TEACHER'S PERCEIVED CHARACTERISTICS AND PREFERENCES OF MOTIVATIONAL STRATEGIES IN THE LANGUAGE CLASSROOM

Winda Hapsari
(windahapsari07@gmail.com)

Lembaga Bahasa dan Pendidikan Profesional LIA
Jl. Galaxy Raya No. 1 – 6, Jakasampurna, Bekasi, Indonesia

Abstract: Motivated language teachers play a crucial role in building and developing students' motivation in the classroom. This study aims to investigate teachers' motivational strategies in relation to their characteristics and preferences in Indonesian context of EFL instruction, which is an area that receives scant attention with regard to empirical research. The empirical data were collected through survey questionnaires and interviews. Twenty-eight active teachers volunteered to participate in the present study. Findings show that most of these English teachers perceive themselves as enthusiastic facilitators as they explore a variety of ways to motivate students in the classroom. The majority of participants prefer assigning various learning activities or tasks in order to energize a learning environment. By doing so, teachers can draw students' attention and get them engaged in the classroom. The teachers also integrate teaching materials with engaging pedagogical techniques that involve student interaction and movement.

Keywords: motivation, language learning, motivational strategies, teachers'
preferences

This article starts by presenting this personal observation.

(Scene: Two English teachers are talking in the teacher room. One is complaining about her class)
Teacher 1: I'm so tired. It's really hard to handle this class.
Teacher2:   What's the problem?

> *Teacher1:*   *They never pay attention to what I explain to them. They keep forgetting even though I have repeated my explanation again and again. They like to chat and are usually busy with their gadget. They do the exercises without enthusiasm. Some even complain when I give them homework. They don't seem to have motivation to learn in class…*

This reflective account provides a personal sketch of what motivates our students to learn English. Many other teachers may experience the same situation. Fifteen years of my teaching experiences in working with different groups of students have witnessed the fact that second and foreign language students demonstrate low motivation to perform assigned learning tasks in the language classroom. Instead, they easily get distracted and are not really interested in the tasks, and they tend to chat, play with their gadget, and daydream. They do not engage in in-class activities. These behaviors show that the students are physically present in the class, but not cognitively. English teachers cannot blame these students for having low motivation or ignorance of investing time and energy in learning English since motivation itself is a multifaceted aspect of dynamic interaction between teachers and students.

It is widely accepted that motivation is the key to the success of second and foreign language learning (Csizer & Dornyei, 2005; Deniz; Sugita & Takeuchi, 2010). Without sufficient motivation, successful language learning cannot be achieved. Deniz (2010) argues that a certain degree of motivation may lead a person to believe that he or she can get over any difficulty and succeed in the language learning after encountering the challenges. For this reason, teachers play a crucial role in building and enhancing students' motivation to learn English. This suggests that the agency of teachers in the learning process needs to be taken into account.

It should be understood that there is no way we can get learners to be motivated without having motivated teachers. Motivated teachers will do anything within the remit of their power to create interesting and enjoyable learning environments, so that learners engage actively in in-class activities. This is where learning takes place. Sugita and Takeuchi (2010) maintain that teachers who consider the long-term development of their students see the urgency of motivating them. These teachers' concerns intrigue them to enact instructional strategies that can engage students. A whole myriad of techniques, methods, as well as materials provide English teachers with possible ways to motivate students in the language classroom.

Research studies in motivational strategies have been undertaken to examine frequency and types of motivational strategies used (Cheng & Dornyei, 2007; Sugita & Takeuchi, 2010), correlation and validity of motivational strategies used (Guilloteaux, 2013), as well as contextual issues on the use of motivational strategies (Guilloteaux & Dornyei, 2008; Papi & Abdollahzaleh, 2012). Other studies have been conducted to look at affective aspects of motivational strategies, but these studies focus on teacher perception towards students' abilities and academic goals (Hardre, Huang, Chen, Chiang, Jen, & Warden*, 2006) and towards motivational strategies used (Bernaus & Gardner, 2008). Additionally, there is a dearth of empirical evidence showing how teachers perceive themselves as motivated individuals as well as type(s) of motivational strategies preferred regarding the way to create an engaging learning environment. This awaits further investigation. To fill this need, the present study seeks to (1) examine how teachers perceive themselves regarding their efforts to motivate students in the language classroom; and (2) investigate teachers' preference of motivational strategies used.

