Perspectives of Teachers to Motivate The EFL Students

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Abstrak

Studi tentang perspektif guru dalam memotivasi siswa EFL bertujuan untuk menyelidiki: Bagaimana perspektif guru dalam hal motivasi siswa dalam belajar bahasa Inggris. Ada tiga orang guru yang menjadi subjeknya. Mereka diambil dengan cara purposive sampling. Dalam pengumpulan data, seluruh ujaran yang dihasilkan oleh pembicara direkam dengan smartphone dan diberi skrip. Terakhir, naskah-naskah tersebut dianalisis dengan menggunakan metode kualitatif. Hasil penelitiannya adalah (1) terciptanya kondisi motivasi dasar: (a) perilaku guru yang sesuai, (b) suasana kelas yang menyenangkan dan mendukung, dan (c) kelompok pembelajar yang kohesif dengan norma kelompok yang sesuai. (2) Membangkitkan motivasi awal: (a) meningkatkan nilai dan sikap terkait L2 peserta didik, (b) meningkatkan harapan keberhasilan peserta didik, (c) menjadikan bahan ajar relevan bagi peserta didik. (3) Memelihara dan melindungi motivasi: (a) menjadikan pembelajaran merangsang, (b) menyajikan tugas dengan cara yang memotivasi, (c) menghilangkan kecemasan peserta didik dan meningkatkan rasa percaya diri (d) menciptakan kemandirian peserta didik. (4) Mendorong evaluasi diri retrospektif positif: (a) meningkatkan kepuasan peserta didik, (b) menawarkan penghargaan dan nilai dengan cara yang memotivasi.

Kata Kunci : *Motivasi, Perspektif Guru, Siswa EFL*

Abstract

The study of perspectives of teachers to motivate the EFL students is aimed to investigate: How are the teachers' perspectives in term of students' motivation in learning English. There were three teachers as the subject. They are taken by purposive sampling. In collecting data, all utterances produced by the speaker were recorded by smartphone and scripted. Finally, those scripts were analyzed by using qualitative method. The results of the research were (1) creating the basic motivational condition: (a) appropriate teacher behavior, (b) a pleasant and supportive classroom atmosphere, and (c) a cohesive learner group with appropriate group norms. (2) Generating initial motivation: (a) enhancing the learners L2 related values and attitudes, (b) increasing the learners' expectancy of success, (c) making the teaching materials relevant for the learners. (3) Maintaining and protecting motivation: (a) making

learning stimulating, (b) presenting task in a motivating way, (c) dismissing learners' anxiety and increasing their self-confidence (d) creating learner autonomy. (4) Encouraging positive retrospective self-evaluation: (a) increasing learner satisfaction, (b) offering rewards and grades in a motivating way.

INTRODUCTION

Motivating students who are not well motivated is not an easy task. A teacher is required to know what all they must do to a rise the motivation of the students in their subject and ensure its sustenance. Teacher need to know their students well, be enthusiastic about their subject and accept any students' problem as a challenge that needs to be overcome. Teachers have to make whole classroom interact using that target language (Amir & Jakob, 2020)

In English learning process, teachers have a big responsibility to increase students' motivation and keep it alive throughout learning process. Motivation is a key factor in learning English as (Karla, 2013) stated, "Motivation was what encouraged students to continue learning. "The motivated learners are usually more active in learning, while unmotivated learners are like classroom disturbances"(Wang, 2006). However, it is worthwhile for the teachers to focus and try to motivate both types of those students and maintain their motivation because all of the students should be treated based on their needs.

