

Acehnese Students' Perception of Teacher's Motivational Teaching Strategy in Teaching English

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Abstract

In English teaching-learning process, Motivational Teaching Strategy is an offer for the teachers to be applied in the class as a purpose of motivating the students. This study aims at exploring the students' perception towards the motivational teaching strategy developed by Dornyei (2001) A case study is used as a research methodology. The research subject is the 22 male students of second grade in Darul Qur'an Junior High School, Aceh Besar. The data were obtained through close-ended questionnaire and interview guide. The findings reveal that there are ten crucial motivational teaching strategies applied by the teacher in teaching and learning process therewith the reasons according to the students' perception. This finding is expected to be the reflective-teaching for all English teachers to maintain, develop, and apply the relevant strategies by fully taking into account students' perception. As this research is considered an initiatory in the focus of motivational teaching strategies of English teaching and learning particularly in Aceh, the research subject used is still partial and there is a limited time in conducting the research. Accordingly, it is prompted for the subsequent researchers to profoundly carry out the similar research in Aceh.

Keywords: Acehnese EFL students, Motivational teaching strategy, Students' perception

INTRODUCTION

Most teachers and researchers agree that motivation has a significant role in determining success or failure in any learning situation (Dornyei, 2001). The more motivated students are, the more likely they are active in class.

Studies have revealed that students' motivation in a second or foreign language is influenced by many factors, such as teachers, peers, parents, learning experiences, learning environment, and so on (William & Burden, 1997). Thus, a teacher is one of the contributing factors that have a significant role in the English teaching-learning process in the classroom.

In motivating students to learn English, a teacher is required to be careful and precise in selecting, designing, and applying the teaching strategy. Teaching strategy is a teacher's effort in

the teaching and learning process, which aims to attract students' attention and increase students' enthusiasm and motivation in learning English. Therefore, the teachers do not only teach but also create the teaching-learning process as attractive as possible.

Dornyei (2001) developed a teaching strategy covering all the important points that teachers can apply in the classroom. This teaching strategy is called motivational teaching strategy. Dornyei claimed that the strategy contains several strategies that promote the individual's goal-behavior (2001, p.28). Since human behavior is complex, there are various ways to promote it. Dornyei (2001) delivered comprehensive set of strategies for teaching English to facilitate teachers in teaching English in the classroom to help students be more motivated and eager to learn English.

Dornyei (2001) highlighted to create a motivational learning process, a teacher is suggested to comprehend the motivational teaching strategies, which can later be applied in the English teaching-learning process. It starts with how to create the motivational conditions, generate initial motivation, maintain and protect motivation, and encourage positive retrospective self-evaluation.

Creating the Basic Motivational Conditions

It is the stage where the role of the teacher is involved, begins with the teacher's behavior, how a teacher creates a pleasant and supportive environment in the classroom, and how a teacher promotes a cohesive learner group with appropriate rules in the English teaching-learning process. It helps to create a more conducive atmosphere during the teaching-learning process.

To sum up, there are eight motivational strategies developed by Dornyei (2001) in this stage, there are: 1) the teacher is enthusiastic to teach the material, 2) the teacher concerns about every progress students achieve in learning English, 3) the teacher is always attentive to students, 4) the teacher associates with parents by keeping them updated about students' English learning progress, 5) the teacher creates the fun English language learning atmosphere in the classroom, 6) the teacher encourages students to learn through fun game and group working, 7) the teacher creates the group rules and negotiate the rules with students, and 8) the teacher takes an action in case students break the group rules that have agreed earlier.

Generating Initial Motivation

The second stage is generating initial motivation. It is how the teacher makes students excited about learning English. Generating motivation in the early stage will increase students' expectations for success in language learning (Dornyei, 2001, p.29).

To sum up, there are eight motivational strategies in this stage, those are : 1) the teacher invites senior students to hear the motivating English story, 2) teacher delivers interesting English learning style, 3) the teacher supplies students with the interesting English materials like showing the video, 4) the teacher shares the importance of English language for now and the future, 5) the teacher delivers English task in accordance with have been taught for students, 6) the teacher lets students to set and choose their own materials in order to achieve students' own goals in learning English, 7) the teacher supplies students' favorite English materials and also asks students to choose the material based on students' preference, and 8) the teacher frequently gives students the guidance about how to understand and master the English language easily.