To provide clear conceptual framework for this present study, the following discusses motivation and motivational strategies, motivated teachers and their perceptions and the relationship between motivated teachers and motivated learners. The first concepts to be discussed are motivation and motivational strategies. The construct, motivation, is not easily defined. Dornyei (2001) defines "[m]otivation [as] an abstract, hypothetical concept that we use to explain why people think and behave as they do" (p. 1). It also refers to the reason underlying behavior that is characterized by willingness and volition (Lai, 2011). Motivation also provides the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process (Csizer & Dornyei, 2005; Deniz, Sugita & Takeuchi, 2010; Guilloteaux & Dornyei, 2008). Dornyei (2001) boldly contend that "99% of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude" (p. 2).

It is widely accepted that the responsibility for motivating learners and keeping them motivated during the tenure of their studies rests with the teacher (Dornyei, 2001). Teachers have the power to find ways to get learners engaged and motivated in the classroom. This notion is supported by the results of research suggesting that motivation can be manipulated through certain instructional (or motivational) strategies (Lai, 2011). In this respect, motivational

strategies are defined as methods and techniques to generate and maintain the learners' motivation (Dornyei, 2001; Sugita & Takeuchi, 2010). Papi and Abdollahzadeh's study provides empirical evidence that language teachers can make a real difference in boosting their students' motivation by applying various motivational strategies.

Renandya (2013) proposes 5Ts of motivation comprising teacher and four types of motivational strategies as aspects to work on in order to give impact on learner's motivation in class. The four types of motivational strategies include:

1. Teaching methods

    A teacher who uses a variety of teaching methods, customized to the individual needs of the learners will be more successful in engaging them towards achieving the L2 learning targets. This suggests that the more English teachers explore teaching methods and strategies, the more successful they will be in engaging the students in learning activities or tasks.

2. Tasks

    Spaulding (in Wu, 2003) proposed a balance between challenging tasks and easy tasks which is one effective way to improve learners' self-confidence. This, later, boosts motivation in learning. The way it is theorized by Vygotsky that learners feel they are developing new competencies only when they can accomplish challenging tasks with some assistance from a more skilled person. Tasks that fall within students' comfort and stretch zones tend to be more motivating than those that are too demanding. Also, tasks that allow learners to experience more success rather than failure are a great boost to learner motivation.

3. Texts

    Both oral and written instructional texts or materials used as classroom materials should be interesting and relevant to the learners. These texts should build students' interests in learning English, and make use of these materials as a starting point for learning more materials. Also, the materials should create real-life situations where the students engage in their daily social encounters. It is important to bear in mind that the texts should also be pitched at or slightly above their current level of proficiency. In other words, materials should spark students' interests and fall within the remit

of students' language abilities. Thus, instructional texts should be engaging cognitively, affectively, and socially.

4. Tests

Tests that serve as a learning tool help learners to see their progress in a non-threatening manner. Such tests can drive learners to work harder to achieve their learning goals by focusing more on assessment for learning than assessment of learning. The former is more informative and learning-friendly than the latter. Learning assessments should bring fresh impetus to continued language learning in which students invest more time and energy in this learning. This notion implies that learning never reaches completion in that students learn a variety of how English is used in different contexts.

The second concept to be discussed in here is about motivated teachers and their perceptions. As mentioned earlier, Renandya's (2013) proposal for five areas (5Ts) to work on to get students motivated listed teachers in the first place. In order to help teachers develop motivational strategies, English teachers should have better understanding on how they perceive themselves in terms of motivating the learners. It is impossible to expect learners to get motivated if the teacher himself or herself is not motivating. Moskovsky, Alrabai, Paolini, and Ratcheva's (2013) findings provide compelling evidence that teachers' motivational behavior cause enhanced motivation in second language learners.

Some characteristics of motivated teachers are enthusiastic, resourceful, creative, and strict. Wilson (2012) outlines some key motivational factors, and the first one is teacher enthusiasm. The word, "enthusiasm," itself refers to a strong excitement of feeling. Dornyei (2001) defines enthusiastic teachers as the ones who love their subject matter and who show their dedication and their passion that there is nothing else on earth they would rather be doing. They are very passionate about their profession. They are always eager about their teaching as well as their learners in spite of the challenges to which they are facing up.

The second characteristic of a motivated teacher is resourceful. Being resourceful refers to the state of being available for anything needed, being able to meet any situations. A resourceful teacher is always available for anything that learners need. He or she provides various ways and means to cater diverse needs of learners with different learning styles and intellectual capabilities. The third characteristic is creative. Being creative pertains to the ability to change

something usual into unusual or innovative. A creative teacher is able to manipulate common or usual teaching materials, techniques, or methods into innovative ones which are interesting for learners. Creative teachers are usually surprising for their learners so that learners never get bored.