Because English learning is a long process, the students' motivation might up and down in the class. But, as a teacher they should not be panic when they observe their students' motivation has diminished. It is not saying that teachers should ignore the condition but teachers should understand that unmotivated is also a part of the second language learning process. "Motivation of the students is one of the most important factors influencing their success or failure in learning the language. (Dornyei, 2011)
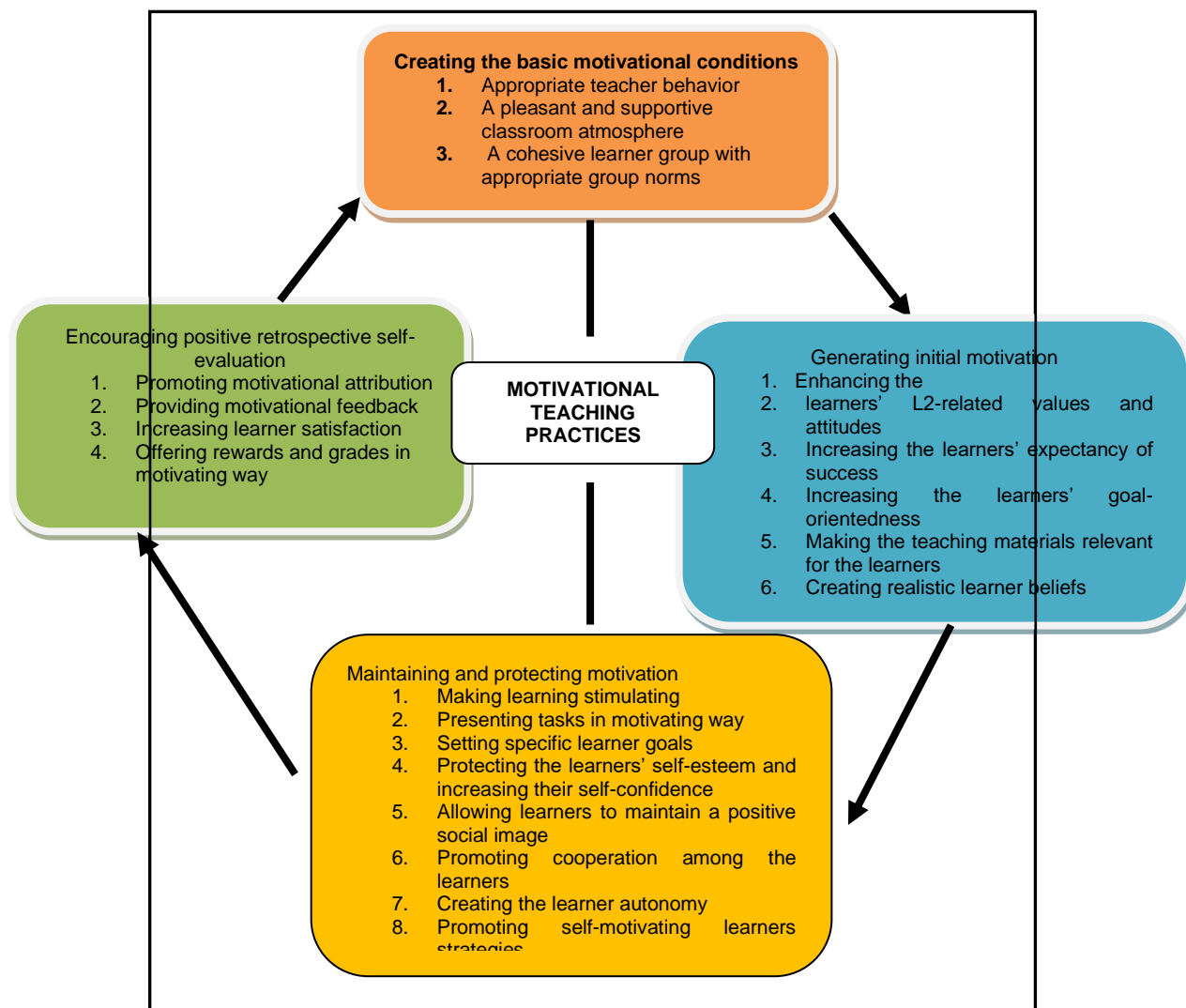
Furthermore, as a teachers they should have some motivational practices to keep their students motivated. Teachers should create a comfortable learning situation to overcome students' problems in the classroom (Amir, 2022) Teachers not only motivate their students but also teachers maintain their students' motivation. How to maintain students' motivation until the end of the class, the teachers should make language activity are more important, make learning less stressful and less difficult. According to (Karla, 2013) she suggested that (1) the teacher should be lively and interesting (2) presentation should be brief (3) students should always be active (4) activity must be useful and relevant. (Zayn Dornyei, 1998) Stated that there are two basic ways to maintain students' motivation (1) teachers' action and behaviors. They argue that teachers' behavior is a powerful tool of motivation in classroom. (2) classroom atmosphere. Safe classroom environments are the most productive in involving the students in the learning process. Based on some references, the researcher concluded motivational teaching practices to keep the students' motivation are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and Encouraging positive retrospective self-evaluation.

Referring to explanation above, the writer conducted a research, under the title: **"Perspectives of lecturers to motivate the EFL students"**.

Motivational strategies as "instructional interventions applied by the teacher to elicit and stimulate students' motivation" (Guilloteaux, 2008). Dornyei further contends that "they are techniques that promote the individual's goal-related behaviour" (Dornyei, Teaching and Researching motivation (2nded), 2011). Motivational strategies are thus steps or technique employed by teachers in their teaching practices to facilitate students' motivation in learning English. The motivational strategies in teaching English are usually "grounded in sound theoretical consideration" While effective and motivational teaching strategies have been proposed by scholars in education and educational psychology areas, few were specifically contributed by second/foreign language scholars.

The four dimensions include the macro-strategies associated with each dimension. Each dimension is associated with at least thirty macro-strategies, each of which was broken down into about one hundred micro-strategies in teaching English. This extensive list of recommended motivational teaching strategies has been frequently and widely utilized and modified by researches to discover what specific strategies are perceived by students or teachers as beneficial for the students' motivation in their particular context.

