MOTIVATIONAL STRATEGIES USED BY PRE-SERVICE
ENGLISH TEACHERS IN TEACHING EFL AT SENIOR HIGH
SCHOOL

THESIS
Submitted in partial fulfillment
of the requirements For the degree of
Sarjana Pendidikan

Natalia Dessy Apriana
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ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ARTS
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA
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TABLE OF CONTENT

Approval page ........................................................................................................ ii
Copyright statement .......................................................................................... ii
Table of content ............................................................................................... iii
Abstract .............................................................................................................. 1
Introduction ........................................................................................................ 1
Literature Review .............................................................................................. 4
The study ............................................................................................................. 9
Findings ............................................................................................................. 12
Conclusion ......................................................................................................... 20
References ........................................................................................................ 21
Acknowledgement
MOTIVATIONAL STRATEGIES USED BY PRE-SERVICE ENGLISH TEACHERS IN TEACHING EFL AT A SENIOR HIGH SCHOOL

Natalia Dessy Apriana

Abstract

This study aims to find motivational strategies used by student-teachers during their teaching practicum period. The research was done because in my observation many student-teachers find it challenging to motivate learners. The study is also conducted to help the student-teachers to be in giving motivation better. I used the categorization proposed by Dornyei (2001) to classify the motivational strategies. This study was done by interviewing ten participants. The result of the study indicates that many student-teachers mostly used basic motivational strategies in teaching the learners. The basic motivational strategies are showing good impression, building good relationship and communication with the students, developing the personal relationship with the students, using ice-breakers or warming up, and creating a pleasant atmosphere in the classroom.

Keywords: student-teachers; motivational strategies; learner motivation

INTRODUCTION

Motivation plays an important role in language learning, especially in English learning. According to Dornyei (2001), English teachers often say that motivation influences the success of learners. It means that how successful the learners depend on how they are motivated. If the learners are less motivated, they would not be able to acquire the language better. Brophy (2010) also states that “students who feel anxious or rejected are unlikely to take the intellectual risks involved in seeking to overcome confusion, and even less likely to try to be creative when working on assignments” (p.05). Consequently, the students will not be able to follow the lesson well and also the class activity. Motivation can
probably be one of the essential aspects to help the learners’ learning, as Murray and Lamb (2011) also mentioned that motivation is known as a critical role where a complex system of the identity plays together with the process of social belonging.

Dealing with the importance of motivation, some researchers tried to identify the factors in motivating the learners to learn and study about learners or teachers’ perspective of motivational practices (Alshehri, 2013; Guilloteaux, 2007; Kassing, 2011; Toonen, Sleegers, Peetsma, and Oort, 2011; Mali, 2015). According to Toonen et al. (2011), the relative importance of teacher’s teaching and their efficacy beliefs have an impact on their teaching and learner’s motivation in learning. In addition to that, teacher’s role in motivating the learners is important, and the study of teacher and learners’ perspective of motivational strategies were held to get more explanation of motivational strategies (Alshehri, 2013). Even though the results showed that teachers’ role in EFL classroom is appreciated by both of the teachers and the learners, they seem to have different beliefs about how the learners should be motivated. The teachers believe that “students are mainly motivated by strategies which help to achieve academic outcomes” (Alshehri, 2013, p.1). And the learners believe that they are more motivated when it is related to “the actual learning process and promote the social aspects of learning” (Alshehri, 2013, p.1). However, Kassing (2011) found that “some EFL lecturers were not aware of how some of the strategies that they used in teaching English impacted on their learners’ motivation.” In my opinion, it may have been the effect of the teachers having different beliefs with the learners.
During my teaching practicum at SMKN1 (vocational high school) 1, I observed that most of the learners felt bored in the classroom because the previous teachers’ teaching styles were monotone and lacking creativity. The learners were not motivated to learn the language and felt restricted to develop their language. As a student-teacher (pre-service language teacher), I found that there were some difficulties to motivate the learners during the learning process. I was new to the environment, and I did not know what strategies I should use to motivate the learners. Furthermore, in the short time, I tried to adapt to that situation and find what the students need. I also decided to see what sort of motivation that can drive them to love learning the language since motivation can influence their study.

