Investigating the motivational teaching strategies of an English native speaker lecturer

Soviyah

Univeristas Negeri Yogyakarta , Jl. Colombo Yogyakarta No.1, Karang Malang, Caturtunggal, Kec. Depok, Kabupaten Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia

soviyah.2019@student.uny.ac.id

ARTICLE INFO

ABSTRACT

Motivation plays a very important role in the success of learning a foreign language. Motivation can come from the teacher. Ways a teacher uses to increase students' motivation in learning a foreign language are called Motivational Teaching Strategies. The aims of this research are to investigate the motivational teaching strategies used by an English native speaker lecturer and to know the students' responses toward the Motivational Teaching Strategies used by an English native speaker lecturer. The type of this study is a qualitative research. The subjects involved are an English native speaker lecturer and 23 students of the third semester of the English Education Department, Universitas Ahmad Dahlan Yogyakarta. To collect the data, it was done using classroom observation, interview, and classroom survey. The research was conducted in Universitas Ahmad Dahlan during the pre-pandemic, around the end of 2019 and the beginning of 2020. To analyze the data, qualitative descriptive was utilized as the main technique. Using Dornyei's framework of Motivational Teaching Strategies containing 48 items, the results of this study showed that the English native speaker lecturer applied almost all of the strategies of the Motivational Teaching Strategies by Dornyei (2001), which are divided into four categories: creating the basic motivational conditions, generating initial motivation strategies, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. There were few strategies, however, that were not yet implemented because of some considerations. In terms of the students" responses, the students mostly saw and agreed that the English native speaker lecturer applied the Motivational Teaching Strategies in the classroom.

1. INTRODUCTION

The root of motivation is from the Latin verb, "movere" means move (Dornyei & Ushioda, 2011). In social psychological perspective, it is viewed as motivated to move to do something (Ryan & Deci, 2000). It's the same as what Brown (2001) refers to as an internal drive, stimulating power, wish, or desire. As motivation is a state of internal arousal inside someone, it affects him in determining the goals that one wants to achieve and how much effort one expends to achieve these goals. It surely affects the choices someone makes as to what experiences or goals he will approach or avoid, and the degree of effort he will exert in that respect (Keller, 1983).

In language learning context, motivation is defined as the learner's orientation or as the goal to learn a target language (Gardner, 1999). It's construed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and or physical effort in order to attain a previously set goal (or goals) (Williams & Burden, 1997). In other words, motivation determines the priority of the wishes and desires of an individual and negatively or positively affecting his/her learning (Dörnyei and Otto, 1998). Due to this, motivation is considered to be one of the most influential elements required for effective foreign language learning (Umida, Zarina, & Shahram, 2020). It's one of the most important factors that influences learning and academic achievements (Brophy, 2010; Dornyei, 2001), and determining the success in learning a foreign language (Sun & Gao, 2020).

Much research has been conducted to find out the students' motivation in learning language. These various studies have demonstrated an important relationship between motivation and language learning achievement (Clement, Dörnyei, & Noels, 1994; Guilloteaux & Dörnyei, 2007; Oxford, 1994; Sprinthall & Oja, 1994). They mentioned that motivated learners show qualities such as interest and paying attention, making an effort, willingness to spend the required time, not giving up when challenges appear, strong willpower to reach the goal, being determined, and using strategies to achieve goals (Dörnyei,1998). Meanwhile, students lacking motivation cannot concentrate on the lesson; they believe that they do not have the capacity to learn, they cease trying, do not cooperate, behave in a disruptive way, and do not complete assignments (chambers, 1993). In Indonesian context, several studies' results showing students having the characteristics of low motivation is often included. Studies conducted by Lamb (2007) and Liando, Moni, & Baldauf (2005) showed quite the same phenomenon. These findings imply that there must have been factors influential to students' learning motivation.

Factors reported to be affecting learners' motivation vary. These are such factors as the status of English as a foreign language (Liando, Moni, & Baldauf, 2005), psychological issues such as shyness, confidence and anxiety (Park, 2000), large classroom size (Bradford, 2007), assessment, and teaching method (Bradford, 2007). Factor of teacher is also reported to be strongly affecting the students' motivation (Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011), for example, students who see that their teacher is really enthusiastic may feel more motivated to learn (Csikszentmihalyi, 1997). Furthermore, the work of Dornyei (2001) confirmed it, too resuming that among teaching skills, the skill of motivating learners to learn a foreign language is the most important but difficult skill, after managing the classroom. These studies imply that the role of a teacher is significantly important and can determine students' language learning motivation, enabling it to decrease or increase (Kikuchi, 2009). In Indonesian context, Astuti (2013) stated that learners are motivated to be successful in gaining English skills, particularly the ability to use English for communication purposes when they start to learn it. However, the students' attitude toward learning English in a formal school context tends to be deteriorated when teachers and schools don't teach English in a way that meets their expectation. This, once again, highlights how important a role of a teacher in motivating the students is. In other words, how a teacher makes and uses strategies in motivating the learners is crucial as they determine how the learners learn and achieve their goals.

