TEACHERS' AND STUDENTS' PERCEPTIONS OF MOTIVATIONAL TEACHING STRATEGIES IN AN INDONESIAN HIGH SCHOOL CONTEXT

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Abstract: The primary purpose of this multiple case study is to explore teachers' and learners' perceptions of motivational teaching strategies. The data were obtained from two schools in a small town in West Sumatra, Indonesia; one is from an international standard high school and the other is from a local high school. This study is underpinned by Dornyei's (2001) work on motivational teaching practice which consists of four phases on how a teacher motivates students in a language learning classroom, namely: creating motivational components, generating students' motivation, maintaining motivation, and encouraging positive retrospective self-evaluation. This qualitative case study is intended to contextualise the research within the real life environment of an Indonesian secondary classroom (Yin, 2003). The findings indicate that there are two groups of motivational components. The first is the teachers' rapport with students, including the encouragement given to students and the building of trust and respect with the students. The second relates to the teachers' planning decisions such as the selection of classroom activities, the way feedback is given, the management of the classroom, and the choice of learning resources.

Keywords: motivation, motivational teaching strategies, teachers' perceptions, students' perception

Motivation is a significant determinant of success in learning a second or foreign language. It can be defined as a driving force that pushes someone to do something. The teacher plays an important role in motivating students especially in the foreign language classroom. My study investigates teachers' percep-

tions of motivational teaching strategies in an Indonesian high school context. The underlying assumption is that teachers use strategies to motivate their students. Motivation is interpreted in slightly different ways. The root of motivation is from the Latin verb, "movere" which means to move (Dornyei & Ushioda, 2011, p. 3). Researchers view motivation as the driver of human action for a special purpose (Csizer & Dornyei, 2005; Dornyei, 2001; McDonough, 2007). The psycho social views that to be motivated means to move to do something (Ryan & Deci, 2000). In Gardner's socio-educational model, motivation is defined as the learner's orientation or as the goal to learn a target language (Gardner, 1999). Nakata (2006) states that motivation has a link to cognition, feeling and emotion, and the environment. The view that motivation and emotion are strongly bound is endorsed by MacIntyre (2002). In relation to this study, I define motivation as factors or reasons that move or drive learners to learn English as a foreign language.

The skill of motivating learners to learn second/foreign language is reported by many teachers as the most important but difficult skill in teaching, after managing classrooms (Dornyei, 2001). Studies of motivation in second/foreign language learning reveal that student motivation is influenced by factors such as teachers, classroom climate and assessment (Ghenghesh, 2010;Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011). Thus, the role of teacher in motivating high school learners to learn a second/foreign language is very significant. The study also implies that teachers can determine student language learning motivation and maybe able to increase or decrease it. (Kikuchi, 2009).

Meanwhile, in the context of Indonesian learners, having the characteristics of low motivation is often included. One of the causes is the large classroom size (Bradford, 2007). This is supported by Lamb (2007) who found that Indonesian high school students are initially motivated to learn but their experience of learning English at school decreases their motivation over time. In general, Indonesian students, like other Southeast Asian students, tend to be passive and nonverbal in class. They rarely initiate class discussions until they are called on. This is because of the nature of the course content, teaching methods and assessment (Bradford, 2007). They do not want to show off what they know and they do not want to lose face in case their answers are incorrect (Park, 2000). Moreover, relating English to the daily life of Indonesian students becomes another problem in increasing their motivation in learning the language. It is due to the fact that English is a foreign language not a second language in Indonesia (Liando, Moni, & Baldauf, 2005). The students do not

have life experience using English and they are not expected to be able to speak English in their future careers. The students use the Lingua Franca, Bahasa Indonesia, most of the time, at school and sometimes at home. Clearly, the social and cultural environments do not provide strong support for learning English.

Much research has been conducted to find out the students' motivation in learning language. One of the researchers is Martin Lamb (2003) who conducted a series of research studies by looking at 11-12 years old children's English learning motivation in the Indonesian context. They are junior high school students and most of them start learning English for the first time. In elementary school, English is not a compulsory subject. Lamb used open and closed questionnaire items followed by class observation and interviews. His findings indicated that student motivation both instrumental and integrative motivation in relation to learning English as a global language is high. Instrumental motivation is the reason for learning English because of the usefulness of English and integrative motivation relates to the willingness and interest in social interaction with native speakers of English (Gardner and MacIntyre, 1993). The conclusion of this study suggests that the English teaching methods and materials be changed. This is also supported by Liando, et al. (2005) who found that Indonesian secondary students have more integrative motivation, considering English as a global language, rather than instrumental motivation.

