EXPLORING MOTIVATIONAL STRATEGIES OF SUCCESSFUL TEACHERS

Sri Puji Astuti
(sripujiastuti@yahoo.com)

SMAN 1 Solok, Sumatera Barat
Jl. K.H. Dewantoro 30, Solok 27312

Abstract: This multiple case study investigated how teachers implemented motivational teaching strategies and the impact of these strategies on students' motivation in an Indonesian high school context. The participants were four teachers and four groups of their students. The data were collected from teachers by conducting semi-structured interviews, classroom observations, and stimulated recall, and from the students through focus group interviews. The findings of the research indicated that each teacher had unique strategies to motivate their students, and these strategies had a profound impact on students' motivation. The students reported that the strategies influencing their motivation could be categorized into five main groups: teachers' classroom behaviors, supportive classroom atmosphere, selection of learning resources and activities, the usefulness of English, and the way feedback was given. These findings suggest that teachers of English in an Indonesian high school context can influence their students' motivation by understanding the effect of motivational teaching strategies on students' learning and behaviors.

Studies on motivation in second/foreign language learning reveal that students' motivation is influenced by several factors such as teachers, classroom climate and assessment (Ghenghesh, 2010; Kikuchi, 2009; Matsumoto, 2009; Yeung, Lau, & Nie, 2011). In other words, the role and the influence of the teacher in motivating high school students to learn a second/foreign language are significant.

Ushioda and Dornyei (2012) have identified several research phases in relation to the research conducted on second/foreign language motivation. These phases have been described as: the socio-educational period; the cognitive-situated period; the process-oriented period; and the socio-dynamic period. The result of the analysis also reveals that second language motivation is related to other disciplines outside language learning.

The socio-educational period can be traced back to an early leading theory in language learning motivation. It arises from the seminal work of Wallace Lambert and Robert Gardner (Gardner & Lambert, 1959) who studied motivation in second language learning in a Canadian context. They classified motivation into two basic types: integrative and instrumental. Integrative motivation relates to the learner's positive attitude toward the target language community and the desire to integrate into that community. Instrumental motivation refers to students' goal of learning a target language because of the usefulness of the learning, such as, getting good mark in a test, winning a prize, or getting a good job. The limitation of the socio-educational perspective of motivation encouraged researchers to search for other factors that may influence second language learning motivation. During the late 1980s and early 1990s, research began to focus on "cognitive-situated" influences (Ushioda & Dornyei, 2012). The starting point for this research is the work of Crookes and Schmidt (1991).

Crookes and Schmidt (1991) suggested that motivation in learning a second language dealt with the students' choice, engagement, and persistence. They argued that research on motivation in learning a second language should be not only general, but also consider strategies that can be applied in a certain context. Oxford and Shearin (1994) supported Crookes and Schmidt's (1991) findings that students' motivation to learn a second/foreign language is broader than the distinction between integrative and instrumental motivation.

As research in motivation developed, the source of students' motivation to learn a second or foreign language was expanded. Researchers interested in how students are motivated to learn a second language have utilised different theories, such as, reinforcement theory, self-determination theory, self-efficacy theory, expectancy value theory, and goal theory (Dornyei, 2010). Self-determination theory divided motivation into two categories based on reasons or goals that lead to action. These are intrinsic and extrinsic motivation. Intrinsic motivation refers to the excitement or enjoyment of doing an activity while extrinsic motivation refers to the outcome or reward of doing the action such as good grades (Dornyei, 1994; Ryan & Deci, 2000).

The third phase of research on motivation is based on Dornyei and Otto's (1998) research on second language learning motivation, which is referred to as the process-oriented period. This research groups motivation into three temporal segments (Dornyei & Otto, 1998); they are: (1) Pre-actional stage, in which motivation needs to be generated (also called "choice" motivation); (2) Actional stage, the stage where motivation needs to be maintained and protected by providing pleasant and interesting activities or tasks so learners experience a supportive learning atmosphere (sometimes called "executive" motivation); (3) Post-actional stage, where learners need to undertake retrospective evaluation of how the learning has been conducted; they should be able to select learning activities that motivate them to learn in order to pursue their future goals. The third segment is also known as the "motivational retrospection" stage.

