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# Students' Perceptions of Motivational English Teaching Strategies

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## ABSTRACT

This study aims to find out students' perception of motivational teaching strategies. This research answered these main questions (1) What are motivational teaching strategies used by the teacher? (2) What are the perceptions of students about teaching strategies to increase students motivation?. This research belongs to descriptive qualitative research type. The subject of this research were the English teacher and third-grade students of SD Muhammadiyah Bodon in the academic year 2018/2019. The researcher data were obtain through observation and interview. In validating the data, the researcher used data source triangulation by comparing the result of observation, discussion, and questionnaire. The data taken in this study were quantitative and qualitative. Qualitative data were taken from classroom observation and interviews while quantitative data were taken with questionnaire. Then the two of data were discussed qualitative. The result of observation, interview, and questionnaire, it can be concluded that the strategies of the English teacher to increase motivation in teaching English are creating a good relationship, giving motivation, using media, and creating a study group. Many students have a good perception of the strategy of the English teacher in motivating their students in learning English.

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**Keywords:** Teacher's motivation, students' perception, motivation.

## 1. INTRODUCTION

Learning is the process and way between teachers and students in the learning process to achieve something. Hilgard (2001) states learning is an activity through training procedures by factors, not attribution able to train. The learning process teacher has an important role, that to guide, teach, and direct students in providing knowledge. The teacher must be very active in education,

as an educator as well as an informant, motivator, mediator, class manager, and evaluator. So the teacher needs those competent to duties and roles required for higher education (Moh roqib, Nur fuadi: 2001). As a teacher, to improve student knowledge, not only needs pedagogical competence but also needs motivational skill.

Teachers always felt frustrated when their message cannot get through to their students, or when they find their students lose their motivation for learning English. From the teacher's point of view, students who receive motivation will learn seriously and try to get maximum results and benefits than those who get results with minimum work. Dornyei (2001) state that the diversity of motivational ideas is in its efforts to determine actions towards one's behavior, which cannot be explained by one approach. Second language learning does not only learn subject matter but also involved in cultural education. English language is a foreign language in our country, which get through the learning process. Educational goals are to gain knowledge about a subject or a skill by learning, experience, or teaching (Brown, 1994). English is very important for the future. English lessons taught from early school to university level. The government encourages all teachers to advance students to know English very well.

The researcher did an observation at third grade of SD Muhammadiyah Bodon and found interesting things in the school were about learning English were became a problem when students had to learn a foreign language, learn grammar and memorize vocabulary in English. This has led to the low motivation of students to learn English. They consider learning English is difficult.

English teachers at elementary school, they will work harder to provide learning and material for students to understand English even though they only know the essential words. Giving motivation for English teaching strategies greatly influences students' ability to learn new things. However, there are various reasons in relation to the lack of motivation. As an example of these reasons is lack of confidence in personal abilities, feeling ashamed, lack of knowledge gained, not enough study for the course, and more.

As stated by Bimo (2003) perceptions are influenced by several factors that have been classified, including: 1) Internal factors, namely factors related to physical aspects, and psychological aspects. 2) External factors, namely stimuli, and characteristics that stand out in the environment behind the object which is a unit that is difficult to separate, including teachers, learning methods, materials, facilities and infrastructure, environment and friends. According to Miftah (2014), factors that influence perception are: 1) Internal factors: individual feelings, attitudes, and personality, prejudices, desires or hopes, attention, learning processes, physical conditions, psychiatric disorders, values, interests, and motivation. 2) External factors: family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, new things, and familiar or unfamiliar objects.

The meaning of motivation is the energy that has all of the language learning processes and "due to the complex nature of language itself (which is at the same time a communication code, an integral part of the individual's identity and the most important channel of social organization)." The word of motivation comes from the Latin verb "movere" which has a moving meaning (Dornyei & Ushioda, 2011). Keller (1983), Crookes and Schmidt (1991) categorize motivation into four dimensions: 1) Intrinsic interest in learners' personal needs, values or goal. 2) Expectations of success and satisfaction in the outcome of an activity. 3) Specific motivational components teachers related to teacher behavior, personality and teaching style. 4) Specific motivational components of group related to learner groups.

## **2. RESEARCH METHOD**

The researcher used the descriptive qualitative in this study. Qualitative research produces exploratory and descriptive explanations (Hesse-Biber & Leavy, 2006). This method also intends to understand the phenomenon of what is experienced by the subject of research such as behavior, perception, motivation and other actions holistically and in a transparent manner in the form of words forming a language in a specific natural context and utilizing other

natural methods (Moleong 2011). The data taken in this study are quantitative and qualitative. Qualitative data taken with classroom observation and interviews while quantitative data taken with questionnaire. Then the two of data will discuss with qualitative.

The purpose of descriptive research is to get data systematically, factually, and accurately about the facts. According to Arikunto (1998) qualitative research is intended to gather information about the status of existing conditions, namely the state of existence at the time the research was conducted. This research was used to find out how students gave perceptions of learning motivation strategies in learning English in elementary schools. The population of this study was all students of the third SD MUhammadiyah Bodon and the teacher.

### **3. RESULT AND ANALYSIS**

Based on research conducted by the researcher after distributing questionnaires, conducting interview and classroom observation, there were two results to answer questions research.

#### **3.1 The English Teacher's Strategies to Increase the Students Motivation**

In this part the researcher find teaching elementary school students have a deep struggle and not the same skills as other levels of school. According to (Dornyei: 2001) there is an aspect that is very necessary for creating motivation, one of which is creating a good relationship between teachers and students, another aspect that also supports the creation of motivation is to create a pleasant classroom atmosphere to support cohesive learning and learning groups. These three aspects support to facilitate the teacher in creating learning motivation in the classroom.

