
Investigating the Motivational Teaching Strategies of an English Native Speaker Lecturer

Sri Wahyuni Setyawati¹ Soviyah²
yuniwahyuni487@gmail.com

¹ Department of English Education, Ahmad Dahlan University
soviindrawan@gmail.com

² Department of English Education, Ahmad Dahlan University

ABSTRACT

In Indonesia, English is learned as a foreign language. One of the most important factors that can influence the students' achievement learning a foreign language is motivation. Motivational teaching strategies are effective ways an English lecturer can use to influence students' motivation in foreign language learning. The aims of this research are to investigate the motivational teaching strategies used by an English native speaker lecturer and to know the students' responses toward the motivational teaching strategies used by an English native speaker lecturer.

The type of this study is a qualitative research. The subjects of this study are an English native speaker lecturer and 23 students of the third semester of English Education Department, Ahmad Dahlan University in the academic year of 2019/2020. The researcher uses observation, interview, survey and document for collecting the data. Then, the researcher uses three instruments namely: observation checklist, interview guideline, and questionnaire. To analyze the data, the researcher uses qualitative descriptive as the main analysis and quantitative one as the back up.

Using Dornyei's framework of teaching motivational strategies, the result of this study showed that the English native speaker lecturer used 34 of 48 strategies of motivational teaching strategies by Dornyei (2001). Of the first category i.e. creating the basic motivational conditions, the English native speaker lecturer applied 9 of 12 strategies, 5 of 11 of the second category (generating initial motivation strategies), 6 of 18 strategies the third category (maintaining and protecting motivation), and 4 of 7 strategies in the fourth category (encouraging positive retrospective self-evaluation). Moreover, the English native speaker lecturer did not apply only few strategies during the teaching because of some considerations. In terms of students' responses, the students mostly gave "Often" response toward the motivational teaching strategies used by the English native speaker lecturer.

Keywords: EFL, Teaching Strategies, Motivational Teaching Strategies

1. INTRODUCTION

Motivation is considered to be one of the most factors that influences learning and academic achievements Brophy (2010) & Dornyei (2001). It can be interpreted that motivation is one of the most important factors that greatly influences the effectiveness of students in learning foreign language in the classroom. Gardner (2001) states that motivation can stimulate individuals to do achievement a goal. Motivation is very influence on the level of success in achieving learning goals. Motivation is one of the key factors that can determines the success in learning a foreign language.

The role of English native speaker lecturer in learning foreign language must be able to foster strong interest or motivate students to actively learn. Besides, the English native speaker lecturer also has to strive so students want to learn and have the desire to learn continuously. To realize these efforts, English native speaker lecturer must have strategies in motivating students when the learning process takes place. The researches on motivation find out that the motivational strategies used during the teaching can effectively influence student motivation in learning foreign language (Banya, Cheng, Dornyei, Fives, Manning, & Stipek in He 2009). In conclusion, motivational strategies are effective ways that English native speaker lecturer can use to influence student motivation in foreign language learning. The English native speaker lecturer must be able to choose strategies that are suitable to be applied in a classroom of a foreign language learning.

Dornyei (2001) states that "*motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effects.*" In addition, Guilloteaux and Dornyei (2001) define that motivational strategies as "*instructional interventions applied by the teacher to elicit and stimulate students' motivation.*" Dornyei (2001) further contends that "*they are techniques that promote the individual's goal-related behavior.*" So, motivational teaching strategies are techniques employed by teacher in their teaching practice to facilitate students' motivation in learning a second/foreign language.

In 2001, Dornyei presented 48 motivational teaching strategies, known as Motivational Strategies in the Language Classroom. The strategy is categorized into four groups: creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive self-evaluation. These four motivational aspects will be discussed through Dornyei's framework, presented in figure 1.