Being strict is also a part of a motivated teacher. The term, "strict," seems to give negative perceptions of motivation. We need to understand that motivation is not always intrigued by things that make learners comfortable all the time. Being strict is associated with the term 'close,' 'tight,' 'controlled condition'. Strict teachers will set up clear classroom rules and structure. They will make sure their learners stay intact with the lessons by giving regular tests, review, and/or (home) assignments. Additionally, teachers establish recognition and reward system in order to maintain discipline in their classes (Rahimi and Hosseini, 2012). By doing those things, teachers try to develop conducive atmosphere for learning and nurture good habit. Therefore, teachers expect better learning outcomes.

In addition to concepts on motivation and motivational strategies, and motivated teachers and their perceptions, the conceptual framework for the study includes the discussion on the relationship between motivated teachers and motivated learners. It should be clear that the goal of using various motivational strategies in classrooms is to get learners motivated. Guilloteaux and Dornyei (2008) found a strong positive correlation between teachers' motivational teaching practices and their learners' learning motivation in the actual classroom. Renandya (2013) characterizes motivated learners as more enthusiastic, goal-oriented, committed, persistent, and confident in their learning. They are willing to work hard to achieve their goal and do not easily give up until they achieve that goal.

There is no denying that the effectiveness of motivational strategies implemented in the classroom is weighed not only from teacher's perspectives but also from those of learners. Dornyei (2001) argues that sometimes the best motivational intervention is simply to improve the quality of our teaching. The better the quality of teaching in the eyes of learners is, the more likely the learners will be motivated in language classroom. In order to find out how learners see their teacher's teaching, they can be asked to fill out questionnaire or make self report, or be interviewed. Through the use of those instruments, the extent to which the way teachers enact instruction is associated with the learners' level of motivation can be measured or evaluated.

METHOD

The participants for this study were recruited based on two main criteria: (1) They are active instructors both part-time and full-time, (2) they have maintained the minimal score of 4.000 (predicate excellent) for the Teaching Quality Questionnaire (TQQ) during the past 1.5 years. Out of 36 volunteered teachers, 28 of them were eligible to participate in the current research. Five of them were males and the other 23 were females. All the participants were non-native English speaking teachers. Their teaching experience varies from 1 to 17 years at LIA. They have worked with students of between 12 and 18 years old. Additionally, they have taught English for Children (EC), English for Teens (ET), English for Adults (EA), and Conversation (CV) programs. These differences were assumed to have no significant effects on the use of motivational strategies as well as how they perceive themselves as motivating teachers.

The instruments used in this study were Teaching Quality Questionnaire (TQQ), Teacher's Characteristic and Preference Questionnaire (TCPQ), and interviews. Teaching Quality Questionnaire (TQQ) is an institutional measure of monitoring and evaluating teacher's teaching quality based on students' perceptions. It is a 5-scale questionnaire with 1 representing the lowest and 5 the highest. Categories are classified into poor with score equal to or below 3.600, fair with score within 3.601 to 3.799, good with score within 3.800 to 3.999, and excellent with score equal to or over 4.000. There are 15 teaching variables measured: (1) Using easy-to-understand English; (2) Conveying the objective of the lesson; (3) Assessing students' achievement on the lessons taught; (4) Giving students sufficient time to answer oral questions; (5) Conducting at least four different classroom activities; (6) Explaining new lessons in a way which is easy to understand; (7) Providing activities to facilitate student-student interaction; (8) Providing activities for real-life use; (9) Giving students feedback, such as comments, correction, etc.; (10) Grading the activities systematically; (11) Reviewing the previous lesson(s); (12) Motivating students to be active during the class; (13) Using teaching aids, such as pictures, cue cards, realia, etc.; (14) Promoting students' use of English; and (15) Applying Bloom's taxonomy when asking students questions (Quality Control Department-LIA, 2012)

In the current study, TQQ is deployed to measure teacher's motivating level based on students' perceptions. Teachers with TQQ score of 4,000 or

above (excellent) is assumed to demonstrate motivating behaviors and practices from learners' points of view. This type of measure is chosen since TQQ is an institutional teaching quality measure, which has been used for the past few years. Hence, its reliability, validity, as well as familiarity are locally or institutionally ensured.