In support of the process oriented model, Dornyei and Csizer (1998) conducted a survey involving 200 Hungarian teachers of English from various language teaching institutions. The teachers were asked to complete questionnaires in which they were supposed to indicate how frequently they used 51 motivational strategies listed in the questionnaires. From the result of the questionnaires, Dornyei and Csizer (1998) concluded that ten major strategies or "Ten Commandments" underpinned motivation for second language learners.

Based on his research on second/foreign language motivation, Dornyei (2001) developed a total of 102 motivational strategies, called motivational teaching practice (MTP). Motivational teaching practice systematises the application of motivation into a circular system comprising four phases (see Figure 1): creating motivational conditions; generating student motivation; maintaining motivation and protecting motivation; and encouraging positive retrospective self-evaluation. This cycle implies that student motivation should be built, generated, maintained and encouraged (Dornyei, 2001, p. 29).

In his later research, Dornyei (2005, 2009) broadened and elaborated the framework (MTP) by introducing the L2 motivational self-system. This current phase of motivation research is called the "socio-dynamic" phase because it emphasizes that the context of teaching and learning consisted of a multiplicity of internal, social and contextual factors (Ushioda & Dornyei, 2012). In this model Dornyei proposed three main dimensions of students' language learning motivation: the ideal L2 self; the ought to L2 self; and the L2 learning experience. Since this research focuses on how teachers motivate their students, the

MTP framework is a more appropriate model for gathering research data in the present study.
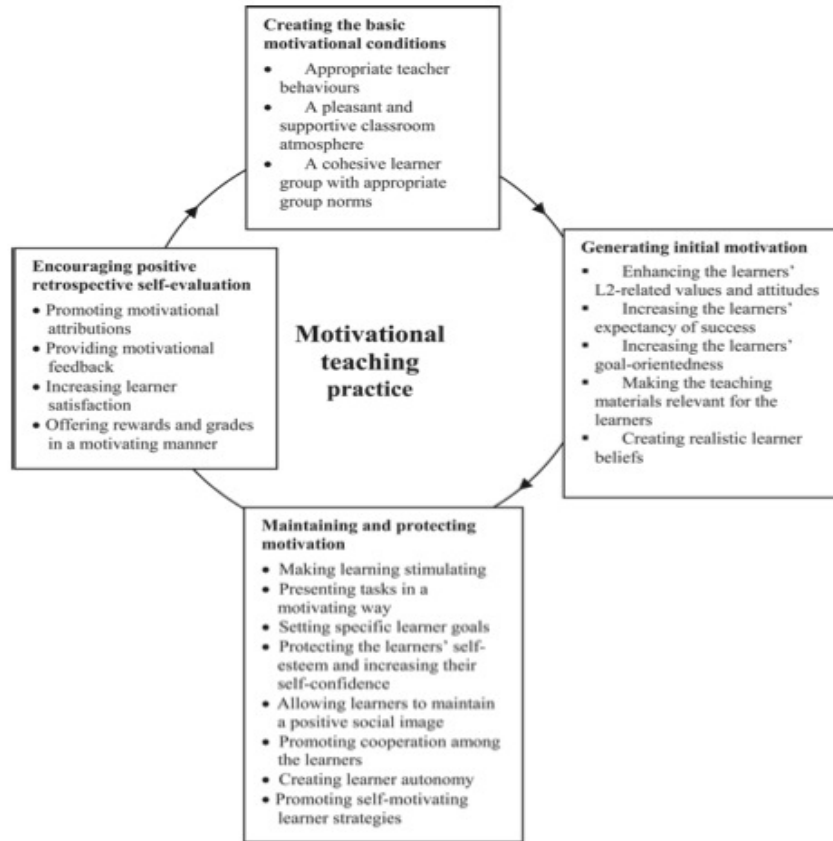
Creating the basic motivational conditions
- Appropriate teacher behaviours
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms

Generating initial motivation
- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Encouraging positive retrospective self-evaluation
- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Maintaining and protecting motivation
- Making learning stimulating
- 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
- Promoting self-motivating learner strategies

Figure 1: Motivational Teaching Practice (MTP) (Dornyei, 2001, p. 29)

A limited amount of research has been conducted to find out the effect of implementing motivational teaching strategies on students' motivation. Plenty of studies have used Dornyei's motivational teaching practice framework