In spite of the fact that teachers play a significant role in building learners' motivation, unfortunately, a limited amount of research has been conducted to find out the issue of what and what effect of teachers' motivational teaching strategies have on students' motivation. There have been such a few studies conducted to research the motivational teaching strategies as those conducted by Cheng & Dornyei (2007), Guilloteaux & Dornyei (2008), Ruesch (2009), Sugita & Takeuchi (2010), Xavier (2005), and Ziyuan (2004). These studies found out that there's a correlation between teacher motivational teaching strategies and students' motivation. Unfortunately, teachers are not always aware that their motivational teaching strategies have impact on learners' motivation (Kassing, 2011). There might be some issues regarding this. One of them is believed to have a correlation with culture. In Taiwanese context, Cheng and Dornyei (2007) revealed that some motivational strategies are transferable across cultural and ethnolinguistic context but some strategies are culture sensitive or even culture dependent. In the Indonesian context, the research done in a university level by Nugroho (2007) revealed the same results as the one done by Cheng and Dornyei (2007).

In Indonesian context, other than the work of Nugroho's (2007), it appears that there have been few studies found researching motivational teaching strategies in Indonesian classroom setting, where in English is a foreign language learning. However in fact, it's necessary to research the motivational teaching strategies in Indonesian context in order to understand issues related to them such as what kind of motivational teaching strategies are applied or not yet applied by the teachers, how much motivational teaching strategies affect the students' learning achievement, and other related issues. Hence, there's an urgent need to research this area so Indonesian teachers of English may understand the sources of students' motivation and they can help the students to enhance their motivation by implementing suitable motivational teaching strategies.

In Indonesian context where English is considered as a foreign language, there are two types of teachers i.e. native speaker teachers and non-native speaker ones. In relation to motivational teaching strategies, especially of the native speaker teachers, the need to research it becomes stronger and more urgent as there's no study yet in the issue of native speaker teachers' motivational teaching strategies. As for the native speaker teacher's issue, in English as foreign language context - including Indonesia, there's still a strong tendency to view native speakers higher especially as the sole authority in terms of the appropriate use of the English language (Foley, 2007). Moreover, it's quite common, too that a native speaker teacher is often perceived to be superior in boosting students' English speaking proficiency, developing students' English communication skills, increasing cultural awareness, and improving English teaching methodologies in general (Ahn, Park, & Ono, 1998). Yet, what about their motivational teaching strategies? It's an intriguing idea to dig out more about it.

This study, therefore, aims at exploring the motivational teaching strategies of a native speaker lecturer and how he implements the strategies in the classroom. Being underpinned by Dornyei's (2001) work on Motivational Teaching Strategies framework, it's expected that the research findings can provide information and insight on motivational teaching strategies. Furthermore, it's hoped to aid English teachers or lecturers and educational stakeholders to gain better understanding of how to design effective and engaging language learning through an understanding of teacher behavior and classroom activities that motivate students.

Dornyei's Motivational Teaching Strategies

There have been some definitions addressed to define what motivational teaching strategies are. Some views define motivational strategies as motivational influences that are consciously exerted to achieve some systematic and enduring positive effects (Dornyei, 2001). In a more specific feature, Guilloteaux and Dornyei (2001) define motivational strategies as "instructional interventions applied by the teacher to elicit and stimulate students' motivation." Furthermore, Dornyei (2001) contends that "motivational strategies are techniques that promote the individual's goal-related behavior." Of these snippets of definitions, it can be summarized therefore, that motivational teaching strategies are strategies that refer to techniques employed by a teacher in her teaching practice in order to facilitate students' motivation in their learning.