Dornyei's framework of motivational (Dornyei, The psychology of the language leaner: Individual differences in second language acquisition, 2005)

Creating the basic motivational conditions
1. Appropriate teacher behavior
2. A pleasant and supportive classroom atmosphere
3. A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation
1. Promoting motivational attribution
2. Providing motivational feedback
3. Increasing learner satisfaction
4. Offering rewards and grades in motivating way

MOTIVATIONAL TEACHING PRACTICES

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

Maintaining and protecting motivation
1. Making learning stimulating
2. Presenting tasks in motivating way
3. Setting specific learner goals
4. Protecting the learners' self-esteem and increasing their self-confidence
5. Allowing learners to maintain a positive social image
6. Promoting cooperation among the learners
7. Creating the learner autonomy
8. Promoting self-motivating learners strategies

In the past, few studies aimed to find out whether the proposed strategies actually work in language classroom (Dornyei & Csizer, 1998). The fact tht there may be a discrepancy between the assumed and the actual motivational power of certain teaching strategies in second/foreign language learning has concerned second/language scholars. Therefore, the existing recommended teaching strategies should be regarded as more hypothesis to be tested in determining what strategies work in a certain second/foreign language classroom.

METHOD

This research was held in SMAN 17 Makassar. The subject of this research was the teacher of XI and XII year students of SMAN 17 Makassar. The sample was selected based on purposive sampling technique. The researcher chose the students of two classes in class XI and one class in XII taught by different English teachers. The samples interviewed were selected based on their English achievement (the English score of the second semester).This research writer used qualitative method. Qualitative method is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations. This research used two instruments of the research namely observation and interview (Miles, 2014).

RESULT AND DISCUSSION

The interview was used to answer the research questions of how the teachers' perspective to motivate the students in learning English. The interview was conducted as the main technique where the researcher was able to get in-depth information and perception about the teachers' perspective to motivate the students in learning English. Furthermore, the interview findings are presented as follows.

a. Creating the basic motivational condition

The first stage in motivating students to learn according to Dornyei's framework is creating basic motivational conditions. He suggested three sub-practices under this component. They are appropriate teachers behaviors, a pleasant and supportive classroom atmosphere and a cohesive learner group with appropriate group norms (Dornyei, Teaching and Researching motivation (2nded), 2011)

1) Appropriate teacher behavior

Proper teacher behavior can be displayed through many aspects of the teacher's behavior, like their enthusiasm toward teaching, show of commitment to the students' learning, their development of a positive relationship with learners, etc. Almost all of the teachers stated they were teaching with good enthusiasm as the T.2 stated as follows.

Excerpt 1 *For example in the class I ask the students with a good enthusiast. Lets' speaking English"*

(Teacher 2, interviewed on August 1th, 2017)

This excerpt 1 implies that the teacher in the process teaching English she taught the students with good enthusiasm. She also stated that teacher behavior is important things to be considered in the classroom as the T.2 stated as follows.

Excerpt 2 *"Starting from our behavior, the way we speak to the students, the way we interact to the students and the most important is the way we dressed."*

(Teacher 2, interviewed on August 1th, 2017)

Moreover, the T.3 also stated that he could motivate his students by appropriate teacher's behavior with a good classroom management because when he taught some materials, he showed his enthusiasm and also sometimes he told the students about his experiences as the T3 stated as follows.

Excerpt 3 *Because I open my class with a good classroom management, show my enthusiastic toward my material and I told the students about a story about my experiences.*"

(Teacher 3, interviewed on August 1th, 2017)

2) A pleasant and supportive classroom atmosphere

The second is to create a pleasant classroom atmosphere. It is very important for the teachers to be aware of the students' classroom condition. The teachers also have to be patient, encouraging and supportive person to the students, bringing in and encouraging humor in the classroom, and also encouraging the students to personalize the classroom environment according to their taste.

In the beginning of English teaching process, the T.1 asked the students to be aware of the classroom environment, she asked the students to put their rubbish and put them into the trash bin. While the T.2 creating comfortable learning atmosphere by using humor as one of the effective practices either to initiate or to maintain students' motivation, and T.3 asked the students to put some difficult vocabularies with interesting ways such as in poster at the walls so the students could see those vocabularies and could increase their vocabulary in English and sometimes teacher also gave the students some motivation by told them story of motivation or something like that so the classroom atmosphere was more enjoyable, it can be seen as follows.