(Alrabai, 2011; Asante, Al-Mahrooqi & Abrar-ul-Hassan, 2012; Papi, 2010). Most of the studies were surveys, followed up by interviews or classroom observations; one study employed a quasi-experimental design, and one case study used interviews only. The studies of motivational teaching strategies generally found that there is a correlation between teacher motivational teaching strategies and students' motivation (Guilloteaux & Dornyei, 2008; Papi & Abdollahzadeh, 2011). However, the teachers were not necessarily aware that their motivational teaching strategies impacted on learners' motivation (Kassing, 2011). Furthermore, Sugita and Takeuci's (2010) study indicates that only a few motivational teaching strategies have a correlation with students' motivation and the effectiveness of these strategies varied based on students' language level. Cheng and Dornyei's study in a Taiwan context (2007) reveals that some motivational teaching 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 an Indonesian university context and Xavier's (2005) study in a Brazilian high school context.

It appears that there have been few published studies of motivational teaching strategies conducted in an Indonesian high school context. It is important therefore to research motivational teaching strategies in Indonesian high schools, particularly to understand the impacts of these strategies on students' motivation. The findings are expected to help English teachers understand the source of students' motivation, so that they can implement suitable motivational teaching strategies.

METHOD

To reach its objectives, this research is designed as a qualitative study. The collection of rich data allows the context in which teachers implement motivational teaching strategies, and the effect of these strategies on their students' motivation. Qualitative research produces both exploratory and descriptive explanation (Hesse-Biber & Leavy, 2006).

The method used in this qualitative research is case study in order to contextualize the research within the real life environment of an Indonesian secondary classroom (Yin, 2003). Additionally, this approach allows different data collection techniques (Yin, 2009). These include semi-structured interviews, classroom observations, stimulated recalls, and focus group interviews. The

participants in this study involved 4 (four) teachers along with their groups of students. Those teachers are Moza, Harry, Yuke and Arfan. The researcher contacted the principals of four senior high schools in the research site asking them to suggest a teacher who, based on their personal knowledge of the teachers and their recorded assessments over recent years, they knew to be successful in motivating their students to learn English.

The data were collected from both the teachers and their students; the data from the teachers were gathered using semi-structured interviews with teachers, classroom observations, and stimulated recall, while focus group interviews were used to collect the data from the students. Then, the data were transcribed in which its result was coded and its themes were identified. The themes were analysed in relation to Dornyei's framework.

In order to anticipate ethical issues that may arise during and after the study, the following actions were conducted. First, I gained ethical permission and approval from the Faculty of Education Ethics Committee at Victoria University of Wellington. Second, I obtained permission from the local department of education within Indonesia by providing appropriate information. Third, I also obtained permission from the principals whose schools were involved in this study.

FINDINGS AND DISCUSSION

The findings indicate that most of the students involved in the study held a similar perception that learning should involve enjoyable learning activities such as jokes, games, or funny stories. They also like learning materials from the internet. They enjoyed doing activities involving body movement such as drama or role play. Additionally, they said that they enjoyed learning in a relaxed classroom atmosphere. In the following section, factors influencing students' motivation are presented and the findings are discussed in relation to Dornyei's (2001) framework and other relevant motivation studies and theories in ESL/EFL context.

Creating the Basic Motivational Conditions

In creating students' motivation, at least three components are usually present: appropriate teacher behaviors and a good relationship with students; a pleasant and supportive classroom atmosphere; and a cohesive learner group

with appropriate group norms. These three components are interrelated (Dornyei, 2001). Two strategies from this phase emerged from the data, that is, teacher behaviors and a pleasant and supportive classroom atmosphere.

Teachers' Classroom Behaviors

Most of the students in the focus group interviews said that a key factor in motivating their classroom learning is the teacher. The students reported that a teacher is the one that determines whether or not the learning is interesting. The way a teacher explains lessons and how the teacher creates the learning atmosphere is very important as signaled by one of the participants during focus group interviews.

> I think the most important thing is the teacher. If the teacher is interesting, the learning will be interesting, too. But if the teacher is boring, the learning will be boring, too. (Focus group, 14/3/2012).

Moza's students indicated a similar view by stating that she loved Moza's warm facial expression and smile.

> She smiles a lot. It makes me feel comfortable, not afraid of making mistakes. Previously my English teachers are very strict so I experience that English is a very difficult subject for me and I am afraid to talk in the classroom (Focus group B, 18/2/2012).

Harry's students also mentioned a similar opinion that for them the most important aspect in learning English was the teacher. They remarked that Harry managed to build an understanding and respectful relationship with students.

