacher's motivational strategy in learning English at tenth graders at SMK Islam Sudirman at X Tata Boga and X TKR based on students' perception were in enough level. During the teaching learning activity, the teacher applied teacher-centered method. The teacher have tried to motivate students in various way, but it seems that he/she does not apply theoretical review from the Dornyei's theory, such as making the connection first to student or positive atmosphere, giving feedback, and etc. It is caused by the lack of knowledge from the subject, and the subject prefers to jump to the practice and not really paying attention to theories. Teacher's motivational strategy in learning English at tenth graders at MA Maarif X IPS based on students' perception were good. Teacher used student center method while explain the material through discussion whether with pairs or groups. Teacher also tried to motivate students in various ways whether teacher not really known the theories).

However, this conclusion is still far from generalization, since this study limits the subjects only at two schools among several schools in Kecamatan Grabag due to the limited time and fund of the research. Moreover, some suggestion could be given for the next researcher by multiplying the number of informants or subjects. Furthermore, the correlation of the students' perception towards the students' level of motivation could be revealed for further researchers.

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