With these issues in mind, this study aims to find the motivational strategies used by the student-teachers during their teaching practicum period to motivate the learners in learning English. Therefore, the question should be what motivational teaching strategies used by student-teachers in motivating senior high-school students during teaching practicum period are. I used four aspects of motivational strategies proposed by Dornyei (2001) to classify the motivational strategies. This study can probably help the new English teachers or student-teachers in their next teaching practicum in Indonesian high school area to get closer to the learners and make the learners feel comfortable, excited in learning new challenges, and also active in class.
LITERATURE REVIEW

A. The definition of motivation

Motivation can be defined differently. According to Dornyei (2001), motivation is an abstract and hypothesis concept that we use to explain the reason of why people think and behave as they do. Maehr and Mayer (1997) also state that “Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (as cited in Brophy, 2010, p.3). It shows that motivation can be defined as a tool to explain the goal-directed behavior of people.

In the education field, motivation may seem like one of the keys to influencing the learners learning process. Therefore, the strategies in motivating the learners should be viewed as an essential aspect of studying L2 motivation (Cheng & Dornyei, 2007, p.153). Murray, Gao, and Lamb, 2011 also mentions that the learners can improve their English and virtually communicate in English when the teachers help them overcome negative feeling or habits associated to study English, and give them an enjoyable experience of studying English.

Eventually, motivation can be described as a complicated theory where it is related to people’s behavior and how it influences daily life. It may indeed be necessary for language learners since positive motivation can help them subdue the negative feeling and enjoy the learning process. The more motivated the learners, the more they will feel comfortable and enjoy it.
B. Motivational strategies

In the education field where teachers motivate the learners in learning the language as a foreign language, strategies are needed to accomplish the learning goals. According to Rachvelishvili (2017), using different language learning way can lead to different achievement goals. The learners may get lost if they are not directed well enough during class activities. Furthermore, the strategies to motivate the learners have been discussed by researchers in various teaching contexts (Alsherhri, 2013; Cheng & Dornyei, 2007; Dornyei, 2001; Murray, Gao, & Lamb, 2011). According to Dornyei (2001), “motivational strategies are techniques that promote the individual’s goal-related behavior” (p.28). Also, how teachers conceptualize their understanding in learners’ motivation can be pointed into three main features: behaviors, attitudes, and goals (Murray, Gao, & Lamb, 2011). All of these features mentioned are related to the real situation that takes place in the class activity.

In the discussion of motivation strategies, there are four aspects of motivational teaching strategies, Dornyei (2001) discovered;

the components of motivational teaching practice in the L2 classroom by (1) creating the basic motivational conditions (e.g. appropriate teacher behaviours, a pleasant and supportive atmosphere in the classroom); (2) generating initial motivation (e.g. enhancing the learners’ L2-related values and attitudes); (3) maintaining and protecting motivation (e.g. making learning stimulating and enjoyable); and (4) encouraging positive retrospective self-evaluation (e.g. promoting motivational attributions) (p.29).

Before any further use of motivation, creating the basic motivation at the beginning of the class action can be useful. According to Dornyei (2001), three motivational conditions are necessary for this aspect; a good relationship with the
students and proper teacher behavior, a pleasant classroom situation, and a cohesive learner group with appropriate group norms. Cowei and Sakui (2011) also stated that making a positive personal relationship between a teacher and the learners can also motivate the learners in learning the language. Those are the basics that should be noticed as primary of motivation in learning. Teacher’s behavior is also considered as one of the most critical motivational tools in the classroom activity (Dornyei, 2001).

Another aspect of motivational strategies is generating initial motivation. In the learning process, all of the learners have a chance to experience the learning that is suitable for them. It is also useful for the learners if they know the lesson before they start to learn more about it. Teachers can also encourage the learners to help them realize the language-related value. Motivational strategies mentioned in this aspect are promoting the learners’ language-related values, developing the learners’ intrinsic interest in the L2 learning process, encouraging a positive and open-minded disposition towards the L2 and foreignness in general, promoting the learners’ awareness of the instrumental values, increasing the learner’s expectancy of success in learning, making the curriculum and the teaching materials relevant to the students, and helping the learner to create realistic learner beliefs. Teachers may encourage the learners to have a clear goal in learning. Hence, Cowei and Sakui (2011) stated “teachers used to encourage students to have clear goals”.