Maintaining and Protecting Motivation

The third stage is maintaining and protecting motivation. Motivation at the early stage must be held with the aim that learning objectives can be achieved. In this stage, Dornyei (2001) asserted that a teacher's English learning strategy is carried out to make English learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific students' goals, increasing students' confidence, and promoting English self-motivating strategy.

To sum up, there are 14 motivational strategies in this stage, those are : 1) the teacher presents the various fun task in English teaching learning process, 2) the teacher gets the English task from attractive contents such as English novel, comic, etc., 3) the teacher gives interesting English learning assignment to make students active, 4) the teacher gives the explicit explanations about the English task and examples how to do it, 5) the teacher prompts students to keep practicing English at home, 6) the teacher creates a English learning-deal before the lesson started, 7) the teacher assigns students the task that meets students' English ability, 8) the teacher pushes students English confidence by convincing

students based on their strengths, 9) the teacher never plays favorites in class, 10) the teacher teaches how to speak English confidently, 11) the teacher never embarrasses students in front of others when students speak English, 12) the teacher asks for students' cooperation with friends in doing the English group work, 13) the teacher gives students the authority to learn English by themselves, and 14) the teacher asks students to share their own English learning style and strategy to their friends.

Encouraging Positive Retrospective Self-Evaluation

The last stage is encouraging positive retrospective self-evaluation. In this stage, the teacher focuses on helping students see students' strengths and weaknesses positively. The teachers are expected to consider that every human being has strengths and weaknesses in learning sciences, including English language learning. As the students complete any English material, they should reflect positively on the English learning experience and capability

To sum up, there are five motivational strategies in this stage. Those are: 1) the teacher energizes students by referring to their failures in learning English, 2) the teacher always appreciates students' contribution in learning English by giving feedback, 3) the teacher gives applause and thumbs up to every effort and progress students make in learning English, 4) the teacher gives rewards for students in a motivational way, and 5) the teacher encourages students to work with peers in assessing and giving feedback to students homework.

Previous Studies

There were a number of previous studies related to motivational teaching strategy in teaching English. First, Kassing (2011) conducted a study about the lecture and student's perceptions of the motivational teaching strategy in EFL classroom

at a private university in Sulawesi. The study found some similarities in perceptions between lecturers and students about the strategies' lecturers used in teaching English, such as creating basic motivational conditions in the classroom. Both lecturers and students agreed that motivational teaching strategy affected their motivation in learning English.

Secondly, Alshehri (2012) in his research on the same case showed that several motivational strategies were necessary according to students to grow their enthusiasm for learning English, starting from the teacher's behaviour, classroom atmosphere, and group work but depending on the group members.

Thirdly, Astuti (2016) research, which took place in the state of Senior High School 1 Solok, West Sumatra, investigated the teachers and students' perceptions of the motivational teaching strategy in teaching English. Four teachers were reported motivating their students in teaching English. Then she explored the strategy that the teachers primarily applied in motivational teaching strategy and the teachers' perceptions and students. This study revealed that the teacher's strategy greatly motivated the students in learning English. In addition, the students confirm that the teacher was the primary key to making the learning language process more enjoyable.

Fourthly, Wirentake, Iragiliati, and Prayogo (2017) investigated the students' perception of motivational teaching strategies. The findings showed that, among several motivational teaching strategies, there were ten crucial motivational teaching strategies that the English teacher must maintain in the teaching-learning process. Furthermore, these strategies were selected based on students' preferences and needs in learning English.

Fifthly, Soraya, Kurnia, and Setiawan's study (2018) explored the use of motivational teaching strategy in teaching English. They intended to investigate how the teacher implements the frequently-used motivational teaching strategy

and the perceptions of EFL Islamic university students towards the motivational teaching strategy. The result signified that the motivational teaching strategy substantially affected the students' comprehension of learning English. The systematic strategies applied by the teacher include showing enthusiasm for teaching and appropriate behavior, establishing a good rapport with the students, and applying various exciting activities. These strategies received positive responses from the students as they seemed immensely enjoy and motivated to learn English.

Identifying students' perception toward motivational teaching strategies may help teachers recognize students' motivation so that the teacher is expected to apply motivational teaching strategies that refer to students' need as a consideration. Therefore, the teacher would be able to adjust the teaching styles, methods, and approaches in the English teaching-learning process (Hong & Ganapahty, 2017).