Dornyei (2001) identified a total of 48 motivational teaching strategies, known as Motivational Strategies in the Language Classroom. These strategies are categorized into four groups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. These phases are built on each other so that students' motivation is created, generated, maintained and encouraged. The underlying assumption of this framework is that teachers' behavior and belief have a direct effect on the students. The following figure depicts the complete strategies of Dornyei's Motivational Teaching Strategies:
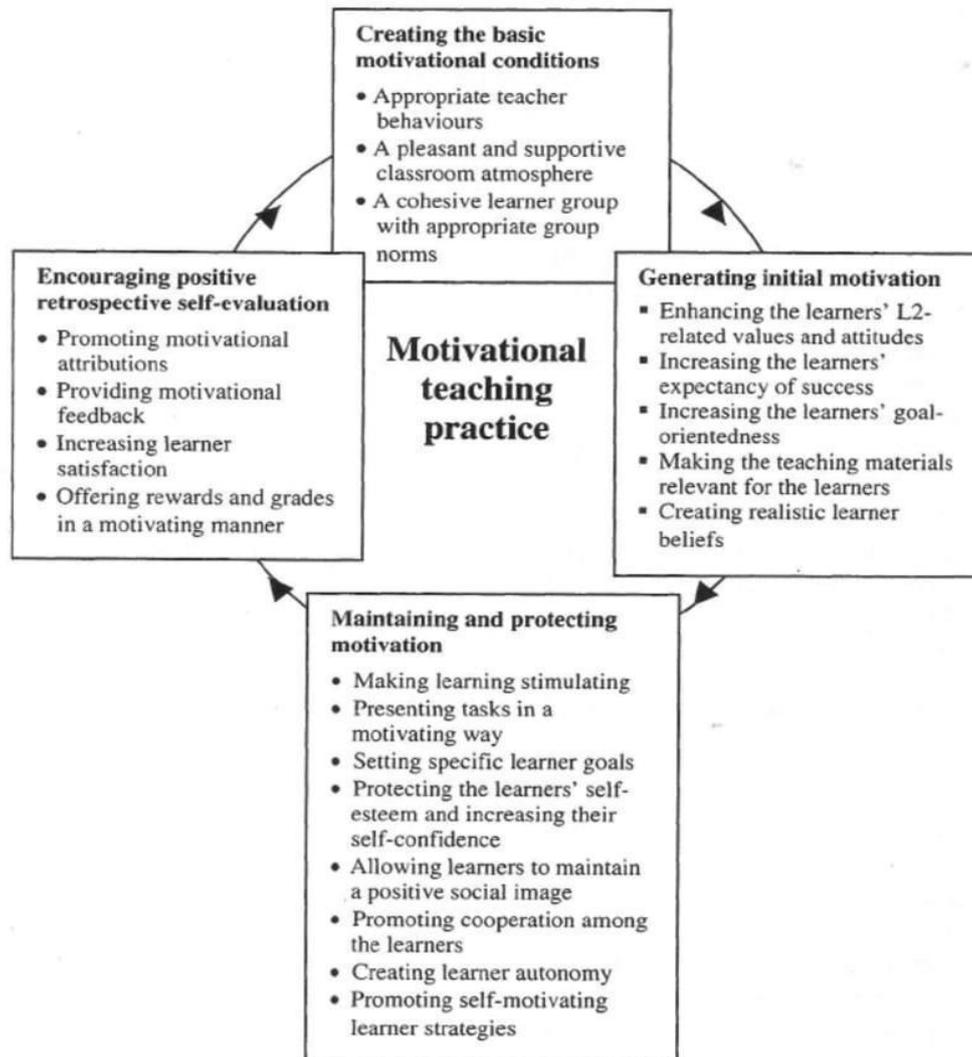
Figure 1. The Components of Motivational Teaching Strategies

2. RESEARCH METHOD

In the effort to seek the answer to the research query, we generated the research data using the qualitative methodology design. We intentionally applied this method as we made use of the aspects of the qualitative paradigms at many methodological steps we took throughout the research. Besides, this method is able to add complexity to a research design and use the advantage of the qualitative paradigm. Moreover, this design is also believed to be best in mirroring the research process of working back and forth between inductive and deductive models of thinking (Creswell, 1994). In addition to the qualitative design, we also applied case study in order to contextualize the research within the real life environment of an Indonesian EFL classroom (Yin, 2003).

In finding out the data we did it by administering an in depth interview with the related parties. In addition, we also completed the data by conducting classroom observation so that we could get rich data. The results of the interview and observations were then analyzed rigorously and thoroughly. A semi structured interview type was chosen as it's advantageous because it makes possible for us, the researchers, who have been considered familiar with the context and phenomenon to not want to use ready made response categories that would limit the depth and breadth of the respondent's story (Dornyei, 2007). To process the data resulting from the interview process, as they originally were in the form of audio, therefore they needed to go through a transcription process first. After that the data were sorted out, reduced, analyzed, and interpreted appropriately based on which the conclusion was drawn.