Subsequently, Lamb continued his study with similar students and found that students need to be autonomous learners because the school English curriculum and the teaching methods do not accommodate what the learners need in terms of English skills (Lamb, 2004). Later, Lamb (2007) found that learners are initially motivated to learn English in the first year of junior high school. The learners have very positive attitudes towards English and they have high expectations of successfully mastering the language. However, their attitude toward learning English in a formal school context tends to deteriorate. These studies show how English as a compulsory subject is viewed by Indonesian learners. The learners are motivated to be successful in gaining English skills, particularly the ability to use English for communication purposes when they start to learn but teachers and schools do not teach English in a way that meets students' expectations. Therefore, this study is conducted to explore the nature of the teaching and learning process in English as a foreign language (EFL) classroom with a particular focus on how teachers generate and enhance students' motivation to learn English. By exploring the teachers' and the learners' perception of motivational teaching strategies, I investigate the connection be-

tween the teachers' motivational teaching strategies and their impacts on students' learning motivation.

However, a limited amount of research has been conducted to find out the effect of implementing motivational teaching strategies on students' motivation. Nine studies have used Dornyei's motivational strategies (Cheng & Dornyei, 2007; Guilloteaux & Dornyei, 2008; Kassing, 2011; Nugroho, 2007; Papi & Abdollahzadeh, 2011; Ruesch, 2009; Sugita & Takeuci, 2010; Xavier, 2005; Ziyuan, 2004). These nine studies found that there is a correlation between teacher motivational strategies and students' motivation (Guilloteaux & Dornyei, 2008; Papi & Abdollahzadeh, 2011). However, the teachers are not aware that their motivational strategies have impact on learners' motivation (Kassing, 2011). On the other hand, Sugita and Takeuci's (2010) study indicates only a few motivational strategies have a correlation with students' motivation and the effectiveness of the strategies varied according to students' language level. In the Taiwanese context, Cheng and Dornyei (2007) reveal that some motivational strategies are transferable across cultural and ethnolinguistic contexts but some strategies are culture-sensitive or even culture-dependent. This finding is supported by Nugroho's study (2007) in Indonesian university context and Xavier's (2005) study in an Brazilian high school context. It is important to research motivational strategies in Indonesian high school context to understand whether student and age, the classroom and culture context influence student motivation.

It appears that there is no study of motivational teaching strategies in Indonesian high school context. Hence, there is a 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. This study is underpinned by Dornyei's (2001) work on Motivational Teaching Strategies. He identified a total of 102 such strategies, which he grouped into four phases: creating motivational components; generating students' motivation; maintaining motivation; and encouraging positive retrospective self-evaluation. These phases are built on each other so that student motivation is created, generated, maintained and encouraged (Dornyei, p. 29). The underlying assumption of this framework is that teachers' behaviours and beliefs have a direct influence on learners.

This framework is grounded and constructed from empirical studies. Among the motivation frameworks in second and foreign language learning, Dornyei's (2001) framework is believed to be comprehensive and systematic

(Guilloteaux & Dornyei, 2008). The study of teachers' perceptions of motivational teaching strategies allowed me to explore teachers' understanding of motivational strategies and how they implement the strategies in their classroom. This study applies the framework.

The primary purpose of my study is to explore teachers' and learners' perceptions of motivational strategies. It is expected that the research findings can aid the Indonesian Ministry of Education, teachers of English, and educational stakeholders of the schools to gain better understanding of how to design supportive and challenging classroom teaching and learning through an understanding of teacher behaviours and effective classroom language learning activities that motivate students. The purpose can be achieved by descibing how Indonesian teachers of English in high schools report their perception of motivational teaching strategies, how teachers implement motivational teaching strategies in the Indonesian EFL classroom context, and how students report their perception of motivational teaching strategies.