In a study of motivational strategies adopted by a group of foreign language teachers in Hungary, Dornyei and Csizer (1998) found that teachers would use motivational strategies that they considered acceptable and appropriate to the needs of their students. Another point to add, Dornyei and Ushioda (2011) summarized that the teacher could be expected to apply all strategies if possible. Still, the teacher does not need to apply all the strategies if the learning and students' condition are not supported. Therefore, teachers need to choose motivational strategies tailored to students' conditions and interests based on students' views of motivational teaching strategy.

Research Problem

Based on the preliminary research conducted, it was reported that most second-grade students in SMP Darul Qur'an Aceh Besar were motivated to learn English. It is evidenced when the English teaching and learning process took place. The students were actively involved in asking the questions, responding, expressing their opinions, and daring to speak English in and outside the

classroom. Moreover, students' enthusiasm for English lessons impacted their test in the end-of-semester exam (UAS) with satisfactory results. According to the teacher, all the students' test results passed the MMC (minimum mastery criteria) with an average score of 86 with an MMC of 70 (based on Darul Qur'an Aceh Besar Junior High School). On top of that, out of 22 students, 18 students got 95 in the English final grade.

The students conveyed that the teacher elevates their motivation, starting with the teacher's performance and personality when teaching English inside or outside the classroom. Considering the teacher contributed as a motivational factor, the researcher did preliminary observation there, which implicitly showed that English teachers applied motivational teaching strategies to make students eager to learn English in the classroom. It might appoint that teachers' performance through motivational teaching strategies could elevate students' motivation to learn English.

Since the motivational teaching strategy has a tremendous impact on students' motivation in the English teaching-learning process, as explained in several previous research above, the motivational teaching strategy must be adjusted to students' needs. It is essential to conduct research regarding students' perception toward motivational teaching strategies to find out motivational strategies needed by students in learning English to assist teachers in being applied in the English teaching-learning process. Besides, it is found that the research topic of motivational teaching strategy is never discussed yet in Aceh. Moreover, most relevant studies in Saudi Arabia and Indonesia (such as Sulawesi, Surabaya, Malang, and West Sumatra) focused on university and senior high school students. However, this study attempted to focus on junior high school students, particularly the students of SMP Darul Qur'an Aceh Besar, to explore the students' perception toward motivational teaching strategy as the latest research. It was also to enrich new things in the field of this research.

METHODOLOGY

Case study is used as a research method. The data was obtained from a close-ended questionnaire consisting of 35 motivational teaching strategies from students, which adapted from Dornyei (2001), and interview guide adapted from Kassing (2011).

To describe ten crucial motivational teaching strategies, the data was obtained from close-ended questionnaire that 22 second grade students in SMP Darul Qur'an Aceh Besar considered crucial in the English teaching-learning process. The reliability of the questionnaire was administered through the statistical process in SPSS. The score

of Cronbach Alpha of the questionnaire is 0.945, so it can be assumed the questionnaire is reliable.

In this questionnaire, the students were asked to rank the motivational teaching strategies to very important, important, less important, and not important. The data were analyzed through a quantitative procedure using a manual and simple statistical formula to find the percentage of each statement. The researchers followed Wirentake, Iragilanti, and Parayogo (2017) in analyzing the same case. The researchers calculate the percentage of each item by counting the total respondents who chose each item, then multiplied by 100 and divided by the total respondents. Here the formula as follow:

$$\% = \frac{\text{Total item choosen by each students} \times 100}{\text{total students}}$$

After getting the first result about the ten crucial motivational strategies, the researchers describe in dept the students' reasons. The researchers got the data from the document of the interview transcript from students. To analyze the data from the interview, the researcher used the descriptive qualitative method through thematic analysis. Thematic analysis is one way to analyze data to identify patterns and find themes through data collected by researcher (Braun & Clarke, 2006). In this case, the interviews were transcribed, coded, and translated. Then, the data were thematically

analyzed based on themes related to the ten crucial motivational strategies considered by students.

RESULT AND DISCUSSION

The Crucial Motivational Teaching Strategies Considered by Students

After analyzing the data from the close-ended questionnaire using the formula explained above, the ten crucial motivational teaching strategies students consider.