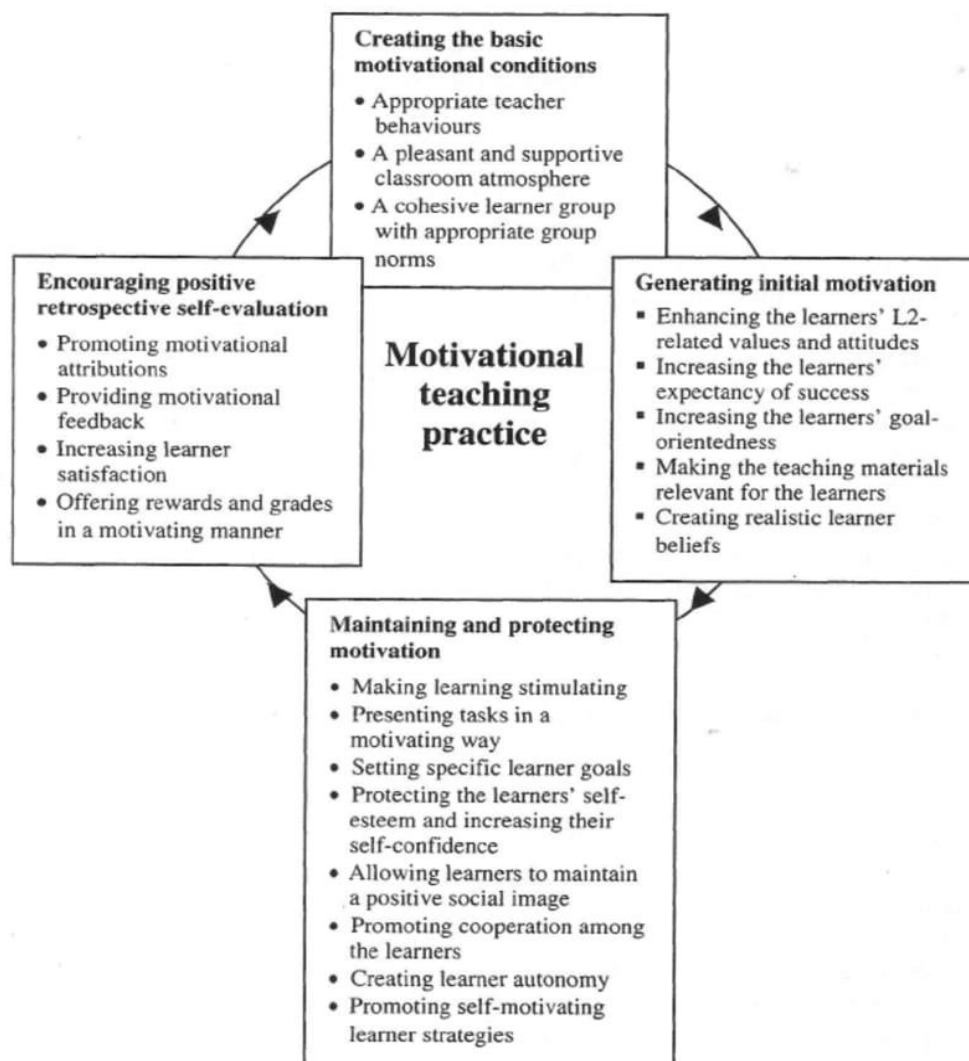


Figure 1. The Components of Motivational Teaching Practice

Based on the preliminary study conducted at Ahmad Dahlan University through interview between the researcher and students, FM as an English native speaker lecturer has many different motivational strategies from other English lecturers. From the interview results, many students felt happy and they were more motivated to study when taught by an English native speaker lecturer. There were several different reasons why they were more motivated when taught by an English native speaker lecturer than other English lecturer. First, the English native speaker lecturer was always on time in starting and ending the classroom, unlike other English lecturers who always came late when they taught in the class. In this case, many students felt motivated to come into the class early because if it's too late students would miss the learning process. The second reason was the English native speaker lecturer always used full English in the classroom, unlike other English lecturers who still used two languages when they taught in the class. A lot of students assumed that by using full

English in classroom, it will improve their English skills. They also argued that by using full English, they would be challenged to themselves in improving their English skills. Then, English native speaker lecturer always selected students one by one by calling out their names, so they never did a signature phase when learning. Unlike the other English lecturers, who always gave students the chance to sign as proof of attendance without calling their students names one by one. Therefore, students were motivated to attend the class because students cannot cheat in the form of faking signature for attendance. The last reason was the English native speaker lecturer always repeated the material that has been taught before, which is in contrast with the other English lecturers who sometime did not repeat the material that has been taught before. Most of the students stated that, with the repetition of the material that has been taught before, then they were motivated to learn.

Related to the strategy of motivating students, it seems that there are several motivational strategies used by English native speaker lecturer in learning a foreign language. Regarding these findings that has been explained previously, the researcher is interested in investigating the motivational teaching strategies of an English native speaker lecturer. By doing this research hopefully that other English lecturers can apply the motivational strategies to the students during learning a foreign language.

2. **RESEARCH METHOD**

The researcher used a descriptive qualitative method in this research. Descriptive research describes and interprets event, condition, or situation of the present. Qualitative research is designed to answer different questions, have different assumptions, and have different ways of inquiring into realities. Qualitative research investigates the quality of relationships, activities, situations, and materials (Fraenkel and Wallen, 2005). It focuses on understanding the context and attempts to explain the intentionality of behaviors.

The subject of this research was an English native speaker lecturer and third semester students of English Education Department, Ahmad Dahlan University in the academic year of 2019/2020. The number of the research subjects was one English native speaker lecturer and 23 students of third semester of English Education Department, Ahmad Dahlan University in the academic year of 2019/2020.