As for the research setting, this study was conducted at Campus 2 and 4 of Universitas Ahmad Dahlan Yogyakarta. This university is located at South Ringroad, Tamanan, Banguntapan, Bantul, Yogyakarta. We carried out the research during the pre-pandemic, around the end of 2019 and the beginning of 2020.

Regarding the research subject, this study involved one native speaker lecturer and 23 semester three students joining the Intermediate Listening and Speaking class taught by the native speaker lecturer. These respondents were taken from one of the several classes by utilizing purposive random sampling technique. The selection of the participant was based on the thought that the participant was the person in charge of the Intermediate Listening and Speaking class, causing him to be responsible of the operation and management of the class. With this condition, the subject was considered having an expertise in the field investigated.

FM (pseudonym), a male aged around 35 years old, has been serving as the native speaker lecturer of the English Education department since 2015. He is a married American who has been living in Yogyakarta since 2010. In 2015 he starts becoming a native speaker lecturer of Universitas Ahmad Dahlan. He has been teaching multi-level courses in Listening and Speaking in the department of English Education, as well as Cross Cultural Understanding, Creative Writing, and Essay Writing courses. As for the research purpose, hereinafter, this English native speaker lecturer will be identified and mentioned as ENSL.

3. RESULTS AND ANALYSIS

The following sections displays the data on native speaker lecturer's motivational teaching strategies taken from both the interview and classroom observation. Using Dornyei's (2001) framework, the results are presented under the headings: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation.

3.1. Creating the Basic Motivational Conditions

This category refers to the notion that motivational strategies cannot be employed successfully in a 'motivational vacuum', thus certain pre-conditions must be in place before any further attempts to generate motivation can be effective. This phase is divided into three categories, i.e. appropriate teacher behaviors and a good relationship with the students, a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms. of

In establishing a good relationship with students, the ENSL did it by giving greetings and asking the students' conditions. The ENSL said: *"Hi everyone, how are you today?".* In addition, he also memorized the names of the students one by one. This practice is in line with the statement from Brophy in Alshehri (2013) stating that the teacher should know their students by learning their names and greeting each other. To establish a good relationship with students, the ENSL did it by asking the students' experiences, for example *"Does anyone have a fun experience last week?".* The reason of ENSL for doing this is revealed via the interview in which the English native speaker lecturer stated:

> *It is really important to have and to create relationships with the students. Sometimes I try to ask them questions like .. you know .. about their experience, .. you know.. about learning English,... you know.. about their past events, so they feel that .. you know .. that it's important and I care about their experience.*

This result is in line with Dornyei's (2001), arguing that the teacher could create good relationship with students by using several strategies including accepting and giving attention to each student. Another way that ENSL did in building good relationship with the students is by informing and sharing with the students that learning English is a meaningful experience that produces satisfaction and enriches our life. For this, he further said:

> *"Oh satisfaction. OK, ... mmm I try to motivate the class by .... it maybe indirectly just by showing that I'm like ... mmm*

> *enthusiastic, so that they can see that ...you know.. I value*
> *teaching English".*

This point is a quite intriguing point that the ENSL here chose to use and show enthusiasm straight to the students in the form of being enthusiastic himself before his students as the form of satisfaction, which is quite uncommon. It's because according to James Raffini in Dornyei (2001), one way to produce teachers' satisfaction is when there are students who achieve achievements.

Another important strategy in the first category of motivational teaching strategy is establishing a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms. The ENSL explained his view and practice about this through the following interview excerpt:

> *"Oh OK. About classroom rules and norms… mmm to be honest*
> *I don't think I need to be very explicit in the class, it's only rule*
> *about using English that I really have to emphasize. Other than*
> *this I don't think I need to be so strict and hard ..... yeah,*
> *because I know that the students in this class are sure pretty*
> *polite to each other already and discipline so I don't really*
> *have to .. you know.. stress it too much."*

He further explained that he also included the students in the learning in order to build a supportive atmosphere and the students' motivation. In the interview, the English native speaker lecturer gave his thought that:

> *"Emm …. yeah maybe sometimes, …you know… just well all*
> *the time, because … you know… it is very important for the*
> *students to feel like they're included, you know… like the*
> *lecturer is curious about their things so I help to relate between*
> *me and them".*

The strategy the ENSL did in building classroom atmosphere and norms by making the students feel included in the learning is in line with what Martella & Nelson (2003) state. They explain that classroom rules must be made according to the context of need. According to Dornyei (2001) there are some sample set of class rules that can be used in the class. Such of these samples of class rules for the students cover rules like the students have to write their homework and the students cannot be late into the class. Meanwhile, samples of class rules for the teacher comprise things like must be discipline, must start and finish the class on time. Finally, samples of rules and norms for everybody are like when the teacher and the students try and listen to and include each other during the learning.