Table 1. The Percentage of the Crucial Motivational Teaching Strategies in Teaching English Based on Students 'Perception

Motivational Teaching Strategies	Percentage (%)
	Very Important
The teacher never plays favorites in class	100 %
The teacher never embarrasses students in front of others when students speak English	91 %

The teacher supplies students with the interesting English materials like showing the video	86 %
The teacher energizes students referring to their failures in learning English	86 %
The teacher creates the fun English language learning atmosphere in the classroom	82 %
The teacher teaches how to speak English confidently	82 %
The teacher always appreciates students' contribution in learning English by giving feedback	82 %
The teacher frequently gives students the guidance about how to understand and master the English language easily	77 %
The teacher is enthusiastic to teach the English material	73 %
The teacher pushes students' English confidence by convincing students based on their strengths	73 %

Table 1 shows the percentage of the ten crucial motivational teaching strategies considered by the students. More detailed information can be found in the explanations below.

The first is "the teacher never plays favorites in class" is the most motivational strategy students choose. All students considered this strategy as the very important motivational strategy to motivate them in learning English, so the percentage of this item shot to 100% evidence by this.

In the strategy, namely "the teacher never embarrasses students in front of others when students speak English", 20 of 22 students took this strategy into account, so it indicated that around 91% of students confirmed that this strategy is very important to be applied by teachers to motivate them to learn English.

Then, strategy "the teacher supplies students with the interesting English materials like showing the video" and strategy 31 "the teacher energizes students referring to their failures in learning English. Both strategies got a percentage of 86%, which means from 22 students, 19 students choose the importance of these strategies to motivate them to learn English.

In several strategies, include strategy, "the teacher creates the fun English language learning atmosphere in the classroom", strategy, "The teacher teaches how to speak English confidently", and the strategy, "the teacher always appreciates students' contribution in learning English by giving feedback", the percentage obtained was 82%, which declared that out of 22 students, 18 students emphasized these strategies crucial to be applied by teacher in English teaching and learning process

The strategy, "the teacher frequently gives students the guidance about how to understand and master the English language easily". This strategy obtained a percentage of 77%, which showed 17 of 22 students ascertained that this strategy is important to be implemented by teacher when the English teaching and learning process.

In addition, the last two strategies but not least are strategy, namely, "the teacher is enthusiastic to teach the English material" and strategy, namely "the teacher pushes students' English confidence by convincing students based on their strengths". These two strategies got a percentage of 73%, which indicated that as many as 16 out of 22 students claim these strategies are very important for teachers to be applied when the

English teaching and learning process takes place.

Students' Reasons for Selecting the Strategies as the Crucial

Figuring out the needs of students can be obtained by the teacher's knowledge of students' perceptions of the motivational strategy they consider to be applied by the teacher in teaching English. Kassing (2011) highlighted that students' perceptions of this strategy are necessary as a reference for teachers in adjusting strategies to be applied by teachers in classrooms.

The teacher never plays favorites in class

All students agree this strategy is essential to be applied by their teacher in the classroom. It is said that this strategy is adequate to make them desire to learn English since there is no social comparison in the English teaching-learning process.

Therefore, the teacher must avoid social comparison, like favoritism, which leads to discrimination. Discriminatory teacher attitudes in the learning process are inappropriate behavior, affecting the ineffectiveness of learning. The same research conducted by Wirentake, Iragiliati, and Prayogo (2017) revealed the results of interviews about the social comparison. Many students said that they do not like to be compared. It will make them feel embarrassed, uncomfortable, and demotivated to learn English.

When viewed by individual students, many students need attention from the teacher. The teacher must be a fair figure for the students to create a peaceful atmosphere in the English teaching-learning process. Discriminatory attitudes become hostile, which can reduce their enthusiasm for learning English.

The teacher never embarrasses students in front of others when students speak English

Students highlight this strategy could get them enthusiastic about English teaching and the learning process in the classroom. If the English teacher does not embarrass the students, for

instance, when the students mention the wrong pronunciation and speak with incorrect grammar, then the students will be more courageous and actively try to speak in English. In contrast, if the teacher embarrassed them, their speaking anxiety will increase, lower their mentality, and make them traumatized. As a result, the students do not have the desire to try speaking English.