The second questionnaire is TCPQ; it is a 12-item questionnaire to see teacher's perception of him/herself regarding efforts of motivating learners as well as his/her preference of motivational strategies used. There are two variables measured:

1. Teacher's perception of him/herself: enthusiastic, resourceful, creative, and strict.
2. Teacher's motivational strategies that include teaching methods, tasks, texts (materials), and tests.

In the present study, TCPQ serves as a tool to see teacher's perceived characteristics regarding motivating behaviors and practices, as well as their preferences for using particular motivational strategies. Then, interviews were conducted after the analysis of TCPQ data. These confirm and enrich the data gained from TCPQ as well as to closely examine data regarding some motivational aspects. There were four perceived characteristic categories: enthusiastic, resourceful, creative, and strict. One teacher from each category was individually interviewed. In the interviews, there were seven questions to which the participants to respond. Most of the questions probe into the participants' responses to TCPQ. In other words, the interviews served as a tool for exploring more in-depth data.

The procedure of this study was firstly, by contacting prospective participants by email, providing them with brief information about the research and its purposes as well as asking for their informed consent to voluntarily participate in the research. Then, they were given the link to fill out the online TCPQ. The participants visited the online site and filled out e-questionnaire. Once they had completed the questionnaire, the confirmation email would be sent shortly to the corresponding participant. The second step was the recruitment of teachers whose data were to be used for analysis. The teachers with TQQ score of 4,000 or above for the past 1.5 years (2012 - 2013) were recruited. This purposive sampling was allowed for recruiting eligible participants.

Then, the empirical data gathered from the instruments were qualitatively analyzed; some of the data were quantified using percentage. Firstly, all the data were categorized based on major themes of findings, coded, transcribed, and analyzed. The categorization and coding of the data helped the researcher to see emerging and relevant data which were relevant to the research questions. Transcription was also conducted to transform talking data into written data (transcripts). All the selected data were interpretatively analyzed. This sense making of data is based on critical interpretation.

FINDINGS AND DISCUSSION

Findings of the current study are presented in three sections. The first section provides the findings of teacher perceptions of the significance of motivating learners in classrooms as well as learners' perceptions of teachers' efforts to create an engaging learning environment. The second section gives empirical data of how teachers see themselves as individuals who demonstrate motivational affect that contributes to the use of motivational strategies. The third section discusses critical views about teacher's preferences for using particular motivational strategies.

Learner and Teacher Perceptions of Motivation in Classrooms

In the current study, learners assessed teacher's motivating level by referring to variables in TQQ. The higher score they gave to the teacher, the more motivating the teaching in the eyes of the learners was. As Dornyei (2001) argues, *"...[s]ometimes the best motivational intervention is simply to improve the quality of our teaching."* Participants' score of TQQ ranged from 4,009 to 4,650 in a 5-scale measure. This shows that learners perceive their teacher's teaching very motivating and engaging. This perception is expressed in the learners' demonstrated behavior. They would be eager to participate in the session with the teacher. They would explicitly ask teacher to give similar games (activities) as previously done. They would come on time and were rarely absent. Their enthusiasm about the class session is also couched in their attitudes toward being eager (at least not reluctant) towards activities the teacher gave to them. The teachers opine the following.

Teacher ET:

> *"They do activities I give them enthusiastically. They are rarely absent. They usually come on time. Sometimes they ask me to continue doing games/activities by saying "again ma'am…again"*

Teacher RM:

> *"…My students will wait for every of our meeting…My students are happy when they meet me again in higher levels."*

Teacher CT:

> *"The number of students coming to the class is always stable--in any condition. They also try to cover up their absence by asking for a make-up class even when it is not necessary to have one.. Students are eager to participate in my class, and they respond very well to the rapport I try to build with them."*

The empirical data show there are similar perceptions of teachers and students regarding how motivating the teaching is. Student perceptions of motivating instructions are confirmed in the high score they gave for TQQ, while teacher's confidence in their teaching is expressed through their ability to recognize motivating behavior demonstrated by the students during the learning sessions.