METHOD

To reach its objectives, this research was designed as a qualitative study. The collection of rich data allowed the context in which the teachers implemented motivational teaching strategies, and how students reported the effect of these strategies on their motivation, to be considered. Qualitative research produces both exploratory and descriptive explanation (Hesse-Biber & Leavy, 2006).

More specifically, this qualitative research used case study method in order to contextualise the research within the real life environment of an Indonesian secondary classroom (Yin, 2003). Additionally, this approach allowed different data collection techniques. The techniques included semi-structured interviews, classroom observations, stimulated recalls, and focus group interviews.

This research used purposive sampling to identify participants. The data for this case study were obtained from schools in a small town in West Sumatra, Indonesia. Findings of two cases are reported in this paper. One case is a teacher, Moza, from an international standard high school and the other is a teacher from a local high school, Harry. These two cases were selected because the teachers were from schools of different standards, and each of these teachers has special ways of motivating their students.

The data were collected using semi-structured interviews with teachers, classroom observations, stimulated recall with teachers and focus group interviews for students. The data were transcribed was and later coded and themes were identified. The themes were analysed in relation to Dornyei's framework in terms of creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

FINDINGS AND DISCUSSION

The following section presents the data from two teachers' and their students' perception on motivational teaching strategies and expands those using Dornyei's framework (Dornyei, 2001, p. 29). The results are presented under the following headings: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

Creating the Basic Motivational Conditions

There are three aspects needed in creating students' motivation, they are appropriate teacher behaviours to create a good relationship with students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. Those three aspects are interrelated (Dornyei, 2001).

Both of the two teachers built a warm and firm relationship with their students. Moza, the teacher of English in case one, really appreciated her students' ideas and opinions by listening to her students' ideas respectfully. She encouraged her students' motivation by smiling and showing a happy face. Harry, the teacher of English in case two, built a relaxing and friendly relationship with his students. He was approachable and understanding. His students really liked his casual personality (interview, 1/2/2012). Both teachers agreed that the first thing to be a successful teacher is a warm and friendly relationship with students. Moza said that:

> I come to the classroom by showing happy face, and I usually smile when I enter the classroom. I keep smiling when I teach. I think it becomes my habits in the classroom. (Interview, 17/1/2012)

Additionally, they said that the supportive relationship with their students makes the teaching and learning process in their classrooms run well.

> The key is your relationship with the students. The students will be enthusiastic to learn if you appreciate them and their opinions or ideas. (Interview, 18/1/2012)

In the focus group interview, Harry's students reported that the teacher was the most important means in motivating them.

> I think the most influential factor in the classroom learning is the teacher. Other thing will follow if the teacher is encouraging and interesting. (Focus group, 11/2/2012)

The second aspect which created students' motivation was pleasant and supportive classroom atmosphere. Dornyei mentioned that humour is a tool to create a pleasant classroom atmosphere (Dornyei, 2001). Harry mentioned that he likes telling jokes in the classroom. He said that his students feel relaxed in the classroom because his use of humour made the learning atmosphere be relaxed (Interview, 1/2/2012).

However, a high achiever student in the focus group reported that she does not like it when the teacher told jokes and her friends laughed and asked the teacher to tell more and more jokes. She thinks that it wastes time.

> I like humours but not too much. I want to make sure that for each period of learning I will gain knowledge. I want the teacher to explain the lesson and followed by practise. I need to practise more. (Focus group, 11/2/2012)

Dornyei argues that classroom is both psychology and physical environment. The classroom decoration influences students' motivation such as putting posters, displaying bulletin board, flowers or students' work (Dornyei, 2001). The classroom physical environment in most Indonesian high school context cannot be decorated for one subject because the classroom is a place for a group of students for all the school subjects. Moza and Harry did not mention anything about classroom decoration as part of the aspects influencing her students' learning motivation.

The third aspect of creating students' motivation is a cohesive learner group. Dornyei mentioned that students should respect each other in the group. The students need to feel safe to say and try a new language because they are sure that they will not be blamed or teased when they make mistakes (Dornyei, 2001). Both Moza and Harry reported that they gave freedom to their students in expressing their ideas or opinions in classroom discussion. They mentioned that the trust they build with their students made the students feel safe to express their ideas and try new language expressions. They set up classroom regulations, which allowed mistakes and ensured that opinions stated in the classroom were confidential.