Often encountered, many teachers underestimate their students when speaking English, which impacts students. The decrease in motivation makes students reluctant to learn English. Soedjiwo (2017) said that students feel uncomfortable when they make mistakes in answering the teacher's questions. Students are ridiculed or laughed at if they make mistakes in pronouncing and delivering the wrong sentences. It makes students feel inferior and reluctant to participate actively in interactions in learning English. On the other hand, if the teacher is optimistic about the students' efforts, the students will be appreciated to enjoy English.

The teacher supplies students with the interesting English materials like showing the video

This strategy became a favorite and more popular among students. Learning through videos that are in accordance with learning materials, such as movies, really helps increase their motivation to learn English. In addition to creating a class atmosphere that is fun, relaxed, entertaining, not stiff, far from the boredom, and no pressure, this strategy can also make students understand more about the material being taught. Astuti's research (2016) stated that students enjoyed having learning material adjusted by the students' interests, for example like, videos, movies, films, poems, English songs, and games. Furthermore, the students agree this strategy can create various learning material that is understandable and may sharpen their listening and speaking skills due to its vocabulary and daily expression.

By using audio-visual learning media, students can immediately see and imitate the pronunciation of English vocabulary or expressions. One example is in teaching speaking.

The teacher presents an English conversation video using a projector and loudspeaker. As a result, teaching and learning English is no longer boring for them, thus students become more motivated to learn English (Purnaningsih, 2017). In addition, Arsyad (2015) said that the role of audio-visual media such as video movies and films can help students improve pronunciation by repeatedly watching a part of the learning material contained in it. In addition, audio-visual media is the appropriate medium to deliver English material. The process of teaching and learning English will be more effective, interactive, and engaging. Teachers become more optimal in conveying the content of the material, and students become easier to understand.

They also consider this teaching strategy is more varied and not monotonous, of course, with the help of an explanation from the teacher itself. Some students discussed this strategy helps sharpen their listening and speaking skills by directly listening to expressions of daily life and vocabulary from the videos, which will be beneficial for them to practice in their daily lives inside and outside the classroom. Interestingly, the results of Ariastuti, Wahyuddin, and Maryadi's research (2014) supported that audio-visual media such as video films or movies increases the interest of SMPN 1 Klaten students in learning English so that they are active in classroom

The teacher energizes students referring to their failures in learning English

Students claimed that this strategy fosters their enthusiasm for learning English, knowing personal strengths and weaknesses, building students' self-confidence, and remaining optimistic even if they fail. Since students experience ups and downs in learning, in a situation that is down because of their failure, a strategy is needed to restore the students' motivation to learn English.

This strategy concerns the teacher always being patient, encouraging the students, and giving constructive feedback like correction. They

claimed the teacher must consider telling them the correction directly and face-to-face without being known by other students to avoid a humiliation so that they will not be embarrassed. It is supported by the research of Kassing (2011) about motivational teaching strategies based on students' and English teacher perceptions. It is stated that students prefer face-to-face correction outside of school hours rather than directly in front of them.

On the other side, the teacher must enlighten the students that failure is common in the learning process. Their slowness does not cause their failure in learning English, but because of the lack of students' effort, so the students are not put down mentally. Dornyei (2001) described how teachers can motivate students about their failures by encouraging positive attributions. It means that it is essential for students not to attribute success to their natural abilities, such as being "good at language" or being "gifted", but rather to the effort someone has put in (Bankier & Wright, 2012).

The teacher creates the fun English language learning atmosphere in the classroom

According to the students, this strategy can create closeness between students and teacher. The class atmosphere is not tense, far from pressure, enjoy, and students are more enthusiastic about learning English to create a good atmosphere in the classroom. Moreover, this strategy can reduce students' anxiety in learning English because students can be more active and dare to ask their teacher regarding the teacher's explanation. Conversely, students are reluctant to participate in the English teaching and learning process instead of being enthusiasm.

Soraya, Kurnia and Setiawan (2018) research revealed that pleasant lecturers or teachers by providing humor to EFL students create a good class atmosphere. It does not cause tension, so students can take part in English learning calmly and relaxed. Instead, if the teacher does not bring some humor to the classroom, the atmosphere in the class will be tense and full of pressure,

resulting in a decrease in students' motivation to learn English. Riska (2019), in her research, said that some students felt heavy-hearted and did not like taking English lessons due to the teacher. They have experienced prolonged pressure from English language teachers.