3.2. Generating Initial Motivation

Dornyei (2001) states that students basically have motivation in learning languages. However, to generate the initial motivation can be done by enhancing the learners' language-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners, and creating realistic learner beliefs.

Based on the result of the observation and interview, the most strategy that the ENSL applied under this category was by increasing the amount of English he used in the class. Based on two observations that we conducted, the ENSL obviously showed this strategy in the class. The ENSL kept increasing the amount of English he used to the students by giving new vocabulary often. For example, in observation 1 the ENSL gave the meaning of the word *"address"* based on the discussed topic. He tried to explain the meaning of the word "*address*" to the class by encouraging them to find it through the topic being discussed. He said this clearly in front of the class: *"You have to know about the meaning of the word address based on this topic".* Furthermore, in observation 2, the ENSL gave the class another new vocabulary *"committed".* Again, The ENSL explained it by giving further explanation about the word to the class and even giving an example of how it's used in a sentence hoping that the students would understand it more easily. In front of the class while writing it on the whiteboard, he said:

> *"If you make a sentence with word "committed", you have to add words of murder, suicide, robbery, and theft, for example I committed murder identity theft."*

From the description above, it's obvious that the action the ENSL did supports what Fries (1959) states that vocabulary is the essential area of language learning, because vocabulary is one of part of language that cannot be separated in learning language. Harmer (1992) also agrees in which he argues that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. Regarding the position of vocabulary in language learning, the ENSL shared his thought through the following interview excerpt:

> *"Oh yeah vocabulary, vocabulary is like building bloods of language, without vocabulary we have nothing, so definitely in every class ..... you know.. I try to make goal at list five or six new words per meeting. Yeah yeah yeah definitely".*

Another strategy of generating initial motivation a teacher can do is by inviting senior students who are enthusiastic about learning English to talk to the class about their positive English learning experience/ successes. Regarding this issue, based on the interview, the ENSL had not yet applied this in the classroom because of a certain reason which is losing contact with his native friends. However, he plans to invite his native friends to the class when the condition allows him to do so, as the following interview excerpt informs:

> *"Sure, I mean if I if I still had… you know .. contact with them I will invite them to come over. Sure, yes if I have a friend who's listening and definitely .. you know .. if I talk to students too, so I'm sure students will be interested too, cause they probably ... well, you know ... they have a lot of experiences to share with the students in the class."*

This strategy is in line with Dornyei's (2001). If the teacher can bring the "Near peer roles model" such as senior students to the students, it can give lasting impression and more motivation to the student herself. But actually, the ENSL wasn't necessarily demanded to invite them because the ENSL himself can serve the role of a perfect role model of English as he's native to it. It's what is stated by Chomsky (1965) and Medgyes (1992) that another person who is eligible and ideal role model is native English speaker himself/herself because he/she is most appropriate for teaching pronunciation and conversation in this area.

In addition to the inclusion of a native speaker, to generate students' motivation can be done by including technology so that it makes English relevant to the students. Fortunately, the ENSL did it obviously. In doing this, the ENSL asked the students to use their English outside the classroom by giving assignment to make a video record. This way, the ENSL did not only make the students use their English in real life making it relevant but also include the use of technology in his teaching - killing two birds with one stone. What the ENSL did is in line with statement from Goodwind, Kennedy & Vetere (2010) who argue that the use of technology outside the classroom can provide opportunities to explore students' abilities in English. Besides, they add that the use of technology outside the classroom can give collaborative and educational benefits.

Another strategy that can be used by teachers in generating the students' initial motivation is by displaying the class goals on the classroom wall so that the class can review them anytime. This way teachers can increase the learners' goal-orientedness. It's a good way to do. In the case of ENSL, however, there was a little difficulty in doing it because the classrooms were commonly used and shared with other classes with different lecturers. Besides, the ENSL himself had some different and moving classes as well. So, making the written goals to get permanently sticked on a certain classroom wall would be impossible. To solve this problem, the ENSL always tried to keep the goals in his mind and encouraged the class to remember them as well. As for the strategy of finding out about the students' needs, goals and interests, and then build them into the curriculum as much as possible, the ENSL seemed to know it well and be aware of it and always support the students. In regard to this, he gave his opinion through the following excerpt:

> *"It's really important. I know that they all want to be a good*
> *person and make their parents proud and graduate from soon*
> *.... and so I try to do everything help the students to reach their*
> *goal."*

3.3. Maintaining and Protecting Motivation

The third phase of motivational teaching strategies comprises strategies such as making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, promoting cooperation among the learners, creating learner autonomy, and promoting self-motivating learner strategies (Dornyei, 2001).