Moza and Harry argued that the teacher's classroom personality is a key in motivating the students to learn English. They mentioned that a relaxing and warm relationship between teacher and students can make the students feel free and safe to express their ideas and opinion in the classroom. They kept telling the students that mistakes are common in learning a new language. They created a safe learning environment for students to practise using the target language.

Generating Initial Motivation

The second step in motivational teaching practice is generating student motivation. Dornyei divides this section into five categories, they are (1) enhancing learners' language sense and attitude; (2) increasing the learners' expectancy of success; (3) increasing the learners' goal orientation; (4) making the teaching material be relevant to the learners; and (5) creating realistic learners' beliefs (Dornyei, 2001).

In enhancing learners' language sense, Dornyei mentioned that the learners' intrinsic value can be aroused by presenting interesting materials. Both Moza and Harry mentioned this idea too. Both teachers presented interesting materials by providing teaching materials from the internet and *English Teaching Forum* magazine. Moza created stories and it was really interesting for her students. Harry reported that he used strategies from *English Teaching Forum*. He explained that these strategies have been used by other teachers and were successful. It was why he adopted them for his teaching strategies.

Another way to generate students' motivation is by introducing the instrumental value of the language. The instrumental value of learning a second language is in getting a good job, earning extra money, pursuing further study,

improving social position, pursuing a hobby like using computer where English is used. Both Moza and Harry emphasized the instrumental value of English by telling their students that English is very important for their university study and future career. They often reminded their students that English is a life skill that they need to have for better future.

The learners' expectancy of success and positive values are two influential factors of learners' motivation. There are several things that the teacher can do in increasing the learners' motivation such as offering assistance, letting students help each other, making the success criteria, and considering and removing potential obstacles to learning. To help their students' learning, both Moza and Harry created mixed-ability group in their classroom. The students worked in groups to accomplish the tasks, so they can share ideas and help each other. Moza helped her students by moving around the classroom and offering help. Harry did a similar thing. He came over to his students and offered help by asking his students whether they understood the tasks given. Harry appeared to understand his students' needs. When he taught in the afternoon period, he gave ten minutes to eat because he believed that his students cannot concentrate on learning when they are hungry.

Both Moza and Harry tried to generate their students' motivation by presenting the lesson in interesting ways. They offered assistance to their students who need it. They minimised the learning obstacles by making a relaxing atmosphere. They understood their students well. These all are the important parts of teaching strategies that generate students' motivation.

Maintaining and Protecting Motivation

The third phase of motivational teaching practice is maintaining and protecting motivation. After creating and generating process, students' motivation should be nurtured. Dornyei divided this phase into eight categories, they are: making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learner self-esteem and increasing their confidence, allowing learners to maintain a positive social image, creating learners' autonomy, promoting self-motivating strategies and promoting cooperation among the learners (Dornyei, 2001).

To create stimulating and enjoyable learning, Harry mentioned that he uses games, songs, poems and jokes.

> I teach English in a relaxing atmosphere. I often use games, songs, poems and jokes to make English interesting. (Interview, 1/2/2012)

His students enjoyed learning with Harry because they did not feel any pressure to come to the classroom. The students reported that Harry was an excellent teacher. They found they could learn from him easily.

> I like the way the teacher interact with us. He has a great sense of humour. We laugh a lot in the classroom, it is very relaxed. I do not like a serious teacher. I will be afraid to talk when the teacher is so strict. (Focus group, 11/2/2012)

Moza understood that to maintain her students' motivation she needed to make the classroom learning challenging but enjoyable for the students. She varied and modified her teaching styles. Moza had an interesting way of teaching by telling stories, not reading stories from books. The students reported that the way her teacher taught motivate them to learn. They enjoyed having much time to practice.

> The teacher has a special trick to make the lesson interesting. She tells stories, explains the lesson clearly, writes examples from real life activity on the board and let us practices. (Focus group B, 18/2/2012)

On the other hand, the students also wanted her to play games in the classroom. A student reported in the focus group.