When triangulated, the TQQ variables, in fact, showed a strong positive relationship with categories of motivational strategies proposed by Renandya (2013). This confirms why teacher and student perceptions of motivating instruction are closely intertwined. The variables were grouped into:

Teaching method:
- Using easy-to-understand English (1)
- Conveying the objective of the lesson (2)
- Giving students sufficient time to answer oral questions (4)
- Explaining a new lesson in a way which is easy to understand (6)
- Giving students feedback, such as comments, correction, etc. (9)
- Grading the activities systematically (10)
- Motivating students to be active during the class (12)
- Promoting students' use of English (14)
- Applying Bloom's taxonomy when asking students questions (15)

Task:
- Conducting at least four different classroom activities (5)

- Providing activities to facilitate student-student interaction (7)
- Providing activities for real-life use (8)

Text:

- Using teaching aids, such as pictures, cue cards, realia, etc. (13)

Test:

- Assessing students' achievement on the lessons taught (3)
- Reviewing the previous lesson(s) (11)

Interview data show that teachers agree that they are responsible for motivating learners in classrooms. Teachers perceive motivation as a basic and essential aspect in learning in which they could not do much without getting learners motivated to engage in their teaching (Csizer & Dornyei, 2005; Dornyei, 2001; Sugita & Takeuchi, 2010). This also concurs with empirical evidence of the previous study by Papi and Abdollahzaleh (2012) indicating that language teachers can make a real difference in boosting their students' motivation by applying various motivational strategies. Here are some teachers' perceptions of commitment to motivating students in the classroom.

Teacher ET:

> *"By having high motivation, students will learn all the things we teach them. That is why teacher is responsible for students' motivation."*

Teacher RM:

> *"As a teacher, one of her responsibilities is to make sure that students gain benefits during their learning sessions."*

Teacher CT:

> *"For me motivation is a very basic and essential thing, it's like a motor, without a thing to 'push' or 'move' us, it'll be rather difficult to move forward, and students need that."*

Teacher's Perceived Characteristics

Empirical evidence reveals that 50% of the participants perceived themselves as enthusiastic teachers. This finding is in line with Wilson's (2012) observation that teacher enthusiasm is the first key motivational factor. As Dornyei (2001) maintains, enthusiastic teachers are those who love their subject matter and who show by their dedication and their passion that there is

nothing else on earth they would rather be doing. This concurs with the finding of the interview with one enthusiastic teacher. When she taught a difficult class, she did not give up motivating the students and livening the classroom environment. Instead, she prepared her teaching carefully so that the students got engaged, and it worked. An enthusiastic teacher would not easily give up by adversity and challenges coming from her profession. Through her enthusiasm of teaching the difficult class, she could change the atmosphere of the class as well as the attitude of the learners. This is evidenced that her learners gave her high TQQ score.

Twenty five percent of the teacher participants see themselves as resourceful, and the other 25% perceive themselves as creative. No teachers associate themselves as strict ones. Interview data provides detailed information that resourceful teachers see learners as unique individuals with different levels of motivation, learning styles, and intelligences. Therefore, resourceful teachers always attempt to cater those differences by using various types of motivational strategies. This is evidenced that the majority (57%) of resourceful teachers mix various types of motivational strategies. They do not have specific preference for a certain type of motivational strategies.

Creative teachers make up 25% of the total selected participants. Creative teachers would modify resources they have into things that could make learners interested and/or engaged. Looking into LIA as specific context, teachers are encouraged to SOAR (Supplement, Omit, Adapt, and Revise/Repeat) when they design their lesson plans. This denotes that the possibilities of enacting SOAR would go to tasks and texts instead of teaching methods and tests. The teachers could manipulate the first two types of motivational strategies to spark their learners' interests. The findings of the questionnaire denote that creative teachers tend to have preference for manipulating tasks (47%) and not to create texts (only 14%). This interesting point awaits further investigation.

No teacher, apparently, associated themselves as a strict one. It was not clear as to why teachers did not want to perceive themselves as strict. This might indicate that teachers saw that having clear rules and control over students as something unfavorable. They might fear that controlled condition reduced learners' comfort and creativity, which might prevent motivation to bloom. This finding was contradictory to previous research evidence by Rahimi and Hosseini (2012), where teacher's recognition and rewarding system were

the preferred discipline strategies to enhance conducive environment for learning.

Teacher's Preferences of Motivational Strategies Used

Another finding of the present study indicates the majority of teachers prefer using tasks (39%) to motivate learners, slightly higher than a mixed type of motivational strategies (36%). This shows that LIA teachers enjoy working on activities in order to boost their teaching. They are likely to enrich their activity banks and teaching techniques, specifically the ones that involved movement and interaction, designed in a stir-and-still fashion of teaching flow. This finding provides supporting evidence for the notions that a balance between challenging tasks and easy tasks is one effective way to improve learners' self-confidence which, later, heightens motivation in learning (Spaulding in Wu, 2003), and tasks that allow learners to experience more success rather than failure are a great boost to learner motivation (Renandya, 2013).