Excerpt 4 *Usually, before I start my class, I have to care about the classroom, and also the rubbish, also the position of the tables and the chairs. I usually ask them to colect the rubbish under their foot.*"

(Teacher 1, interviewed on August 1th, 2017)

Excerpt 5 *For example, I am more humorist in the class, so the condition of the class is not too stress.*"

(Teacher 2, interviewed on August 1th, 2017)

Excerpt 6 *Wahh. it is very important I think, in the beginning of the class before I start teaching my material, motivating the students is important because that is the one of the teachers' obligation to give them motivation to study hard. That is the part of teaching that cannot be separated.*"

(Teacher 3, interviewed on August 1th, 2017)

3) A cohesive learner group with appropriate group norms

This is the third practice that can be used to create basic motivational conditions in the teaching English. Learner group can be used to influence the students' motivation in learning English. As the T.1 stated that the student who is shy to ask the teachers about their material felt more comfort asking their friends. In line with T.1, T.3 also stated that learner group could help the students to finish their tasks because they could do their tasks together. Additionally, T.2 stated that the learner group was very useful if the member of the group ware students who had a good relation each other. It is stated by the teachers as follows.

Excerpt 7 *Emmm… there is a students who do not understand but she/he does not want to ask to the teacher because she/he is shy. She/he feels more comfort*

asking his/her friend. Nah, I think this is the function of the learner group, so they can help each other to finish their assignment."

(Teacher 1, interviewed on August 1th, 2017)

Excerpt 8 *I am really sure they are in group I think they do not feel too much stress, more so if member of the group is their close friends."*

(Teacher 2, interviewed on August 1th, 2017)

Excerpt 9 *Students really enjoy in working in group. Because, learning or working in group can help the students to finish their tasks. They are finishing their assignment together."*

(Teacher 3, interviewed on August 1th, 2017)

b. Generating initial motivation

In the second stage of motivational teaching practices, Dornyei suggested five macro-practices that could be modified according to circumstance of the context where it is implemented. They are: enhancing the learners' L2-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orienteers, making the teaching materials relevant for the learners and creating realistic learner beliefs. Among these sub-practices, three of them were exposed in this research.

1) Enhancing the learners' L2-related values and attitudes

Familiriazing learners with the values associated with the foreign language learning is one of the important motivational teaching practices for genereting their initial. Teachers have to remind the students the importance of English as a global language and the usefulness of mastering this language as well as encouraging them to use English in their daily life activities in the classroom or outside the classroom. In teaching and learning process, T.1 motivated her students to speak English, she told her students to be active in the classroom for example to share their ideas about everything so the students could improve their speaking ability as stated by T.1 as follows.

Excerpt 10 *"I just say take free to us just feel free to share their ideas then speak up do not worry about your English, English is not difficult language if you can talk and then people can understand means you can communicate even your grammar or even your speaking is not good but you can make it you friends understand it you can communicate"*

(Teacher 1, interviewed on August 1th, 2017)

T.2 and T.3 they had similar statement, they motivated their students to learn English because in the future the students will use English as a tool of communication and it will be very useful for them. It is pointed by the following statement.

Excerpt 11 *I told the importance of knowing English. Because in the future,, English will be useful for them as a tool of communication."*

(Teacher 2, interviewed on August 1th, 2017)

Excerpt 12 *I tell them that English is a tool of communication."*

(Teacher 3, interviewed on August 1th, 2017)

2) Increasing the learners' expectancy of success

Increasing the learners' expectancy of success is another important practice for generating the students' motivation. Teachers have to provide the students with clear instructions while teaching, guiding and assisting the students to succeed in performing learning tasks; helping and supporting the students while in teaching and learning process especially when they are engaged in difficult learning activities and also explaining the goals of learning tasks to the students.

The T.2 in the beginning of teaching and learning process told the students the goals of learning process, always observed how students pay attention to her. She explained the material more detail with good enthusiasm, she asked the students if they found some difficulties while doing their tasks, and she also repeated the materials to the students when there were some of them that did not understand. It is showed by the following statements.

Excerpt 13 *Because I try to explain the material well, if there is a student who does not understand it well, I repeat it again.***"**

(Teacher 2, interviewed on August 1th, 2017)

3) Making the teaching materials relevant for the learners

This is another important practice for generating students' initial motivation. Teachers should provide the materials that relevant to the students or related to the students' personal experience, the needs of the students and their prior knowledge so it will increase students' motivation in learning English. Before she taught her materials, T.1 prepared to deliver the materials by collecting the interesting topics, and then she selected the materials based on the students' knowledge level and explained it clearly, which can be seen in the following statement:

Excerpt 14 *For example, I teach them speaking, the topic that I prepare have to be interesting for the students and relevant for their age."*

(Teacher 1, interviewed on August 1th, 2017)

Similar with T.1, T.2 and T.3 also stated that they were focusing on the students' needs. They prepared the materials which relevant to the students' needs. T.2 stated that if the material were difficult for the students, they will be unmotivated because it was not relevant with the students' needs as she stated as follows.