The strategy that the ENSL used in this category was by giving clear instructions to the students about how to carry out a task. He even did modelling every step that students would need to do. For this, the English native speaker lecturer shared his thought as follows:

> *"Oh yeah I always do that before the activity. I say this is step*
> *one and then I do it, sometimes I ask the students ... you know...*
> *to retry to demonstrate it too because if I just say it, they may*
> *not understand, especially from time I'm using English, but if*
> *you show using them for example they will understand better*
> *..... you know.... it's what you call emm ... demonstration* "

The way the ENSL always gave clear instruction, especially when the students did not understand and he willingly repeated it and then asked the students to do a demonstration is indeed presenting the task in a motivating way because the task becomes clear and easier to perform. This ENSL's strategy indeed supports Scrivener (2012) and Ur (1996) statement who explain that meanings will be clearer if exemplified through demonstration. Thus, after the teacher gives instruction, whenever possible, the students should model what the teacher wants them to do. They also add that the teacher can do this with the students too.

In addition to modelling, based on the observation results, it's obvious that the ENSL also always tried to give simple and clear tasks to the students, for example: *"Please complete the missing word based on the appropriate answer in the box!"*. At another time, he did the same i.e. giving clear instructions of doing a certain task, saying to the class: *"Work in group of two, tell your partner about an experience you have had with identity theft (or that you have heard about)."* This, once again, shows how the ENSL had made the task motivating. Besides, the ENSL also demonstrated what Ur (1996) highlights about teacher's instruction i.e. that instruction should be simple and clear to the students.

Another strategy to maintain and protect the students' motivation done by the ENSL is that the ENSL made the learning enjoyable and stimulating by including novel or fantasy elements so as to raise the learners' curiosity and enjoyment to the learning. This made the tasks attractive as well, as Anderman in Alshehri (2013) states that the teacher could make tasks interesting by including novel elements. For this, the ENSL gave his opinion during the interview as follows:

> *"Oh yeah I did it, I sometimes make most of my material into kind*
> *of unusual, like last week we were talking about tourism and so*
> *the topic was in Thailand where there are ladies and they wear*
> *ring on their neck and make their neck longer"*

To maintain and protecting the motivation, the English native speaker lecturer also did avoid 'social comparison' among his students (i.e. comparing them to each other for example when listing their grades in public). He explained his thought about this very clearly through the following interview excerpt:

> *"Because you know each student has her own each .... Well, like*
> *a personal thing for each student .... like grade or score, yeah it's*
> *privacy. So .... I need to treat them as privacy as well, and no*
> *comparison".*

It's good that as for the case of avoiding social comparison, it's not only a kind of way to motivate the students but also a way to reduce students' anxiety during the learning process, as what is stated by Dornyei (2001).

3.4. Encouraging Positive Retrospective Self-Evaluation

The last phase of Dornyei's motivational teaching strategies framework is teaching the students to appraise and react to their past learning achievement positively. This fourth category comprises promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

In applying this strategy category, the English native speaker lecturer did it by noticing the students' contributions and progress and providing them with positive feedback. During the two observations conducted, the ENSL always obviously noticed the students' contributions and gave positive feedback to them. In observation 1 the ENSL gave positive feedback to students by saying *"Oh yeah your answer is almost right, but it's .. don't worry, OK I will correct it."* This action demonstrates what Brophy in Dornyei (2001) states that the purpose of giving feedback is to find out the mistakes that have been made and to give feedback that are very useful to evaluate the errors. Furthermore, during observation 2, the ENSL ensured the feedback giving by monitoring the students from one group to another group and he kept asking: *"Any question?".* And when the students did not understand the task, the students would ask the ENSL and certainly the ENSL was always ready to give positive feedback to them. This supports Dornyei (2001)'s theory that the teacher should give prompt and regular feedback and react to positive contributions from students.

Another strategy done by the English native speaker lecturer in encouraging positive retrospective self-evaluation is encouraging the students to always try to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities. Based on the interview, the ENSL shared his own perspective on this as the following excerpt:

> *"Yeah because it's true. It's true because… yeah the more effort you put in that the more successful you are. It's about ability, I mean because ... well ... you know .. I mean like yeah .. in learning a language you don't have be really smart, what you need to have is just an effort that you can do it."*

This ENSL's thought is in line with what Graham in Dornyei (2001) states in which he says that it's better to work hard without stopping than having to believe that you have high ability.