Interesting findings emerged from the present study. Quite many teachers deploy a mixed type of motivational strategies (36%). They do not really have specific preferences for certain motivational types of motivational strategies. When associating this finding with variables of TQQ containing different types of motivational aspects, we can draw prediction on this. LIA teachers, whose teaching has been regularly assessed by learners through this TQQ, would want to get good score on their TQQ. Consequently, they would make effort to apply the different types of motivational aspects mentioned in the TQQ variables. The implication would be that they tried to balance everything so that they did not have specific preferences for a certain type of motivational strategies.

Teacher RM:
> "...Occasionally I use songs for auditory learners, and hands-on activities for kinesthetic. In terms of task, I try to alternately use 'stir and still' activities, but make sure that they are meaningful. Sometimes I also include authentic materials. I give test only once in a while."

CONCLUSIONS AND SUGGESTIONS

There is no doubt that motivation is an essential psychological aspect in learning generally, and specifically in language learning (SL or FL). Teachers

as the key agents in classrooms have the power to demonstrate motivational behaviors as well as to apply motivational strategies to create an engaging learning environment. This study gives further supporting evidence that motivated teachers associate themselves differently with personal characteristics of being motivating. They also show preferences for the type of motivational strategies used. Findings of the present study provide some implications for teacher's second and foreign language instruction. Despite the limitation of the present study for not measuring learners' motivated behavior and that this study is developed in a context-specific fashion (LIA teachers), these limitations of the study call for follow-up studies. Future studies can be situated within a broader context (e.g., recruiting formal school teachers as participants, or using more comprehensive methods either or both quantitative and qualitative approaches). Ethnographic observation studies may be used to explore the actual practices of both students' and teachers' motivational strategies in language classrooms.

REFERENCES

Csizer, K., & Dornyei, Z. (2005). Language learners' motivational profiles and their motivated learning behavior. *Language Learning, 55*(4), 613-659.

Bernaus M., & Gardner, R. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal, 92*(3), 387-401

Cheng, H. F., & Dörnyei, Z. (2007**).** The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching, 1*(1), 153-174.

Deniz, S. (2010). Student teachers' evaluation of the motivational strategies used in foreign language teaching. *Social Behavior and Personality, 38*(9), 1269-1286.

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

Guilloteaux, M.J. ,and Dornyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*(1), 55-77.

Hardre, P. L, Huang, S. H., Chen, C. H., Chiang, C. T., Jen, F. L., & Warden, L. (2006). High school teachers' motivational perceptions and strategies in an East Asian Nation. *Asia-Pacific Journal of Teacher Education, 34*(2), 199-221.

Lai, E.R. (2011). *Motivation: A literature review.* Retrieved from http://www. pearsonassessment.com/research/

Moskovsky, C., Alrabai, F., Paolini, S., & Ratcheva, S. (2013). The effects of teachers' motivational strategies on learners' motivation: A controlled investigation of second language acquisition. *Language Learning: A Journal of Research in Language Studies, 63*(1), 34-62.

Papi, M., & Abdollahzaleh, E. (2012). Teacher motivational practices, student motivation, and possible L2 selves: An examination in the Iranian EFL context. *Language Learning: A Journal of Research in Language Studies, 62*(2), 571-594.

Quality Control Department. (2012). *Recapitulation of teaching quality questionnaire for ET, EA, and CV.* Jakarta: Lembaga Bahasa dan Pendidikan Profesional, LIA.

Rahimi, M., and Hosseini, F. (2012). EFL teachers' classroom discipline strategies: The students' perspective. *Procedia – Social and Behavioral Sciences, 31*, 309-314.

Renandya, W. A. (2013, May). *Current beliefs in ELT and their implications for language teaching.* Plenary Paper presented at English Education, UNS International TEFL Conference, Solo, Indonesia.

Sugita, M., & Takeuchi, O. (2010). What can teacher 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.

Wilson, K. (2012). *Motivating the unmotivated – Ten was to get your students to do something.* British Council. Retrieved from http://www.teaching english.org.uk/

Wu, X. (2003). Intrinsic motivation and young language learners: The impact of the classroom environment. *System, 31*, 501-507.

APPENDIX 1.