Excerpt 15 *I really care about students' material. If the materials are relevant to the students and their need I am sure that they will be motivated but if the material is difficult for the students, I am sure that they are unmotivated because the material is not relevant for their needs.***"**

(Teacher 2, interviewed on August 1th, 2017)

Excerpt 16 *The teachers prepare the material that is relevant for their students' need***"**
(Teacher 3, interviewed on August 1th, 2017)

c. Maintaining and protecting motivation

This category of motivational teaching practices concerns maintaining students' motivation and involves making learning stimulating and enjoyable, presenting motivating tasks, setting specific learner goal, 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. However, this research finding showed only four motivational teaching practices. They are making learning stimulating, presenting task in a motivating way, protecting the learners' self-esteem and increasing their self-confidence and creating learner autonomy.

1) Making learning stimulating

Making learning stimulating and enjoyable, teachers should break the routine of the classroom by varying learning tasks and the presentation format, and making learning attractive by adding new and humorous elements. Teachers also should design tasks for novelty, variety, diversity, so the students' are more likely to facilitate an interest in learning. Almost of the students were motivated when they studied English by using song as a media. They more active in the classroom because teacher stimulated them with song, so they could improve their pronunciations and vocabularies also their talent as stated by T.2 as follows.

Excerpt 17 *I give the tasks for the students, because in the syllabus song is one of their subjects."*

Teacher 2, interviewed on August 1th, 2017)

Other statements by T.3, he stated that before he started his class he must explain his learning objectives and used question and answer to stimulate their students' motivation in learning English so the students could show their participation in teaching and learning process and also in could maintain the students' motivation as he stated as follows.

Excerpt 18 *So the teaching practices that I use to motivate the students is I stimulus the students to join and participate in the class. The way that I use is Question and Answer"*

(Teacher 3, interviewed on August 1th, 2017)

2) Presenting task in a motivating way

Teachers should be creative in making task for the students because the students would get bored and did not like English class if the task or assignment is the same for a long time. Furthermore, if some of the students did not do their homework they would be speech in front of their friends. It is not like punishment but they called this opportunity, they made this agreement at the first meeting. The teacher said that the students asked her to make this agreement because they thought that it would be improving their speaking ability. So the teacher agreed to make this agreement and also it made the students more practice speaking English and improved their vocabulary. It is proven by her statement as follows.

Excerpt 19 *Usually, when the don not do their homework, we make agreement together that is they have to speech in front of their friend. We never call that punishment but change to express their opinion or ideas about something hits now."*

(Teacher 1, interviewed on August 1th, 2017)

3) Diminishing learners' anxiety and increasing their self-confidence

Reducing students' anxiety and increasing their self-confidence is a very important practice for maintaining and protecting their motivation. Teachers should avoid sarcasm and sharp criticism, using praise well and developing peer support networks. Teachers should remove anxiety-provoking factors and provide warm and supportive climate in

classrooms. Teachers also should avoid generating social comparisons between students, they should involve students in cooperative rather than competitive learning activities, and accept students' mistake as natural concomitants of learning. Another way to build up students' self-confidence is by involving them in situations in which they can demonstrate their strengths and consequently improve their social image in front of their peers. In maintaining and protecting students' motivation in learning English, T.2 always supports their students consistently as she stated as follows.

Excerpt 20 *One of way to improve your English is you should master in one song, if you want to have a good pronunciation just imitate their style whether style America or British. Just follow the singer or you have to master in one song, I am sure you can improve your pronunciations.***"**

(Teacher 2, interviewed on August 1ᵗʰ, 2017)

4) Creating learner autonomy

In teaching and learning English, teachers have to support their students' autonomy by allowing them to select activities according to their own interests. Students have a different interest, so the teacher needs to know their students' interest or let their students to select the activities they like. As stated by the teacher in an interview, almost students that her taught is join in the English class extracurricular of the school and not only that but also the students choose English class as their cross-interest as stated in the teacher's interview as follows.

Excerpt 21 *"The students join with extracurricular of the school"***"**

(Teacher 2, interviewed on August 1ᵗʰ, 2017)

When teacher gave the task to the students, the students were able to do their tasks individually, if they did not understand the tasks the asked their teachers to give more explanations about the tasks and also they told the teacher if there were English competition outside of the school to participate in that competition, the students activated to get more information about the competition because they thought that English competition could improve their English as the T.3 stated as follows.

Excerpt 22 **"***Second, students are able to do their tasks by theirselves. Third, they join with English competition.***"**

(Teacher 3, interviewed on August 1ᵗʰ, 2017)

d. Encouraging positive retrospective self-evaluation

The fourth dimension of motivational teaching practices deals with encouraging positive self-evaluation by promoting their motivational attribution, providing motivational feedback, increasing learner satisfaction and offering rewards and grade in a motivating way. This research only locates with two sub-sections increasing learner satisfaction and Offering rewards and grades in a motivating way

1) Increasing learner satisfaction is a significant factor in reinforcing achievement behavior, if the teachers motivate the students well, the students would be satisfied with their learning outcomes. In teaching and learning process, surely the teacher should observe how students pay attention to her materials. So, if the students do not pay attention or do not understand the material well, the teacher could ask what happen to them, what their

problem is, what part of the materials they do not understand, to know the reasons of the students why they did not pay attention. Is there any their problems or the pressure in the classroom or another problems.