However, among all strategies in this category, for the assessment strategy, the ENSL did not yet apply any motivational strategy. During the two observations done, it's obvious that the ENSL didn't give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance). When confirmed about this, the ENSL had his own reason. His reason was that he felt more comfortable and confident if he did the assessment personally. This is explicitly stated through his statement during the interview: *"Most of the time I do the assessment myself because I trust myself more".* Furthermore, the ENSL did not either apply the strategy of giving students choices in deciding how and when they would be assessed/evaluated. Of this situation, he had his own reason as: *"Oh emm emm how and when they will be graded not really …. I usually just grade them my way."* What the ENSL did is quite in contrast with what Brophy in Dornyei (2001) suggests that the students must be given chance in the case of failure, and not only that, the students also should be given with ongoing assessment rather than should rely on the result of test. Furthermore, the students must be allowed to assess themselves too.

3.5. Students Response

In addition to the observation and interview, to complete the data, a classroom survey was also done. The survey was to reveal the students' responses towards the motivational teaching strategies applied by the ENSL. For this, the students were given a set of questionnaires containing 48 strategies of the Dornyei's motivational teaching strategy framework. The students needed to identify their choice in terms of frequency of the occurrence of the 48 Dornyei's strategies using the Likert scale of very often, often, seldom, and rare. The results of the questionnaire showed that on the average, the students' responses toward the motivational teaching strategies used by the English

native speaker lecturer were on often category. This means that in general, the students mostly agreed that the ENSL often used the motivational teaching strategies in the class. And fortunately, this is in line with the results of both observation and interview.

4. CONCLUSION

Based on the result of the observation and interview, it can be concluded that the English native speaker lecturer applied almost all of the Dornyei's motivational teaching strategies in the class. The strategies implemented are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. There are only a few strategies that are not implemented yet, though. However, based on the interview, there are acceptable reasons for this and there are some considerations that can be accepted as the situation did not allow him to do so.

In addition to it, from the students' point of view, by using classroom survey, it's found out that on the average, most of the students recognized and agreed that the ENSL often applied the motivational teaching strategies in the classroom.

REFERENCES

Ahmadi, M. S., & Leong, M. L. (2017). An Analysis of Factors Influencing Learners" English Speaking Skill. *International Journal for Innovation Education and Research*, Vol:7 No-1, 2019

Alshehri, A. J. (2013). Motivational Strategies: *The Perceptions Of Efl Teachers And Students In The Saudi Higher Education Context.* UK: School of Humanities, Languages, and Social Sciences College of Arts and Social Sciences University of Salford

Astuti, Sri Puji. (2013). Teachers And Students Perceptions Of Motivational Teaching Strategies In An Indonesian High School Context. *TEFLIN Journal: Volume 24, No1*.

Astuti, Sri Puji. (2016). Exploring Motivational Strategies of Successful Teachers. *TEFLIN Journal: Volume 27, Number 1.*

Bradford, A. (2007). Motivational orientations in under-researched FLL context: Findings from Indonesian. *RELC Journal, 38(3),* 302-323.

Brown, H. D. (2001). *Teaching by Principles (2nd ed.)*. New York: Longman.

Brophy, J. (2010). *Motivating students to learn*. New York: Routledge

Cheng, H.F. & Dornyei, 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.

Creswell, John W. (1994). *Research Design: Qualitative and quantitative approaches*. California: Sage Publication.

Csizer, K & Dornyei, Z. (2005). The internal structure of language learning motivation and its relationship with language choice and learning effort. *The Modern Language Journal, 89,* 19-36.

Denzin, Norman K. (1970). *The research act: A theoretical introduction to sociological*. Chicago: Aldine Publishing Company.

Dornyei, Z. (2001). *The Psychology of Language Learner*. Lawrence Erlbaum Associates, New Jersey, Mahwah.

Dornyei, Z. (2001). *Motivational strategies in language classroom.* Cambridge: Cambridge University Press.

Dornyei, Z. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education*. New York: McGraw-Hill.

Gardner, R.C. (1985). *Social Psychology and Second Language Learning*. London BNM., Edward Arnold.

Gardner, R.C.. (1999). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology, 41(1)*, 10-24.

Ghenghesh, P. (2010). The motivation of L2 learners: Does it decrease with age? *English language Teaching, 3(1),* 128-141.

Guilloteaux, M.-J., & Dornyei, Z. (2007). Motivating language learners: A classroom oriented investigation of the effects of motivational strategies on student motivation. *TESOL Journal*, *42*(1), 55-77.