The third aspect of motivational strategies mentioned by Dornyei is maintaining and protecting motivation. Motivation is not only given once or just
at the beginning. To keep the learners motivated, teachers should preserve and protect it. We can also say “motivation needs to be actively nurtured,” (Dornyei, 2001, p.71). Many strategies can be used to motivate the learners based on aspect. The motivational strategies that are mentioned in this aspect are making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners’ self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, promoting cooperation among the learners, creating learner autonomy, and promoting self-motivating learner strategies. Using these strategies can help the teachers to maintain the learners’ motivation in learning (Dornyei, 2001). Moreover, Cowei and Sakui (2011) mentioned that using a large number of teaching techniques can provide the learners with varied and thoughtful lessons.

The last aspect of motivational strategies is encouraging positive self-evaluation. Dornyei (2001) stated that “a very important aspect of motivating learners is to help them to deal with their past in a way that it will promote rather than hinder future efforts.” It seems that focusing on the students’ successes instead of the failure will help them in learning. There are some strategies mentioned in this aspect: promoting effort attributions in the learners, providing students with positive information feedback, increasing learner satisfaction, offering rewards in a motivational manner, and using grades in a motivating way (Dornyei).

Four aspects of motivational strategies proposed by Dornyei (2001) had the details of strategy to use in motivating the learners. Those strategies are
mentioned explicitly in each aspect, and it is also easy to understand. Therefore, using this theory, this study is then analyzed based on the result of the interview. Further investigation of motivational strategies that were used by the student-teachers is discussed more detailed in the following discussion.

C. Motivational teaching strategies

Teachers are the key to the learning process of the learners. According to Mansfield, Peetsma, Veen, and Volman (2015), “one of their most important tasks is to create a learning environment that enhances and sustains students’ motivation and engages students in learning” (p.364). To that, motivational strategies might be seen as important key to learner’s learning process. As we know about motivational strategies mentioned above, motivational teaching strategies are more focus on the strategies used by the teachers. Mali (2017) mentioned that the strategies used by the teachers in motivating the learners could be defined as motivational teaching strategies. In teaching strategies, there are also motivational aspects influencing the process. Moreover, teachers might have variety of ways of motivational teaching strategies. Wade (2010) stated, “One of the ways we can best encourage a questioning attitude on the part of our students, is to ask them questions that do not have one right answer, questions that require them to engage deeply with ideas”. These teaching strategies encourage the learners to be more active in class with their motivational aspects.
THE STUDY

A. Method of the research

This research was qualitative research. Temple and Young (2014) stated, “qualitative research where data are collected in more than one language and the research process, at whatever stage(s), involves acts of translation between languages, which tries to describe the finding of motivational strategies in this study” (p.161). I used Bahasa (Indonesian Language) in the process of data collection and English in the analysis. The results were defined based on the motivational strategies mentioned by student-teachers. In finding an in-depth exploration of the motivational strategies, I used “the components of motivational teaching practice in the L2 classroom” (Dornyei, 2001, p.29) as the underlying theory of this research.

B. Research question

This following research question guided this study: What are the motivational teaching strategies used by student-teachers in motivating senior high-school students during teaching practicum period? This question was used to identify the motivational strategy mentioned by student-teachers.

C. Context of the study

This research was conducted at Satya Wacana Christian University, Salatiga where the participants are student-teachers who had finished their teaching practicum in Senior High School area in Salatiga. They participated in the teaching practicum for three months. Furthermore, the teaching practicum was
completed when the student-teachers had already accomplished the requirements. Once they submitted the final report and got accepted by the supervisor, they passed the class. At the time I conducted the interview, they had finished their teaching practicum for around five months.

D. Participants of the study

The participants in this study were English department students who had done their teaching practicum. 10 English department students were still studying in Faculty of Language and Arts on their last year. All of them had teaching experience in the senior high school area. The participants were student-teachers who taught the students at the high school level, and they were all interviewed.