Excerpt 23 *"When I am teaching the materials and there are some of students understand the materials slowly, I always ask them where the materials that you do not understand until their ability are same at that our meeting"*

(Teacher 1, interviewed on August 1ᵗʰ, 2017)

Based on the data interviewed above, it can be concluded that it was very important for the teacher to understand their students well. By understanding the students well, the teachers will be easy to be close to their students. The teachers should know students' ability, students' difficulties in learning, students' need, and students' learning style so the students would be would be satisfied in learning English.The teacher also gave opportunity to the students in outside of the classroom if there were some difficulties they found when finishing their tasks so the students would be more satisfied because they could feel that their teachers care about them as the T.3 stated as follows.

Excerpt 24 *"I explain the material more detail and also I prepare the material with an interesting way. If there are students do not understand with the material that I teach, in outside of the classroom I do not prohibit them to ask me about the material"*

(Teacher 3, interviewed on August 1ᵗʰ, 2017)

2) Offering rewards and grades in a motivating way. It is important offering reward and grade as extrinsically motivating consequences in promoting students satisfaction in learning. Teachers should know when and how to dispense rewards and grade effectively, to ensure that their rewards and grades have only positive and not mixed or even negative effects. In asking some questions to the students, the teacher should appreciate the students who answering the question well by giving reward as the T.3 stated as follow.

Excerpt 25 *"if the students can answer the question well I give them reward, for example at that time I gave them an English book "*

(Teacher 3, interviewed on August 1ᵗʰ, 2017)

How do the teachers' perspective to motivate the students in learning English?

1. Creating basic motivational condition

The first stage in motivating students to learn English according to Dornyei's framework is creating basic motivational conditions. He suggested three sub practices under this component. They are appropriate teacher behaviors and good relationship with students, a pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms (Dornyei, 2001, Dornyei, 2011)

APPROPRIATE TEACHER BEHAVIOR

CREATING BASIC
MOTIVATIONAL
CONDITION

A PLEASANT AND SUPPORTIVE
CLASSROOM ATMOSPEHER

A COHESIVE LEARNER GROUP WITH
APPROPRIATE GROUP NORM
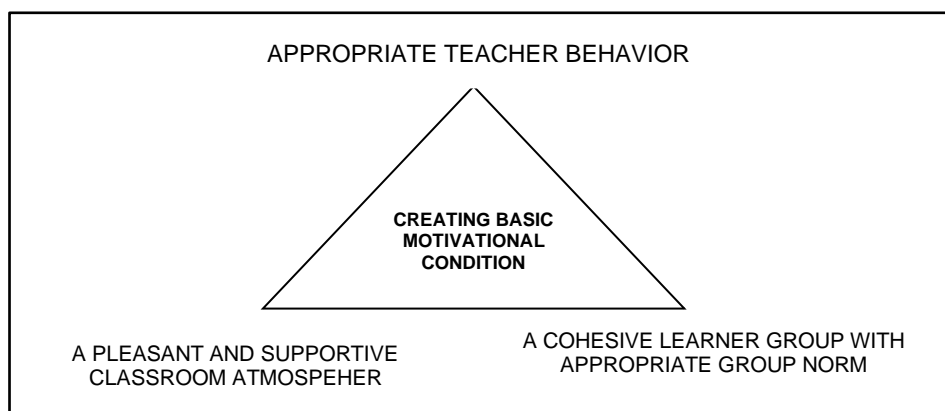
Picture 4. Creating Basic Motivational

Appropriate teacher behavior is the most important motivational factor in the English classroom. It is dealing with the teachers' enthusiasm toward learning process and teachers' positive relationship with the students. The teachers need to treat the students in different ways. The teachers need to know what the students need so the teachers must to identify the students' difficulties toward the subject matter to make the students' progress. In checking the students' understanding, it is better to coming to the students' seat and explaining them more deeply about the materials.

Secondly is a pleasant and supportive classroom atmosphere. It is very important for the teachers to be aware of the students' classroom condition. The teachers also have to be patient, encouraging and supportive person to the students, bringing in and encouraging humor in the classroom, and also encouraging the students to personalize the classroom environment according to their taste (Brophy, 2007) . One of the teacher mentioned that in the beginning of English teaching practice she asked the students to put their rubbish and put them into the trash bin so the classroom environment would be more enjoyable. Another thing that the teachers mentioned in the interview was using humor while teaching. She created comfortable learning atmosphere by using humor as one of the effective practices either to initiate or to maintain students' motivation. It is similar with Dornyei recommended, he said that one way that helps creating a pleasant classroom atmosphere is trough bringing in and encouraging humor in the language classroom (Dornyei, Teaching and Researching motivation (2nded), 2011). Asking the students to put some difficult vocabularies with interesting ways such as in poster at the walls also could make a comfortable learning atmosphere in the class. Therefore in teaching and learning process, it is recommended to ask the students to personalize the classroom enveirement according to their taste. (Dornyei, Motivational strategies in the language classroom, 2001). The last sub practice of creating basic motivational condition is a cohesive learner group with appropriate group norms. Learner group can be used to influence the students' motivation in learning English.