> I like studying English because I like the teacher especially the way the teacher interacts with us. He makes jokes but we still respect him as our teacher. I do not like teacher with serious face or no jokes at all (Focus group, 11/2/2012).

Yuke's students also stated a positive response towards her classroom behaviors. One of them said that:

> She is open and warm so it makes us feel comfortable, not afraid of delivering our ideas. She is not angry if we make mistakes. She listens to our opinion and expressions. It is so interesting (Focus group B, 18-2-2012).

Arfan's students reported a similar point of view about their teacher's classroom manners. They saw him as a friendly and approachable teacher. The students can talk to him inside and outside the learning period.

> I like the teacher. He is friendly. When I have a problem and I ask him, he will answer it promptly. He explains the lesson enthusiastically. It makes us motivated (Focus group14/3/2012).

Overall, the four teachers showed their warm, enthusiastic and friendly manners. These behaviors influenced students' motivation. The students even stated that the first important factor influencing their motivation was teacher classroom behaviors. This is in line with most of the findings from motivation studies worldwide such as Ruesch, Bown, and Dewey (2012), Guilloteaux (2013), and Cheng and Dornyei (2007).

Classroom Atmosphere

Moza's students indicated that they appreciated the teachers' attempt to build a warm and friendly relationship with them. They reported that they enjoyed learning because the teacher was not irritable and listened to their opinions carefully.

The data from Moza's students point out that the key idea in creating a successful environment in the classroom is the development of a warm and a supportive relationship between teacher and students. Moza mentioned that the establishment of trust between teacher and students makes students feel free and safe to express their ideas and opinions in the classroom. She also encouraged her students to be autonomous learners by giving them the opportunity to choose discussion topics in the classroom. The students said that they enjoyed learning with Moza because they learnt in a relaxed and encouraging atmosphere.

In the focus group, Harry's students reported that they liked the teacher's informal style in teaching. It created relaxed learning atmosphere in which the students felt free to express their ideas and opinions. It made the learning condition become more lively and encouraging. The students enjoyed learning

with Harry because they did not feel any pressure within the classroom environment. The students reported that Harry is a great teacher who is easy to get along with.

> 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).

Another student supported this opinion.

> I like the teacher. He advises us and gives religious advice. I like his personality because he makes the classroom atmosphere lively. We have time to share ideas (Focus group, 11/2/2012).

Many ESL teachers found that games, songs, jokes, and other fun activities would motivate students to learn in the classroom as long as they are used strategically (Dornyei, 2009). However, in the focus group interview one student said that she did not like too much fun in the classroom. She complained that if there was too much joke and laughter, there would be little in the lesson that she could learn. This implies that teachers should be able to determine the appropriate time and amount of humour they should apply in the classroom.

The students also talked about the possibility of learning outside the classroom. One of the students mentioned the enjoyment of learning in a language laboratory. He stated that he never experienced learning in a language laboratory. Another student stated that it would be motivating if they could learn with English native speaker.

Yuke's students reported that they felt relaxed when they studied with Yuke. They said that this helped them to understand and use their English. One of them, for example, stated that:

> I like it when my teacher speaks English with me. She does not force me. She invites me to speak and if I have a problem with vocabulary, she allows me to use Indonesian and she helps me with the English words that I do not know (Focus group A, 10/2/2012).

Similar to Harry's students, some students in Yuke's class commented in the focus group that they wanted to learn in a different setting.

> I have a dream to learn outside the classroom, in the school park, maybe. I think learning outside the classroom will be nice and we will have a different learning atmosphere (Focus group, 11/2/2012).

Another student wished she could learn English in a language laboratory.

> I think learning in language laboratory will be interesting. It is a new experience. I suppose we can practice our listening skill (Focus group, 11/2/2012).

Some of the students wanted to experience learning with English native speakers.

> It will be cool if we can learn with an English native speaker or, at least, practice talking with them (Focus group, 11/2/2012).

Similarly, Arfan's students in the focus group said that they liked Arfan's way of creating a relaxed classroom atmosphere. They said that Arfan was easy going and approachable. The students could talk and discuss with him inside or outside the classroom. He even offered many opportunities to his students to ask questions. He allowed his students to discuss their problems in learning English (Classroom observation, 7/3/2012).