Harmer, Jeremy. (2007). *The Practice of English Language Teaching.* Pearson Education Limited. Essex, England.

Hornby. (2010). Oxford Advanced Learner"s Dictionary. UK: Oxford University Press.

Kassing, R.B. (2011). *Perception of motivational teaching strategies in an EFL classroom: The case of a class in a private university in Indonesia*. (master thesis, Victoria University of Wellington, Wellington, new Zealand)

Keller, J. M. (1983). Motivational design of instruction. In C. M. Reigeluth (Ed.), *Instructional design theories and models: An overview of their current status* (pp. 383-434). Hillsdale, NJ: Lawrence Erlbaum.

Kikuchi, K. (2009). Listening to our learners' voices: What demotives Japanese high school students? *Language Teaching Research, 13(4),* 453-471.

Lamb, M. (2007). The impact of school on EFL learning motivation: An Indonesian case study. *TESOL Quarterly, 41(4),* 757-780.

Liando, N.V.F., Moni, K.B., & Baldauf, J.R.B. (2005). Student motivation in learning English as a foreign language in an Indonesian context. In J. Yamanashi & I. Milojevic (eds.), *Researching Identity, Diversity & Education: Surpassing the Norm* (pp. 168 – 179). Tenerife: Post Pressed.

Linse, C. T. & Nunan, D. (Ed). (2005). *Practical english language teaching: Young learners*. New York: McGrawHill ESL/ELT.

Matsumoto, M. (2009). *Second language learner's motivation and their perceptions of teachers' motivation.* Paper presented at the International Conference on Teaching and learning in Higher Education: Quality Learning in Higher Education, Kuala Lumpur.

Merriam, S.B. (2009). *Qualitative Research: A Guide to Design and Implementation.* San Fransisco: Jossey Bass.

Murphey, T. (1998a). Motivating with near peer role models. In B. Visgatis (Ed.). On JALT97: Trends and Transitions. Tokyo: *JALT, 205209.*

Nugroho, R.A. (2007). *Motivational teaching strategies employed by English teachers in Yogyakarta.* (Master's Thesis, Ming Chuan University, Taoyuan County, Taiwan).

OEDC. (2010). *Mathematic Teaching and Learning Strategies in PISA*. OEDC member countries: OEDC publishing.

Oxford Dictionaries. (2018). Definition of Survey. https://en.oxforddictionaires.com/definition/survey. Downloaded on 4th March 2019

Park, C.C. (2000). Learning style preferences of Southeast Asian Students. *Urban Education, 35(3),* 245-268.

Ryan, R.M. & Deci, E.L. (2000). Intrinsic and extrinsic motivation: Classic definitions and new directions. *Contemporary Educational Psychology*. 25(1), 56-67.

Ruesch, A. (2009). *Student and teacher perceptions of motivational strategies in the foreign language classroom.* (Master's Thesis, Brigham Young University, Utah, Unired States).

Sun, Y., & Gao, F. (2020). An investigation of the influence of intrinsic motivation on students' intention to use mobile devices in language learning. *Educational Technology Research and Development*, *68*(3), 1181-1198.

Sugita, M. & Takeuci, O. (2010). What can teachers do to motivate their students? A classroom research on motivational strategy use in Japanese EFL context. *Innovation in Language Learning and Teaching, 4(1)*, 21-35.

Umida, K., Zarina, R., & Shahram, A. (2020). Characteristics, significance and role of motivation problms in foreign language learning. *Asian Journal of Multidimensional Research (AJMR), 9(3), 61-65.*

Wahyudi, Muhammad. (2017). *The strategies of the teacher in motivating their students in learning english (A Study at the Tenth Grade MAN 2 Boyolali In The Academic Year 2016/2017).* Surakarta: English Education Department of Islamic Education and Teacher Training Faculty of State Islamic Institute.

Williams, M. and Burden, R. (1997) *Psychology for Language Teachers: A Social Constructivist Approach.* Cambridge University Press, Cambridge.

Xavier, G.D.O. (2005). *Motivational teaching strategies in a Brazilian EFL school: How important are they and how frequently are they used?* (master Thesis, Ohio University, Ohio, United States)

Yeung, A.S., Lau, S. & Nie Y. (2011). Primary and secondary students' motivation in learning English: Grade and gender differences. *Contemporary Educational Psychology, 36(3),* 246-256.

Ziyuan, Y. (2004). The role of motivational strategies in English language learning: An investigation into the relationship between the student language achievement level at Jilin Universirty and their motivational strategies. *China Academic Journal, 27(3).*