On the other hand, Astuti (2016) described that flexible and funny teachers can create a relaxed learning situation; hence the students feel free to share their ideas and opinions. However, if the teacher excessively delivers the jokes, there would be little in the lesson that they could learn. Therefore, English teachers must have the ability to humor but not too over to change the atmosphere of learning that was previously saturated to be more fun.

Students believe this strategy can build closeness between students and teachers, create a pleasant class atmosphere, and reduce student anxiety in learning English. Students are more active in asking and free delivering their ideas to the teacher since no pressure causes fear and distance between teachers and students. As a result, students feel comfortable. Therefore, to create a fun learning atmosphere when teaching and learning English takes place, Dornyei (2001) explained that teachers should have a sense of humor in teaching English in the classroom. Humorous teachers avoid creating distance between students to build intimacy between students and teachers. It will create a comfortable atmosphere.

When students learn comfortably, positive motivation in learning English could grow. Teachers with a good sense of humor tend to be popular among students. Surveys of students have found that a teacher's sense of humor is usually rated as one of the most desirable characteristics of an effective teacher (Martin, 2007).

The teacher teaches how to speak English confidently

Emphasizing speaking skills is needed by students. Many students agree that this can foster their enthusiasm for learning English. They

asserted that English is about how to practice it. So, if the teacher can teach them how to speak English confidently, it will be beneficial for students to implement English as practical use and be more motivated to learn English.

In addition, since they are boarding school students, speaking English is a must for them. They believe this strategy can build their enthusiasm in learning it, sharpening their speaking skill and being confident in their speaking ability. Hence, to increase their self-confidence, they need to explore their English-speaking skills, so the teacher must support and facilitate students to speak English confidently.

Indeed, this strategy can be applied by teachers by developing learning materials that are oriented towards communicative competence. Tomlinson (2011) highlighted that most researchers agreed that students should be allowed to use language for communication rather than practice it inside or outside the English teaching-learning process. Using language for communication involves achieving goals in situations where content, strategy, and expression interact. In developing language-learning materials, English teachers must pay attention to aspects that focus on communicative competence (the ability to use language and practice effectively for communication).

Seeing language is all about its use. The way to apply the language is through communicative interaction. Astuti (2016), in her research, highlighted that the opportunity to practice English makes students motivated by having speaking practice in the learning process. So, the teacher should drive students to engage in social interaction during activities that provide students with their experiences using language. In the same study, Soraya, Kurnia, and Setiawan (2018), regarding motivational teaching strategies in university, also showed that speaking practice is one of the learning strategies used by lecturers to raise students' confidence in lectures. Building students' self-confidence can be done in several ways, such as using songs, challenging quizzes on grammar, and speaking practice mostly applied

by lectures. Students admire this kind of strategy. Besides growing self-confidence, this strategy also avoids student boredom in learning. So, getting students used to using English will make them familiarize themselves with the language itself. The development of teaching materials that suit the needs of students can help students' confidence in learning so that they are motivated.

The teacher always appreciates students' contribution in learning English by giving feedback

The students believe this strategy makes them feel appreciated and motivate them. Instead of the teacher giving a gift as a form of appreciation, they said they prefer to be given a compliment and positive feedback from the teacher. Of course, appreciation is one strategy to motivate students to learn English. Teachers should appreciate students' efforts by always complimenting every student's contributions when the English teaching-learning process occurs. This strategy is certainly an encouragement for students and reduces anxiety in the classroom. Alshehri (2012), in his research about motivational strategies by the students' perception, also highlights that students agree with the teacher appreciating all students' activities by using words of praise such as 'well done' and 'you are a special group', these can reduce students' anxiety. Instead of giving a reward like a gift or something else, students tend to like the teacher's praise as an appreciation.

The form of appreciation with expressions or words also makes students optimistic about a lesson. Mardiah (2020) said a simple strategy that can maintain the relationship between teachers and students and help increase student motivation is to compliment them in all their participation in the English teaching-learning process. In addition, positive feedback is also needed by students to assist them in correcting their mistakes in the future so that this becomes their stepping stone to progress well in the future. Gan (2020) highlighted that English learning motivation influences feedback experience, which can maximize the students' activeness in the English learning process in the classroom.