E. Data collection instrument

Interview questions were provided before the interview, and a smartphone with the built-in recorder was used to record the entire interview. I made the interview questions based on my research question; motivational strategies were used by student-teachers during their teaching practicum. I asked a direct question of motivational strategies they used in their teaching and then asked them the details of it. I also asked them to explain which strategies that were suitable for their students to find out their opinion. The interview was held in a quiet space in Kartini Campus to make the voice of the recording clearer. After that, the recording (the result of the interview) were copied into a laptop.
F. Data collection procedures

First, the student-teachers’ experiences were recalled in the interview. This method was chosen to find out in more details about their motivational strategies. It was a guided and an informal interview asking open-ended questions. It had an explicit intention of asking more about their experience in dealing with the students and how to motivate them.

Second, to make the interview friendlier and smoothly, I met the interviewees, explained the purpose of the interview and asked them to sign a consent form before starting the interview. After I obtained their permission, I gave them the questions and let them read it first. This activity was done to avoid the situation where the interviewees were unable to understand the questions during the interview.

Last, the interview was conducted in the participants’ L1 (Bahasa Indonesia), to make sure that they felt more comfortable and respond automatically to the questions. There were four questions in the interview, and I also gave time to the participants if they wanted to add something before I closed the interview. I also asked for their contact info in case I needed some details or if there were missing points in the interview.

G. Data analysis procedures

First, the recordings were transcribed. Along with the transcript, the result of the study was listed and put into tables. Second, I made codes to make it easier during the discussion. “P” is used to represent participant and “A” represented “Aspect.” Third, the lists of motivational strategies in tables were analyzed based
on four motivational strategies as proposed by Dornyei (2001). After that, the motivational strategies found in the interviews are placed in each aspect. Last, I put the order based on the most to the least used aspects of motivational strategies.

**FINDING AND DISCUSSION**

In this study, I found 34 statements related to motivational strategies. Then, I sorted them and made lists of all of the statements to put it on the table. To classify the result, I used four motivational aspects proposed by Dornyei (2001):

1. creating the basic motivational conditions
2. generating initial motivation,
3. maintaining and protecting motivation, and
4. encouraging positive self-evaluation.

Through the discussion, I found many teachers used creating the basic motivational conditions in motivating the learners. They emphasized the used of this aspect a lot even though I did not introduce them to it. In this study, I also discussed the results according to the most used motivational strategies to the least.

**Creating the Basic Motivational Conditions**

This aspect explains how the teachers should have a good relationship with the learners, create a pleasant atmosphere in class, and have proper
classroom management. From the interview, it showed most of the teachers used creating the basic motivational conditions aspects to motivate the learners. The motivational strategies that were mentioned in the interview showed a good impression to the learners, helping the teachers to build a good relationship with the learners, develop a personal relationship, create a pleasant atmosphere in the classroom, and keep up proper classroom management.

In the first meeting of the lesson, teachers should take the students’ attention by showing a good impression. Teachers can wear proper clothes, smile, or walk to the class confidently. One of the ways to build a good relationship with the learners mentioned by the teachers is “being aware of the learners’ difficulty” as said by P1.

Excerpt 1:
“I usually approach the student personally to find out about their difficulty and do small talk with them.” (P1)

Another way to get close to the student is “being aware of the learners’ need in the class” as said by P4.

Excerpt 2:
“As a teacher, I want to know what my students need. What do they need for studying? It means that I want them to feel comfortable and interested in learning English.” (P 4)

Another strategy used by the teachers is creating a pleasant atmosphere in the classroom such as telling some jokes in the class, using ice-breaker or interesting pre-opening and manage the classroom well. During the activity in the class, teachers looked at the learners as a whole group and tried to communicate
well with them. Some teachers also used humor to encourage the learners in learning. This strategy can help the learners feel comfortable during the class session and encourage them to be more confident as said by P9.

Excerpt 3;
“Some students felt shy in the classroom so I made some jokes to encourage them in learning and maybe they can feel more confident to ask something if they feel comfortable.” (P9)

Some teachers also used ice-breakers or exciting pre-opening in the classroom.