> I like songs or games in the classroom so I can get more vocabulary and the learning will be lively and warm (focus group B, 18-2-2012)

To make the learning motivating, one student suggested the use of Indonesian language in the classroom. The students reported that Moza mostly used English in her teaching. She just used Indonesian for some sentences when she explained the important points of the lesson (classroom observation, 17/2/2012). A student reported in the focus group:

> I like when the teacher explaining the lesson in English but not all the time because it is hard for me to understand long sentences. I want the teacher to use Indonesian too (Focus group B, 18/2/2012)

Both Moza and Harry presented lessons in interesting ways. They varied their teaching strategies. The students enjoyed their teachers' teaching styles. The learning atmosphere was relaxing and encouraging. This maintained the students' motivation. For one student, the use of L1 in the classroom was motivating.

Encouraging Positive Retrospective Self-evaluation

The last phase of Dornyei's framework is teaching the learners to appraise and react to their past learning achievement positively. The learners should be taught how to deal with their past learning experience appropriately so they will see their past learning as something to promote their future learning rather than hinder their progress (Dornyei, 2001).

The data did not reveal anything about teaching the learners to explain past successes and failures in constructive ways, and helping learners to be more satisfied in their success and progress. Moza mentioned that she provided a motivational feedback by giving mark on each task she assigned and did not underestimate students even though they are weak compared to other classmates.

> Never look down the students even though their answer is wrong. If you underestimate the student or make them embarrassed in front of their peers they will be so disappointed with you and they will hate your lesson. (Interview, 18/1/2012)

Moza and Harry did not do direct corrections in their classes to ensure that their feedback was motivational. They thought that direct error correction would make the students be unmotivated to talk. When their students practise or talk they just listened and did the correction at the end of the learning period. They picked up the important mistakes and did general correction.

> I do not correct their mistakes directly. I usually write down their mistakes on a paper, at the end of the lesson I write down their mistakes on a board without telling whose mistakes those were. The class discusses the mistakes and tries to find out the correct ones. (Stimulated recall, 18/2/2012)

They also mentioned that they offer rewards and grades to their students. They evaluate their students' achievement from the learning process, not just from the semester test. The students responded to this positively. They said that they like the teacher's way of evaluating their learning. (Focus group B, 18-2-2012)

> I like the way my teacher evaluate us. She does not just consider the test result only but also our classroom participation.

Moza stated that her students' learning motivation was also influenced by the school learning period. When they studied in the morning they were more motivated compared to studying in the afternoon session. This may be included in the stage one of Dornyei's framework; a pleasant and supportive atmosphere. Moza stated that

> The period of teaching also influences my teaching strategy. Teaching in the early morning and the early afternoon will be different. It needs more time to warming up or doing pre teaching activities in the late afternoon class period. If I teach at the end of the school period I use more time to warm up the class before starting the lesson. The atmosphere should be relaxed. (Interview, 18/1/2012)

Her students supported this. They said that they preferred learning in the morning compared to afternoon period.

> I like to learn in the morning. The weather is still fresh and cool. In the afternoon I usually feel sleepy and hungry too. (Focus group, 18/2/2012)

Moza reported that teaching facilities such as a language laboratory or a tape recorder were also important for her in teaching listening but she did not mention whether this influenced her students' motivation or not. Harry's students mentioned that they wanted to learn outside the classroom such as in the school yard. They also said that it would be more motivating if they could learn from the English native speakers.

The other factor influencing the teaching strategies is text type. In Indonesia, the curriculum applied for high schools is based on text genre or text type. The English structure and language expressions are also related to a particular text genre. Moza mentioned this in the interview.

> The text types and language skills to teach also influence the strategy I use. Teaching language expressions is always interesting and makes students happy because I give them free time to express themselves. (Interview, 18/1/2012)

Both Moza and Harry did not talk about teaching their students to evaluate their own learning. They also did not mention that they help their students understand the best way of learning English.

Some new themes emerge from the data such as the text type, the school learning period, the use of L1, the use of language laboratory, learning outside the classroom and learning with the English native speakers. The data from the two teachers and their students in relation to Dornyei's Framework of motivational teaching practice can be illustrated in the following diagram.