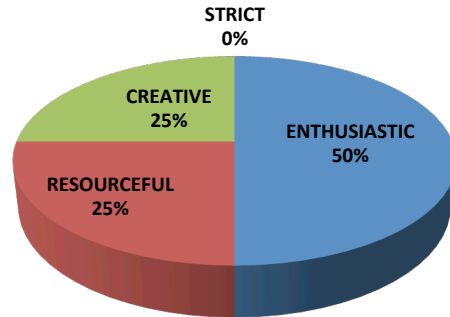**Teacher's Perceived Characteristics and Preferences of Motivational Strategies used.**

Figure 1. Teacher's perceived characteristics towards motivating students in learning English
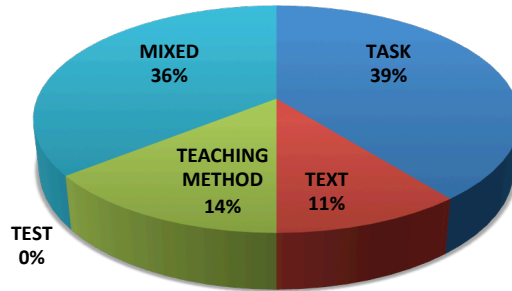

Figure 2. Teacher's preferences on the type of motivational strategies used in class
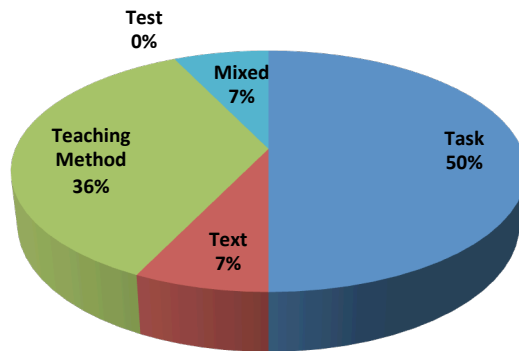
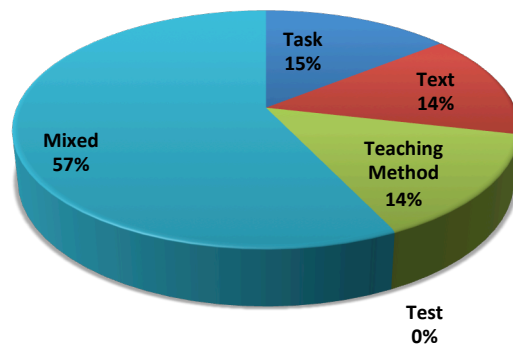Figure 3. Preferred motivational strategies among enthusiastic teachers

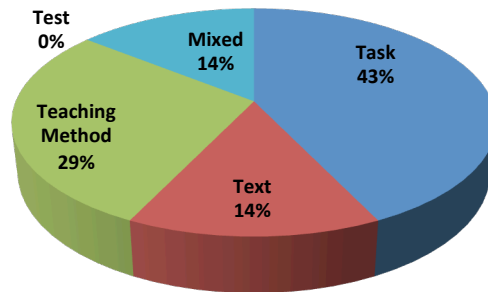Figure 4. Preferred motivational strategies among resourceful teachers

Figure 5. Preferred motivational strategies among creative teachers

APPENDIX 2

Results of Interview with Teachers

TEACHER ET	**Perceived characteristics: enthusiastic**
	Preference of motivational strategies: tasks
Question 1	Do you think your students are motivated to learn English in class?
	What makes you think so?
Answer 1	Yes, because they do activities I give them enthusiastically. They are rarely absent. They usually come on time. Sometimes they ask me to continue doing games/activities by saying "again ma'am…again"
Question 2	Do you think that you are a motivating teacher?
Answer 2	I guess so
Question 3	Do you think your students see you as a motivating teacher?
Answer 3	I think so, because they are engaged in activities I give them.
Question 4	You've got excellent predicate on TQQ for the past 1.5 years. What does this tell you?
Answer 4	It shows that my students enjoy my teaching. They thought

	my teaching is interesting and I provide what they need and they learn something from me.
Question 5	Do you agree that teacher is responsible for motivating students in class?
Answer 5	Yes. By having high motivation, students will learn all the things we teach them. That is why teacher is responsible for students' motivation.
Question 6	The result of questionnaire shows that you are an enthusiastic teacher. What can you say to confirm this?
Answer 6	There was a time when I had to handle a difficult class. The previous teacher warned me about the class and said that she couldn't handle that class. Since the beginning I tried to tell myself that I could handle the class. I tried my best to prepare everything before my teaching. By the end of the term, TQQ was conducted. Most students gave me A for my TQQ.
Question 7	Result of the questionnaire shows you prefer using task (activities) in motivating students. Can you give examples about this?
Answer 7	I usually give games at the first part of my teaching. This is also my strategy to make students come on time, because usually they don't want to miss the game. At the end of the session I usually review the lesson in a form of game too. During the session, I often modify the materials in the book into interesting activities. Most of the games or activities involve physical movements, like when they have to pair up; they have to move to find their partner.
TEACHER RM	**Perceived characteristic: resourceful**
	Preference of motivational strategies: mixed strategies
Question 1	Do you think your students are motivated to learn English in class?
	What makes you think so?
Answer 1	Some are quite motivated; they show it by actively involved in the activities, even if the activities are quite common. However, I also find that some students are there simply to do their routines. Most commonly, I find students who are