Excerpt 4;
“For example, if I keep explaining the material of the lesson, the students will feel bored or less motivated. To encourage them, I shouted ‘klasi klasi klasi,’ and the students will automatically say ‘yessi yessi yessi’.” (P10)

The other strategy mentioned by the teacher is using proper classroom management. To do that, some teachers applied group rules in the classroom to manage the classroom situation. By knowing and understanding that, the learners will know what they should or should not do in the classroom. The teachers can also control the class situation by speaking directly to the learners who break the rules. Besides that, the teacher also used these strategies to propose the learners to be more active in the classroom and cooperate with each other as well as promote their group cohesiveness.

It seems that most teachers who used this aspect in their teaching thought that creating the basic motivation is important because the foundation should be made before they get deeper into the lesson and it can be applied to every learner.
Not only that, teachers may think that using a simple and basic motivation can be more comfortable. It did not need much time for preparation and one can save time to make more development to the main lesson. One of the most strategies that were used by the teachers is building a good relationship with the learners. This strategy may be the most effective strategy from this aspect. Brophy (2010) stated, “If these relationships are causal, they imply that performance-approach goals lead to desirable outcomes for some students in some learning contexts” (p.93), which can be a way to get close to the learners.

**Maintaining and Protecting Motivation**

The second aspect of motivational strategies is maintaining and protecting motivation. During teaching practicum, it is essential to keep the learners’ learning process and help them not forget the lesson. In this case, the teachers were also aware of how important it is to do so. As found in the interview, 8 participants used this aspect in motivating the learners. The motivational strategies that were mentioned in the interview are using AVA (audio-visual aids), fun learning, pop culture and technology, and games. Most of the teachers used AVA to make exciting lesson or variety of teaching activities.

Excerpt 5:

“First I used media such as video to encourage the students.” (P9)
Excerpt 6:
“Well, I used media to get the students’ attention so that they can become interested in the lesson and they won’t be bored. So I made it as attractive as possible such as using power point to make games or using audio.” (P8)

Excerpt 7:
“I think the most efficient way to motivate the students is using games. When we played games automatically all the students in the class will follow the instruction and get involved in the game.” (P7)

Excerpt 8:
“First, I used POP culture and technology to motivate my students.” (P3)

Some teachers think that the use of AVA such as PowerPoint, video, or audio is an efficient way to motivate their students. Some teachers also mentioned that using different media in teaching made their students more active in class; the students became interested in the media and even the lesson material. Using AVA in learning can also give positive effect to the group learner’s achievement (Al Khayyat, 2016). Another medium used by the teachers were games. It is used during the lesson such as guessing picture, putting the right order of the paragraph together to learn in a fun way. Murray (2008) also points out, “fostering a sense of community in class, exploring the possibilities presented by imagined communities, and bringing, for example, more pop culture to the class, would be good ways to trigger motivation and learning” (as cited in Dornyei, Csizér, & Németh, 2006, p.54). It shows that using the most updated material such as pop culture can make the class situation more interesting.
Also, creating a variety of lesson as creative as possible may be useful to make the learners enjoy the class. They may even get excited about every meeting because the experiences were different and exciting. I think this method will help the teacher to motivate the learners. If the teachers can create various types of teaching activity, the learners will not get bored and be more motivated during the lesson.

Encouraging Positive Self-Evaluation

The third aspect of motivational strategy is “encouraging positive self-evaluation.” This aspect is used to check the learners understanding and motivate them at the same time by encouraging positive evaluation. It is found that teachers offered a reward, gave positive feedback, and used grades in a motivating manner to increase their satisfaction. As seen in the interview, five teachers provided prizes to encourage the learners.

Excerpt 9;
“Before I begin the lesson, I usually made some games like small games, and in these games, there would be a winner. I usually give reward to the winner or the one who gets the highest score.” (P1)

Excerpt 10;
“When I asked questions to the students and promised them rewards, they become more active to get the rewards. I usually prepared some school equipment as a reward such as books; ballpoints and sometimes I prepared some snacks.” (P2)
However, it is not right to offer rewards in every lesson because it can make them addicted to the reward and unmotivated to study if there are no rewards. Baranek (1996) also mentioned that the usage of extrinsic rewards has to be regularly reduced as students’ motivation and knowledge increase. Other than that some teachers also motivated their students by appreciating their students’ work or giving positive feedback on their assignment. The teachers added motivation quote or comments on the students’ assignment.