The teacher frequently gives students the guidance about how to understand and master the English language easily

The students considered this a crucial motivational strategy that teachers should apply in the English teaching and learning process. This strategy enlightened them to achieve learning objectives. Moreover, they said that giving tips such as how to speak English fluently, understand reading comprehension assignment, and quickly recognize tenses can increase their confidence and motivate them to learn English as the tips can make those easy and understandable.

Students claimed this strategy energizes students in learning English, changes their English mindset as difficult to learn, and builds students' confidence. So that this strategy can help change students' perceptions that English is an easy one. It also emphasizes the teacher's efforts in assisting students in creating the belief about English. Astuti (2016) said that the role of the teacher can change the students' belief that English is a difficult subject to learn. The effort can be shown by delivering tips on how to master English easily. If the teacher runs this effort, students will be more motivated to learn. As written on the SMP Negeri 8 Surakarta (2019) website page, which presented the topic of barriers for students to learn English, it is said due to lack of motivation. Students assume English difficult subject to learn. Therefore, the English teacher's role is in charge of facilitating the students to make English easier by presenting a tip or trick to make learning English easy and understandable. Dornyei (2001) said that the effort to create learner confidence in learning English is by raising the learners' general awareness about different ways English is learned and the number of factors that can contribute to the success.

The teacher is enthusiastic to teach the English material

The students confirm that this strategy is essential for English teachers to implement during the teaching and learning process. The teacher's image has always been number one in creating a

conducive atmosphere. The teacher's optimistic disposition can affect the enthusiasm of students' learning. It brings a tremendous interactive effect between teachers and students.

They are motivated when the teacher is passionate since the teacher's positive energy in teaching English can affect the students themselves. If the teacher has a high teaching spirit, the students will also be enthusiastic. Research from Dornyei (2001) said that teachers' enthusiasm in teaching English is a component that can create successful English teaching that motivates students. Alshehri (2012) research on students' perceptions of motivational teaching strategy about teacher enthusiasm revealed that Saudi EFL students agree that teacher enthusiasm in teaching English can provide positive energy for students. When the teacher shows enthusiasm, students are easily motivated to study. In addition, in the same study, Astuti (2016), and Soraya, Kurnia, and Setiawan (2018), in their research stated that most students said that the key factor in motivating learning in their classrooms is the teacher. Students report that the teacher determines whether learning is exciting or not according to the teacher's enthusiasm. In line with the statement by Ahmadi (2018) that passionate teachers are a source for the development of students' ethics and character, including growing interest and motivation to learn. Therefore, teachers should have a personality that can have a positive impact on students, be able to understand students, understand student needs, and be able to foster student learning motivation.

The teacher pushes students' English confidence by convincing students based on their strengths

The students believe this strategy can improve the students' confidence to be persistent in learning. They said if the teacher focuses on student achievement, they feel appreciated. As a result, it will raise their English confidence. Bahous and Bacha (2011) explained that students' positive experiences and achievements in English can make them motivated to continue learning English.

In addition to research from Alshehri (2012), students agree that it is essential for teachers to focus on student strengths. Teachers monitoring student progress by reflecting on students' current work with previous work is a solid motivating teaching practice. Dornyei (2001) also said that every student is motivated differently, either by their achievements or by the student's confidence in learning English. The teacher can use this moment to maintain their confidence. If students are confident, it will automatically boost their motivation to learn English.

CONCLUSION

From the research results, it can be concluded there are ten crucial motivational teaching strategies selected by the students. according to them, these strategies can motivate them in the English teaching-learning process in the classroom.

It shows that students are motivated by the English teacher's behavior who has positive energy and passion. In addition, they also like English teachers who have a sense of humor that can eliminate a tense classroom atmosphere, creating closeness between teacher and students. Hence, they are more comfortable and dare to convey their ideas and opinions. As a result, it will make them active when learning English. Moreover, they considered interesting learning as a factor that motivated them, starting from interesting learning media according to students' preferences. Besides that, the teacher can create fun learning by providing tips on making learning English easy. It can also change students' perception of English as a difficult lesson into a more accessible and exciting lesson. Another point to add is that students choose motivational teaching strategies that can build their self-confidence in learning English and positive feedback and compliment from English teachers. Therefore, this can be reflective teaching for an English teacher in considering strategies students prefer to boost their motivation in the English teaching-learning process.

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