In summary, regarding the classroom atmosphere, the students wanted a variety of learning environments. They expected to experience learning in open areas such as the school playground. They were also eager to know how to learn listening in a language laboratory, and they would like to practice their English with English native speakers. The four teachers were warm and friendly to their students. The classroom atmosphere is relaxed, the students feel free to ask their teachers some questions, and they enjoyed learning with them. The teachers seemed to have a good sense of humor. The students could approach and talk to them inside and outside the classroom. This point emphasizes that social and contextual factors influence students' motivation (Ushioda & Dornyei, 2012).

Generating Initial Motivation

Dornyei divides phase two (generating initial motivation) into five categories: enhancing learners' language value and attitude; increasing the learners' expectancy of success; increasing the learners' goal orientation; making the

teaching material relevant to learners, and creating realistic learners' beliefs (Dornyei, 2001). In enhancing learner language values, Dornyei mentioned that learners' intrinsic motivation can be aroused by presenting interesting materials (Dornyei, 2001).This is also related to self-determination theory which divided motivation into two categories, intrinsic and extrinsic motivation. Students' intrinsic motivation can be built through their extrinsic motivation, such as, presenting encouraging and interesting learning material and activities (Dornyei, 1994; Ryan & Deci, 2000).

A Variety of Learning Resources and Activities

The students reported that they preferred particular learning materials and activities, such as, some language examples that were related to a teenager's life. Such materials were easy to understand and would remain longer in their memory. They also enjoyed a range of learning activities during lessons.

> I work harder when the topic is interesting. I am so happy if I can do the exercise well or answering teacher question (Focus group a, 18/2/2012).

One student reported that he is more motivated when a teacher gives the class a challenging activity. This kind of activity makes him think and this motivates him to find out an answer.

> I like games especially games with challenging activity. I like crossword puzzle or quiz games (Focus group, 14/3/2012).

Moza's students enjoyed listening to her stories. This was one of the ways used by Moza to attract her students' attention. The students said:

> The teacher tells us interesting stories and sometimes the ending surprises us. She usually starts the lesson by telling a story. I think some of the stories are her real life experience (Focus group, 18/2/2012).

Another student also mentioned that he enjoyed learning with Moza because of her way of explaining the lesson. He said that Moza used simple sentences that were easy to understand.

> I like the teacher because I understand her language. She does not use difficult words. I can understand what she is saying or explaining in the classroom (Focus group B, 18/2/2012).

Moza also gave examples of sentences from real life situations (observation, 17/2/2012). This motivated her students because they could see a purpose for learning English as stated by one of her students.

> The teacher makes sentences that are easy to follow and close to our world. She gives examples from real life activity and gives us time to make our sentences (Focus group B, 18/2/2012).

In addition, the data from Harry's students indicated that learning by using games, songs, poems, and jokes is motivating. However, in the focus group, the students suggested that the class have varied learning activities. One student, for example, reported:

> I like songs and games, but in my opinion, the classroom activities should be varied. Any activity that we do too much in the classroom makes us bored. So far, I enjoy learning English in the classroom (Focus group, 11/2/2012).

One student mentioned that she liked learning English grammar followed by practice. He thought that grammar was also needed in learning a foreign language.

> I really enjoy activity that makes me practice to speak English. I feel English grammar is also important but compared to practice maybe it should be balanced. I can say 40% language knowledge and 60 % practice (Focus group, 11/2/2012).

In the focus group a student stated that:

> I want to get more vocabulary from the learning activities so it will make my English fluent. English is international language. I need it badly (Focus group, 11/2/2012).

Yuke's students found "cycle stand" activity interesting. It was a fun activity for them. Besides practicing the language, the students also moved their body by standing up each time they expressed their ideas. Besides cycle-stand,

Yuke's students mentioned that they liked other activities involving body movement such as games, role play, and drama. A student commented:

> I like cycle stand or other activities that make me use English. It is an interesting activity because everyone shares ideas. For me, it is a new way to practice English (Focus group, 10/2/2012).

Arfan's students reported that they enjoyed learning by watching a video as the learning media. They said it was a new learning experience for them, especially if there was an activity that allowed them to answer questions by pressing the right button to answer.

> I like learning by using games or activity from video. It is a new experience for me. It is fun because I can directly know whether I give right or wrong answers (Focus group, 14/3/2012).

It reveals that Arfan tried hard to find ways to motivate his students in learning the language and he found out that using audio learning resources are interesting for his students. Another student said that Arfan uses a range of strategies in explaining lessons. He gives many examples. This helps his students understand what their teacher taught them.