2. Generating initial motivation. Dornyei suggested five macro-practices that could be modified according to circumstance of the context where it is implemented. They are: 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 and creating realistic learner beliefs. Among these sub-practices, three of them were exposed in this research.
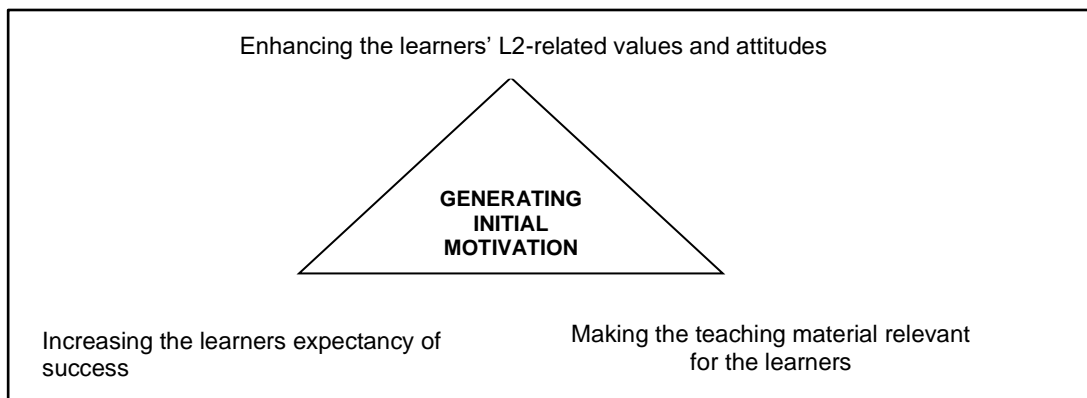
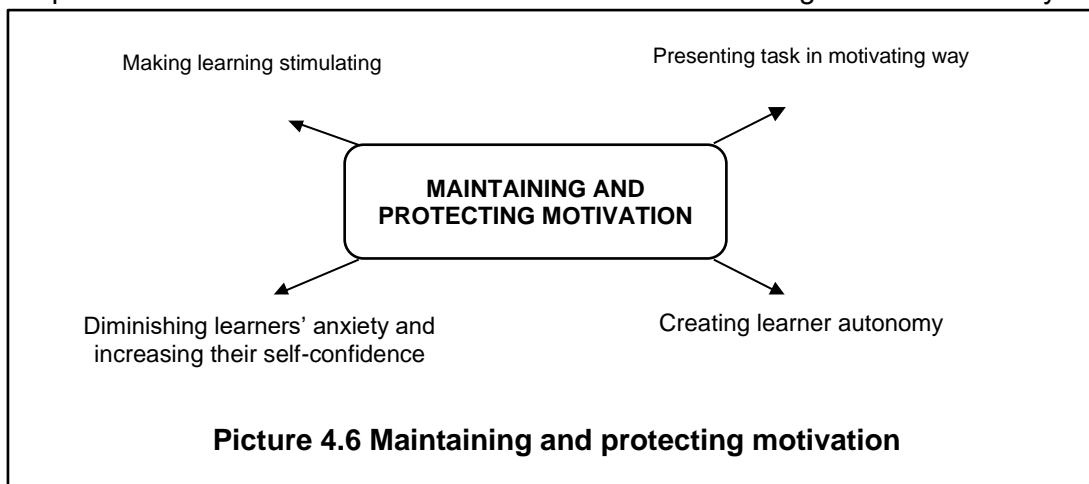**Picture 4.5 Generating Initial Motivation**

Enhancing the learners' L2-related values and attitudes is one of the important teaching practices for generating the students' initial. Teachers have to remind the students the importance of English as a global language and the usefulness of mastering this language as well as encouraging them to use English in their daily life activities in the classroom or outside the classroom. In increasing the learners' expectancy of success, teachers have to provide the students with clear instructions while teaching, guiding and assisting the students to succeed in performing learning tasks; helping and supporting the students while in teaching and learning process especially when they are engaged in difficult learning activities and also explaining the goals of learning tasks to the students.