To establish a relationship with elementary school students the teachers built it with communication and appreciated all the efforts that their students had made. Good relationships between students and their teachers are one of the necessary motivational conditions needed in the classroom (Al Shlowiy,

2014; De Witte & Rogget, 2013; Dörnyei, 2001, 2007; Urhane, 2015). This was also supported by Al Shlowy's proposal, "If they like the teacher, they will like the lesson and vice versa". Proximity to elementary students is more comfortable to build because of the characteristics of elementary students who are still children like given attention.

The teacher uses several strategies to increase students' motivation. Giving appreciation is one of them. Therefore, the teacher applied it because giving appreciation to elementary school students will influence their interest in English learning, the more as a teacher give good grades to make the students happy. Based on the analysis, compare with the theories motivation of Djamarah, 2008 mention "Praise, is a form of reinforcement and good motivation". Using media to increase the motivation of students is one of the strategies used by the teacher. The teacher utilizes existing facilities, that is LCD in their respective classes which are often used by the teacher. The use of media has a positive impact on students. The increasing enthusiasm of students in taking lessons during class is a good response from students. The teacher also makes a group of study to make the students always be together with their groups and cooperate and be active with each other to answer questions and remember each other if there is a mistake in one group in this case group collaboration will be formed.

The teacher states that by forming this learning group it is easier for teachers to supervise students and control the learning process of students. Using media and making a group of study to increase students motivations is like suggested by (Djamarah, 2008) in his theory that can be ordered to direct learning in the classroom. He mentions several benefits based on the theory appropriate with the analysis of the researcher. The theory said, "Interest, learning will run smoothly if every student is included in interesting learning". The teacher should make fun and interest to the student during the study in the class, therefore the teacher uses media to make students interested in the material. "Competition can also be used as a tool motivation to encourage students to learn". Competition means to make the student

realize that they must be the best in the class, therefore the teacher makes a study group. There are giving reward, competition, giving tasks, and giving praise to the students.

### **3.1. The perception of the student about strategies to increase student motivation**

Perception results given by students are taken from the results of questionnaires and observations. These results indicate that SD Muhammadiyah Bodon students responded well to teacher motivation strategies. The perceptions given by students influence the extent to which learning motivation strategies that the teacher gives to students. Then the teacher gave questionnaire to student, there are the results of questionnaire. It can be seen in the table 1 below:

<b>No</b>	<b>Questioner</b>	<b>Answer “Yes”</b>
<b>1</b>	Apakah kamu menyukai bahasa Inggris?	40.56%
<b>2</b>	Apakah kamu merasa senang saat diajar guru bahasa Inggris?	23.81%
<b>3</b>	Apakah kamu bertanya kepada guru ketika mengalami kesulitan?	60.08%
<b>4</b>	Apakah guru membantu ketika kamu mendapat kesulitan dalam belajar bahasa Inggris?	32.88%
<b>5</b>	Apakah kamu menyiapkan materi pelajaran bahasa Inggris sebelum diberikan oleh guru?	44.00%
<b>6</b>	Apakah guru memperingatkan untuk mempelajari kembali materi bahasa Inggris yang telah diberikan?	2.38%
<b>7</b>	Apakah kamu mempelajari kembali materi pelajaran bahasa Inggris disekolah?	43.74%
<b>8</b>	Apakah kamu mengikuti les bahasa Inggris di luar jam sekolah?	26.24%
<b>9</b>	Apakah guru menegur kamu apabila bermain saat belajar bahasa Inggris?	11.93%
<b>10</b>	Apakah guru memuji kamu apabila telah menyelesaikan tugas?	50.10%
<b>11</b>	Apakah kamu mencatat materi yang ditulis guru di papan tulis?	32.88%
<b>12</b>	Apakah kamu selalu memperhatikan guru saat menyampaikan materi?	60.08%
<b>13</b>	Apakah guru memberikan semangat untuk belajar bahasa Inggris lebih rajin?	64.41%
<b>14</b>	Apakah kamu merasa senang apabila guru memberikan tugas bahasa Inggris?	58.73%
<b>15</b>	Apakah kamu merasa senang dengan suasana kelas selama	56.06%

The results of the questionnaire above shows the percentage of questions submitted to students. These questions relate to student motivation and teacher motivation strategies. The results of questionnaire data can be divided into two part, the questions related to student motivation are questions number 1,2,3,5,7,8,11,12 and 15 can be taken from the average percentage results have a result of 43.05% motivation results students. For questions related to the teacher's motivation strategy, questions number 4,6,9,10,13 and 14 can be taken from the results of the percentage having 36.73% results as a result of the teacher's motivation strategy. From these results, it can be described that SD Muhammadiyah Bodon students have perceptions of the motivation teaching strategies that teachers provide that students give good perceptions but not all students give good results based on the results of the questionnaire. From these results the researchers saw that the strategies provided by the teacher were successfully accepted by several students. These results are inseparable from the perceptual factors put forward by Bimo (2003) perceptions are influenced by several factors that internal factors and external factors. Based on the results of a large percentage are influenced by internal factors, that is the teacher. Teachers who have a good relationship with students will have a good impact on learning, if students like the teacher, students will take the learning process seriously.

#### **4. CONCLUSION**

In the learning process, giving material based on subject is not enough to help students understand and explore more deeply a subject matter. Giving motivation is very helpful and supports the course of the learning process. Motivation is like a power that directly touches into students to be more aware of the meaning of something in this context is to increase student understanding in learning English. Therefore the teacher uses a variety of strategies one of which

is a motivational teaching strategy that has been proven by the teacher to give good results and be a factor that increases student motivation.

The results by students to motivational strategies have different perceptions for each student. There are students who receive it directly and those who slowly accept it. Of all the differences based on the results that researchers have given that students accept well and give good perception about motivational teaching strategies.



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