> I like the teacher's way of explaining the lesson. He has many different ways of explaining the topic and gives many examples. He is so patient answering my questions (Focus group, 14/3/2012).

The students enjoyed having various learning resources and activities especially activities involving body movement, materials from the internet, playing challenging games, listening to English songs, watching movies, or listening to the teacher's stories.

The Usefulness of English

Another way to generate students' motivation is by introducing the instrumental value of the language. The instrumental value of learning a second language can be getting a good job, earning extra money, pursuing further study, improving social position, pursuing hobby like working on computers which generally use English (Dornyei, 2001). Yuke's students mentioned the benefit of learning English for their future. They understood that they need to

study hard to improve their English for their future. They also realized that they needed English for their university study.

Students seemed to be motivated when teachers explain the usefulness of English for their study and future careers. The students understood that they also needed English to communicate in international forum. They appear to study hard to improve their English. One of the students in the focus group commented:

> I realize that I need English for my future career and university study. It motivates me to learn English. My brother told me that, at university level, textbooks are mostly written in English (Focus group, 10/2/2012).

However, some students still thought that English is difficult to learn. Most students learn English in the classroom only; it does not support their English communicative skills both in spoken and written language (Field note, 23/1/2012).

> I like English but I still find that it is hard for me to learn English. I know it is important but I do not understand why it is very difficult for me. Some of my friends just enjoy learning it (Focus group, 10/2/2012).

Among strategies from phase two of the framework, there are two strategies influencing students' motivation: interesting learning materials and increasing student's goal orientedness by understanding the usefulness of English. Understanding the usefulness of English for their study and future careers increased their motivation. Stressing the usefulness of English is also found in the study of Ruesch et al. (2012) which is similar in terms of increasing students' goal orientedness and in promoting students' confidence (Cheng & Dornyei, 2007).

Maintaining and Protecting Motivation

The third phase of motivational teaching practice is maintaining and protecting motivation, which is elaborated into eight categories: making learning stimulating and enjoyable; presenting tasks in a motivating way; setting specific learner goals; protecting learner self-esteem and increasing their confidence; allowing learners to maintain a positive social image; creating learner autonomy; promoting self-motivating strategies; and promoting cooperation among the learners (Dornyei, 2001). Among these strategies, two have been discussed

in phase two, making learning enjoyable and presenting task in a motivating way. The Indonesian teachers in this study stress the importance of enjoyable and fun activities, which is in contrast with the views of teachers in other Asian setting (Cheng & Dornyei, 2007; Wong, 2014). Promoting cooperation among learners and increasing learners' self-confidence by giving a lot of time to practice will be discussed in the following section.

Group-work Activities

The students enjoy working in groups. They said that it helped them to protect their self-esteem and increase their confidence. The smart student could act as the moderator and lead the discussion in the group. The weak students could learn from their peers. The students' self-confidence was enhanced when they worked in mixed ability groups so they could practice in their groups before presenting in the class discussion. This also helped them to be autonomous learners.

In general, they felt more confident. They could ask questions to their friends in the group. They said that it was easier to understand their friend's explanation. Harry believed that mixed-ability group composition would benefit his students more.

> I enjoy working in group because if I have problems, I can ask my friend how to do it. It is easier to understand my friends' explanation (Focus group, 11/2/2012).

It seems that group work helped them to practice and be confident to talk in a class discussion.

Opportunity to Practice English

The students indicated that they enjoyed having much time to practice their English. They liked practicing their English rather than just listening to their teacher explaining a lesson. A student commented:

> I like using English especially if there is someone that I can talk to. Sometimes my friends tease me if I use English. Many of them will say that I show off if I use English. I just enjoy practicing my English. It is fun (Focus group, 10/2/2012).

Her comment indicated that she enjoyed the opportunity to practice her English. She tried hard to use English as often as possible, especially outside the classroom, which required her to interact with her friends using English. Thus, the opportunity was created to make the students become familiar with English and use it for their daily communication. A student reported that:

> I like speaking English. My teacher supports me to use English with her and with my classmates in the classroom or outside the classroom (Focus group, 10/2/2012).