quite motivated at some points and activities, but demotivated when meeting tasks or activities they don't like. And that's where teacher should do more. Try to keep them motivated all the time.

Question 2   Do you think that you are a motivating teacher?

Answer 2   I try to cater their different level of motivation.

Question 3   Do you think your students see you as a motivating teacher?

Answer 3   Some said so, but I'm myself not really sure actually. My indicators if I'm really motivating are:

1. My students will wait for every of our meeting,

2. My students get a lot of benefits in the class; I mean there's a big difference from them before and after. I see that in some TP classes, CV and EA,

3. My students are happy when they meet me again in higher levels, well, half of them are, half maybe just okay *lah*. At least they don't resist me. I'm famous for being very patient, so they feel safe with me.

Question 4   You've got excellent predicate on TQQ for the past 1.5 years. What does this tell you?

Answer 4   I'm proud of myself for that, meaning that students appreciate me.

Question 5   Do you agree that teacher is responsible for motivating students in class?

Answer 5   Yes, up to a point.

As a teacher, one of her responsibilities is to make sure that students gain benefits during their learning sessions. However, there's always limit for everything. When teachers have done their best, but students are still demotivated, then, teachers must look beyond what is happening. There must be something, and when it gets too personal, I think teachers don't have to push themselves or even blame themselves for not getting the students motivated. And I do believe that, at some points, students must know that they can gain the most not only from the teachers, they have to know that a part of the learning process also depends on themselves.

Question 6   The result of questionnaire shows that you are a resourceful teacher. What can you say to confirm this?

Answer 6   Mmmm… I sometimes add materials from the book with authentic materials so that the topic becomes more meaningful to students. When there are projects students should do and they have problems with resources or equipment, I try to help them. I want to show them that there is always way out. Sometimes students also ask me for help about their English at school, I will help them.

Question 7   Result of the questionnaire shows you use various types of strategies in motivating students without any specific preference. Can you give examples about this?

Answer 7   I am a very visual and paper person, so sometimes I try to modify here and there in terms of visual and paper things. Occasionally I use songs for auditory learners, and hands-on activities for kinesthetic. In terms of task, I try to alternately use 'stir and still' activities, but make sure that they are meaningful. Sometimes I also include authentic materials. I give test only once in a while.

TEACHER CT   **Perceived characteristic: creative**
                 Preference of motivational strategies: task

Question 1   Do you think your students are motivated to learn English in class?
                 What makes you think so?

Answer 1   Mostly yes. The number of students coming to the class is always stable--in any condition. They also try to cover up their absence by asking for a make-up class even when it is not necessary to have one.

Question 2   Do you think that you are a motivating teacher?

Answer 2   I think so because students are eager to participate in my class, and they respond very well to the rapport I try to build with them.

Question 3   Do you think your students see you as a motivating teacher?

Answer 3   I think so. Day by day I see that they are less and less reluctant to participate in classroom activities.

Question 4   You've got excellent predicate on TQQ for the past 1.5 years. What does this tell you?

Answer 4   I am, thank God, on the right track on applying my teaching

	techniques. I enjoy teaching what is enjoyed by my students, it's a mutualistic development for both my students and me. However, for me, there is always room for improvement.
Question 5	Do you agree that teacher is responsible for motivating students in class?
Answer 5	Yes, I do. For me motivation is a very basic and essential thing, it's like a motor, without a thing to 'push' or 'move' us, it'll be rather difficult to move forward, and students need that.
Question 6	The result of questionnaire shows that you are a creative teacher. What can you say to confirm this?
Answer 6	I use varied activities in class to avoid boredom.
Question 7	Result of the questionnaire shows you prefer using task (activities) in motivating students. Can you give examples about this?
Answer 7	I arrange classroom activities by paying attention to stir-or-still element. I usually put students into groups and make quizzes or competition for them.