Excerpt 11;
“For example, I gave some feedbacks to the students when they made mistake in grammar and wrote it on the whiteboard such as correcting the used of “to be” or how to make interrogative and negative sentences.” (P6)

One teacher (P4) also mentioned that he controlled the learners’ grade. If the learners get a terrible mark, he will give them some punishment such as doing an additional task.

It seems that the teachers gave feedback and rewards because they believe that when they appreciate the learners’ work, the learners will feel happy and motivated. However, Baranek (1996) showed that the used of rewards could affect negatively in the learners’ learning. Instead, the teachers should use rewards wisely to avoid the learners wanting only the rewards and not the knowledge from the lessons. The learners can also get motivated when they want to get something such as compliments from the teacher. It is also good to control the learners’ grade. If the learners’ grade decreases, the teachers can help them by giving them additional tasks or subject material.
Generating Initial Motivation

The least used aspect of motivational strategy from the interview is generating initial motivation. Unfortunately, the study showed that only one teacher adjusted this in his/her teaching. It shows that not many teachers are interested in using this aspect in their teaching. Only P6 used this aspect, and to encourage the students, she tried to use background of the students to create the lesson.

Excerpt 12:

“Give the example of the surrounding environment. We know that many learning materials of English lesson are adopted from English speaking country such as people's name. Because it’s rare to have names like Jimmy or Jorge in Indonesia, we can change the name into Indonesian name which is more familiar to them” (P6).

In this case, the teacher tried to make the lesson related to the students’ culture or background knowledge. It can attract the students to the lesson and give them a chance to value their own culture. Brophy (2010) stated:

Teachers should minimize elements of competition and social comparison in the learning community norms and evaluation and reward structures operating in their classrooms, while at the same time encouraging students to adopt learning goals and providing the instructional scaffolding and personal support needed to enable them to attain these goals successfully (p.92).

It shows that the teachers can also introduce the learners to their learning goals to motivate them. The learners may be more aware of the language’s value if the teachers help them learn more about the norm and the goals in learning.

However, it seems that most of the teachers were not aware that they should promote the student’s awareness of the instrumental values associated with the knowledge of an L2. They may not be aware that developing the learners’
awareness of L2 and lesson goals can also be one of the best ways to make the students enjoy the lesson. The more students relate themselves to the L2, the more the students will understand L2 and enjoy the experience.

### Table 1: Lists of motivational teaching strategies

<table>
<thead>
<tr>
<th>No</th>
<th>Motivational Strategies</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Showing good impression</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Developing good relationship with learners</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Building good relationship between learners</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Creating a pleasant atmosphere in the classroom</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Using good classroom management</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>Using fun learning</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Using pop culture and technology</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Using AVA</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Using ice-breakers/warming up</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Giving real example (from the environment and the culture in the country)</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Giving general knowledge</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Giving reward</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>Giving punishment (doing task if students get bad mark)</td>
<td>1</td>
</tr>
</tbody>
</table>

**CONCLUSION**

This study aimed to find motivational strategies used by student-teachers in English learning and analyzed it based on four motivational aspects as proposed by Dornyei (2001). The motivational strategies used by the teachers were building good relationship with the learners, creating a pleasant atmosphere and good classroom management, using fun learning, learning the culture of L1 and L2, and giving rewards and feedback, with the result showing that most of the teachers are more focused on building good relationship with the learners and creating a
pleasant atmosphere. Also, I think these findings suggest that the teachers should balance each aspect of motivational strategies in their teaching activity. There are many strategies in each aspect that can be used in the class and it can be adjusted based on the class situation.

Nevertheless, there are some limitations of the study to know. I only analyzed the motivational strategies used by the student-teachers without asking about their perspective in detail. However, in the future research about a similar topic with this study, it is suggested that the research should be conducted after introducing and explaining the list of four aspects of motivational strategies to the student-teachers before they start their teaching practicum and see how many strategies they use and the reasons why they use those strategies.

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