Motivated students are keen to use and practice their English. They try hard to communicate in English with their teacher during English class. Meanwhile, outside school hours, some students enroll in and join extra English courses. They realize that they need to be able to speak English, not only for their university study but also for their future careers. They reported that their classroom learning did not give them enough knowledge and skills in English (Focus group, 14/3/2012).

Some strategies of this phase did not emerge from the data; conversely, one strategy which is not included in the framework emerged from the data. The strategies from the framework which also emerged from the data promoted cooperation among the learners and increased learner self-confidence by giving them a lot of time to practice. The strategy reported as motivating but was not in the framework was the use of L1.

The Use of L1

The use of L1 appeared to influence students' motivation to a certain extent. One of Moza's students reported that Moza mostly used English in her teaching. She only used Indonesian for some sentences when she explained important points of the lesson (Focus group, 18/2/2012). One of the students, for instance, reported in the focus group:

> I like it when the teacher explained 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).

However, in the focus group, one of the students from a regular school said that she was motivated when she listened to the teacher or someone who could speak English fluently. She needed someone to practice her English.

> If I hear the teacher or anyone who can speak English fluently, it motivates me to learn harder (Focus group, 14/3/2012).

It indicates that the amount of L1 used in the classroom in this study depended on the students' needs and level of English. This is supported by Nation (2003) who stated that the first language has an important role in learning a foreign language. The strategic use of using L1 and L2 is unique to this study finding. The appropriate use of L1 not only motivates students but also helps them build positive and encouraging relationship. Using L1 to explain difficult language points was appreciated by the students. This study suggested that too much L1 or L2 could be demotivating.

Encouraging Positive Retrospective Self-evaluation

The last phase of Dornyei's framework is teaching the learner to appraise and react positively to their past learning. This is seen as necessary so that students see their past learning as something to promote, rather than hinder their future learning (Dornyei, 2001).This phase is categorized into: promoting motivational attributions; providing motivational feedback; increasing learner satisfaction; and offering rewards and grades in a motivating manner (Dornyei, 2001). The strategies that emerged from the students' data were offering rewards and grade in motivating manners.

Learning Assessment

The four teachers said a similar thing that they did not do direct correction on their students' speaking practice. This way of correcting mistakes and the teachers' view toward mistakes made students feel free to talk. Even with their half English and half Indonesian, they talked actively in the classroom. The teachers appreciated and encouraged their students' attempt to communicate in English. The students enjoyed this opportunity too.

> I like the opportunity to speak English. To be fluent in English is my learning goal. The teacher really supports me. He does not laugh at any mistake. He even

> reminds my classmates not to laugh at others' mistakes. The learning atmosphere is really fun and relaxed (Focus group, 11/2/2012).

A student from Harry's class did not like it when the teacher passed the question to other students to answer. She wanted the teacher to answer her question too.

> I like the teacher, but I don't like the teacher when he does not answer questions. When I ask a question, the teacher asks other classmates to answer it, but he does not give his answer. It is a kind of uncertainty to me, which one is the correct answer (Focus group, 11/2/2012).

Moza's students gave responses in a similar way in that they appreciated their teacher's way of evaluating their learning.

> I like the way my teacher evaluates us. She does not only consider the test but also our classroom participation (Focus group B, 18-2-2012).

Yuke and Arfan did a similar thing, in a way that they did not do direct correction on their students' mistake, and they also assessed their students' learning through their classroom participation during the learning.

In regards to the implementation of strategies from the last stage of MTP, it appears that the four teachers did not use strategies to encourage students to evaluate their learning. This indicates that the teachers did not teach students to be able to identify factors that promote or hinder their learning. This is important for students to keep them motivated and being self-motivated. This point supports other study findings in Asia that developing learner's autonomy are not considered important (Cheng & Dornyei, 2007; Guilloteaux, 2013). None of the teachers in this study informed about promoting their students to be autonomous learners which should be considered to help students to be independent learners outside the classroom. For this sense, they share similar views with the Taiwanese and Korean teachers.

CONCLUSIONS AND SUGGESTIONS

The findings indicate that the key factor to motivate students' learning in the classroom is the teacher. The students reported that the teacher was the main factor that made the classroom learning process become interesting. The

teachers' ways of explaining the lessons and how the teacher created a learning atmosphere were very important factors.

Several factors that enhance students' motivation are teacher classroom behaviors, a relaxed and supportive classroom atmosphere, awareness of the importance of English, having various learning resources and activities, and encouraging feedback. There were no significant differences in factors influencing students' motivation among the students.