Table 1. Findings of the Two Cases

	Teacher's attributes	**Teacher's decision making**
Case 1 Moza	**Classroom personality (friendly, smile, encouraging, respectful)** Good model of spoken English	Teaching materials Much time to practice Telling stories Contextual examples Varying activities Students' responses: Learning in a language laboratory, playing more games and songs
Case 2 Harry	Classroom personality (friendly, smile, humorous, encouraging, approachable) Good general role model	Teaching materials Much time to practice Using humour Contextual examples Varying activities Students' responses: not too much humour, learning outside the classroom, learning from English native speakers

The points from Dornyei's frame work also emerge from the data but some points do not appear. On the other hand, several aspects that are not mentioned in the framework emerge from the data. The following diagram shows Dornyei's framework and the data of the two cases.
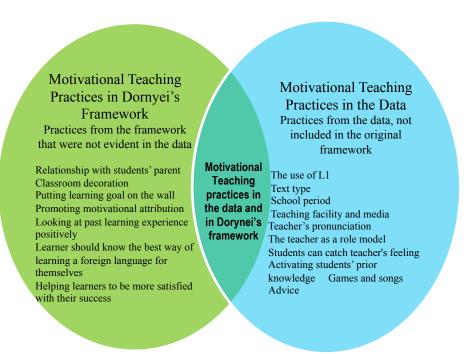
Motivational Teaching Practices in Dornyei's Framework
Practices from the framework that were not evident in the data

Relationship with students' parent
Classroom decoration
Putting learning goal on the wall
Promoting motivational attribution
Looking at past learning experience positively
Learner should know the best way of learning a foreign language for themselves
Helping learners to be more satisfied with their success

Motivational Teaching practices in the data and in Dorynei's framework

Motivational Teaching Practices in the Data
Practices from the data, not included in the original framework

The use of L1
Text type
School period
Teaching facility and media
Teacher's pronunciation
The teacher as a role model
Students can catch teacher's feeling
Activating students' prior knowledge   Games and songs
Advice

Figure 1. Comparison of Dornyei's Framework with the Data from the Cases

Based on the elaboration stated previously, the data indicate that Moza and Harry considered building a positive relationship with students and creating supportive classroom atmosphere were very important in motivating students to learn English. Students reported that they feel engaged in learning when their teachers use examples from real life situations. Teachers' decision making such as the selection of appropriate resources also influences the students' motivation. Other influences that the students reported as motivational in learning English are the teacher's classroom management, the teacher's teaching style, the teacher's classroom manner, the use and type of feedback, and an awareness of the purpose for learning English.

By looking at the motivational teaching practice framework and what Moza and Harry reported about motivational teaching strategies, it is clear that the teachers themselves are one crucial aspect in boosting the students' motivation in learning the language. The teacher's decision making is the second big influence for the students' learning motivation.

Those findings suggest that teachers of English in an Indonesian high school context can influence their students' motivation by understanding the impact of motivational teaching strategies on students' learning and behaviour. The teachers themselves play a very important role in motivating their students. From the data, there are some significant implications for teachers of English in their classroom in Indonesian secondary schools as follows:

1. The teacher is a motivating factor. The data revealed that a teacher's classroom behaviour is a motivating factor in the classroom learning. If the teacher has a warm and encouraging manner, other factors such as teaching materials, teaching strategies and classroom management are only minor factors.
2. A relaxing and encouraging atmosphere is important in the language classroom. In foreign language learning, a relaxing atmosphere is a key to successful learning. The students cannot learn properly if they are under pressure. The teacher has to make sure that the learning environment is safe for their students to try a new language; otherwise the students will keep silent and will not take the initiative to talk.

CONCLUSIONS AND SUGGESTIONS

Based on the data from the two cases, the researcher noticed that there was a gap in the cycle of motivational teaching strategies in the classroom. This was in the area of encouraging positive retrospective self evaluation. Hence, teaching the students to evaluate their own learning may be a possible strategy to improve motivation. The students will understand the best way for them to learn English. For example, while one student learns best by reading novel to increase their vocabulary, another student learns better from watching English movies. English teachers in Indonesian high school may enhance their students' motivation if they teach their students to evaluate their own learning.

However, the findings also indicate that the teachers play very important roles in motivating their students in learning the language. It is suggested that

teachers of English in an Indonesian high school context influence their students' motivation for the success of their students learning by building good rapports with them and by deciding appropriate teaching materials and strategies applied in the classrooms.

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