Motivation is a supporting from teachers to force the students in learning English. As the teacher mentioned that as a teacher, she has to push the students to be more active in the class by giving them motivation to warm up them in studying English so the students were motivated to study hard and had a good expectancy of success. Another important practice for generating students' initial motivation is making the teaching materials relevant for the learners. One of the most demotivating factors for learners is when they have to learn something that they see as of no relevance to their lives. Therefore, when preparing the syllabus, the teachers arranged the learning material based on the appropriate approach and students' need. the students will be motivated if the material is not difficult for them and they were not unmotivated if the material is not relevant for their needs. (Dornyei, Motivational strategies in the language classroom, 2001)

3. Maintaining and protecting motivation

This category of motivational teaching practices concerns maintaining students' motivation and involves making learning stimulating and enjoyable, presenting motivating tasks, setting specific learner goal, 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.

However, this research finding showed only four motivational teaching practices. They are making learning stimulating, presenting task in a motivating way, protecting the learners' self-esteem and increasing their self-confidence and creating learner autonomy. When students are asked to describe the teachers in whose classes they are motivated to work their hardest, they invariably describe teachers who are excited about their content and find ways to make the learning interesting and enjoyable. Presenting task in motivating way is usually used by the teacher such as ask the students who do not finish their homework to speech in front of their friends. Honestly, it would attract the attention of the students because after their friend express their ideas, they should commend or give opinions about what their friend have said. Diminishing learners' anxiety and

Making learning stimulating

Presenting task in motivating way

MAINTAINING AND PROTECTING MOTIVATION

Diminishing learners' anxiety and increasing their self-confidence

Creating learner autonomy

**Picture 4.6 Maintaining and protecting motivation**

increasing their self-confidence also is very important practice for maintaining and protecting the students' motivation. Teachers should remove anxiety-provoking factors and provide warm and supportive climate in classrooms. Teachers also should avoid generating social comparisons between students, they should involve students in cooperative rather than competitive learning activities, and accept students' mistake as natural concomitants of learning.

In teaching and learning process the teacher always supports their students consistently to maintain and protecting students' motivation. Teachers give motivation for the students to warm up them in studying English so the students were motivated to study hard until the last of the class. The teachers have to support their students' autonomy by allowing them to select activities according to their own interests. Students have a different interest, so the teacher needs to know their students' interest or let their

students to select the activities they like. Teacher never asks the students to participate in the English club, but the students join with the English club by themselves, and also the students always participate with English competition, they activated to get more information about English competition because they thought that it could improve their English ability.

4. Encouraging positive retrospective self-evaluation

The fourth dimension of motivational teaching practices deals with encouraging positive self-evaluation by promoting their motivational attribution, providing motivational feedback, increasing learner satisfaction and offering rewards and grade in a motivating way. This research only locates with two sub-sections increasing learner satisfaction and Offering rewards and grades in a motivating way.

Increasing learner satisfaction

ECORAGING POSITIVE RETROSPECTIVE SELF-EVALUATION

Offering reward and grades
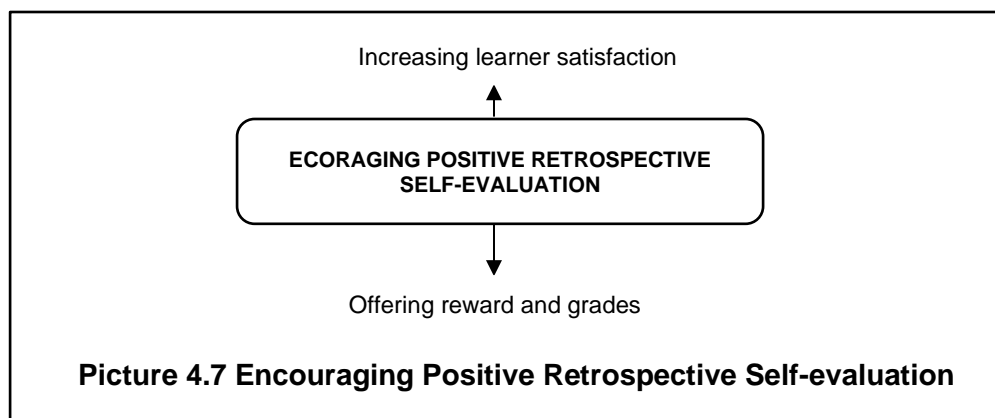
Picture 4.7 Encouraging Positive Retrospective Self-evaluation

Increasing learner satisfaction a significant factor in reinforcing achievement behavior, if the teachers motivate the students well, the students would be satisfied with their learning outcomes and by understanding the students well, the teachers will be easy to be close to their students. In teaching and learning process it is important offering reward and grade as extrinsically motivating consequences in promoting students satisfaction in learning. Dornyei suggests is to offer rewards for involving students in complex activities that require long engagement, creativity, and considerable efforts on the students' part. Teachers should know when and how to dispense rewards and grade effectively, to ensure that their rewards and grades have only positive and not mixed or even negative effects.

CONCLUSION

Based on the findings and discussion, the researcher concluded that, there are 4 motivational teaching practices they are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation

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