This study shows that most of the strategies from Dornyei's MTP (2001) emerged but some strategies did not emerge from the data. Conversely, a strategy that is not included in MTP emerged from the data, that is, the use of L1. Strategic uses of L1 increase students' motivation, and this is unique to this study. The findings also support that some strategies are transferrable but some are culturally bound.

REFERENCES

Alrabai, F. A. (2011). Motivational instruction in practice: Do EFL instructors at King Khalid University motivate their students to learn English as a foreign language? *Arab World English Journal, 2*(4), 257-285.

Asante, C., Al-Mahrooqi, R., & Abrar-ul-Hassan, S. (2012). The effects of three teacher variables on the use of motivational strategies in EFL instruction in Oman. *TESOL Arabia Perspective, 19*(1), 12.

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.

Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. *Language Learning*, *41*(4), 469-512.

Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *Modern Language Journal, 78*(3), 273-284.

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

Dornyei, Z. (2005). *The psychology of the language learner individual differences in second language acquisition*. New York: Lawrence Erlbaum Associates, Inc.

Dornyei, Z. (2009). *The psychology of second language learning*. Oxford: Oxford University Press.

Dornyei, Z. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). London: Routledge.

Dornyei, Z., & Csizer, K. (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research, 2*(3), 203-229.

Dornyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics, 4*, 43-69.

Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology, 13*(4), 266-272.

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

Guilloteaux, M. (2013). Motivational strategies for the language classroom: Perceptions of Korean secondary school English teachers. *System, 41*(1), 3-14.

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

Hesse-Biber, S. N., & Leavy, P. (2006). *In the practice of qualitative research.* Thousand Oaks: Sage.

Kassing, R. B. (2011). *Perceptions of motivational teaching strategies in an EFL classroom: The case of a class in a private university in Indonesia.* (Master's thesis, Victoria University of Wellington, Wellington, New Zealand). Retrieved from http://researcharchive. vuw.ac.nz/xmlui/bitstream/handle/10063/1835/thesis.pdf?sequence=2

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

Matsumoto, M. (2009, November). *Second language learner's motivation and their perceptions of teachers' motivation*. Paper presented at the International Conference on Teaching and Learning in Higher Education 2009: Quality Learning in Higher Education, Kuala Lumpur, Malaysia. Retrieved from http://epublications.bond.edu.au/cgi/viewcontent.cgi?article=1361&context=hss_pubs

Nation, P. (2003). The role of first language in foreign language learning. *Asian EFL Journal, 5*(2), 1-8.

Nugroho, R. A. (2007). *Motivational teaching strategies employed by English teachers in Yogyakarta.* (Master's thesis, Ming Chuan University, Taipei District, Taiwan). Retrieved from http://handle.ncl.edu.tw/11296/ndltd/94927481346193808068

Oxford, R., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal, 78*(1), 12-28.

Papi, M. (2010). The L2 motivational self system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System*, *38*(3), 467-479.

Papi, M., & Abdollahzadeh, E. (2011). Teacher motivational practice, student motivation, and possible L2 selves: An examination in the Iranian EFL context. *Language Learning*, *62*(2), 571-594.

Ruesch, A., Bown, J., & Dewey, D. P. (2012). Student and teacher perceptions of motivational strategies in the foreign language classroom. *Innovation in Language Learning and Teaching, 6*(1), 15-27.

Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68-78.

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.

Ushioda, E., & Dornyei, Z. (2012). Motivation. In S. M. Gass, & A. Mackey (Eds.), *The Routledge handbook of second language acquisition*, (pp. 396-409). New York: Routledge.

Wong, R. M. H. (2014). An investigation of strategies for student motivation in the Chinese EFL context. *Innovation in Language Learning and Teaching, 8*(2), 132-154.

Xavier, G. d. O. (2005). *Motivational teaching strategies in Brazilian EFL school: How important are they and how frequently are they used?* (Master's thesis, Ohio University, Ohio, USA). Retrieved from http://biblioteca.universia.net/html_bura/ficha/params/title/motivationa l-teaching-strategies-in-brazilian-efl-school-how-important-are/id/50625360.html

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.

Yin, R. K. (2003). *Case study research: Design and methods* (Vol. 5). Los Angeles, CA: Sage Publications.

Yin, R. K. (2009). *Case study research: Design and methods*. Los Angeles, CA: Sage Publications.