FM (pseudonym) is the only one English native speaker who was interviewed by the researcher. He comes from America. He becomes a lecturer in Universitas Ahmad

Dahlan, Yogyakarta and started teaching in September 2015. He taught multi-level courses in Listening and Speaking in the department of English Education, as well as American Studies, Creative Writing, and Essay Writing in the faculty of Literature. Besides, he creates syllabi and choosing course materials.

The research was conducted at Ahmad Dahlan University Campus 4. This University is located at Jl. Ringroad Selatan, Tamanan, Banguntapan Bantul, Yogyakarta. The researcher carried out the research in July and September 2019.

The researcher uses observation, interview, survey and document for collecting the data. Then, the researcher uses three instruments namely: observation checklist, interview guideline, and questionnaire. To analyze the data, the researcher uses qualitative descriptive as the main analysis and quantitative one as the back up.

In this research, the researcher uses data source triangulation. The researcher chooses and takes the data sources from English native speaker and students. In validating the data, the researcher compared the data from observations, interviews and questionnaires. Then, the researcher do cross-checking by the theories.

3. RESULTS AND ANALYSIS

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

3.1. THE MOTIVATIONAL STRATEGIES USED by the ENGLISH NATIVE SPEAKER LECTURER in LEARNING ENGLISH

3.1.1 Creating the Basic Motivational Conditions

Based on the result of the observation and interview at the first category, namely creating the basic motivational conditions, the researcher concluded that from 12 strategies on creating the basic motivational conditions the English native speaker lecturer only showed 9 strategies. The English native speaker lecturer did not show 3 strategies of that. The English native speaker lecturer did not show strategy number 6, 10, and 11.

The most strategy that the English native speaker lecturer applied was strategy number 1, the English native speaker lecturer establishing a good relationship with students. The English native speaker lecturer established a good relationship with students by giving greet and asking the conditions. The English native speaker lecturer said "*Hi everyone, how are you today?*" Then, the English native speaker lecturer also memorized the names of the students one by one. This is in line with

the statement from Brophy in Alshehri (2013) stating that the teacher should know their students by learning their names and greeting each other. Besides, the English native speaker lecturer also established a good relationship with students by asking the students' experience. For example "*Do anyone have a fun experience last week?*" Then, based on the result of the interview, the English native speaker lecturer also stated that:

It is really important to have a create relationship with the students, sometimes I try that you know ask them like you know about their experience, you know about learning English, you know what their past event, so they feel that you know that important and I care about their experience (Source: Interview 1, 19/07/2019)

This statement is in line with Dornyei (2001) arguing that the teacher could create good relationship with students by using several strategies including accepting and giving attention to each students.

Based on the two observations that the researcher held, the English native speaker lecturer did not apply 3 strategies, but in the interviewed the English native speaker lecturer gave his opinion about 3 strategies itself. The English native speaker lecturer did not show the strategy number 6, 10 and 11. All of that will be discuss here. Based on two observation the English native speaker lecturer did not show the strategy number 6, it is about lecturer share with students that lecturer value English learning as a meaningful experience that produces satisfaction and which enriches your life. But in interviewed the English native speaker lecturer gave the statement that "*Oh satisfaction. OK emm I try to show it maybe indirectly just by showing that I'm like enthusiastic, so they can see that you know I value teaching English.*"

Based on the statement of the interview that the researcher held on October 18, 2019, the researcher concluded that the thing that could give satisfaction to the English native speaker lecturer when he taught, he could show enthusiasm to the student by showing enthusiasm. But, otherwise according to James Raffini in Dornyei (2001) one way to produce teachers' satisfaction is when there are students who achieve achievements, because in this case the teacher plays a role in teaching in the classroom.

The next strategy that the English native speaker lecturer did not show was the strategy number 10, lecturer explain the importance of the 'class rules' that you

regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement, and but from the interview the English native speaker lecturer gave statement that "*Oh OK. Emm to be honest it only rules I really have to emptyzed using English yeah but other the not I means like the students sure pretty polite to each other and so I don't really have to you know stress too much.*" Based on the result of the interview above, the English native speaker lecturer stated that in explaining classroom rules, the students are quite polite to each other. Then, the English native speaker lecturer also gave the argument that there did not really have to be much in making class arrangements. According to Dornyei (2001) there are some class rules that can be applied in the class. For example let's not be late for class, let's try and listen to each other, let's help to each other.

Besides, the English native speaker lecturer also did not use the strategy number 11, it was about asked learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning. But, based on the the result of interview, held on July, 19, 2019 the English native speaker lecturer gave his statement that:

Emm yeah maybe sometimes, you know just well all the time, because you know it is very important for the students to feel like their included, you know like the lecturer curious about they thing so I help to relation between the lecturer and the students
(Source: Interview 1, 19/07/2019)

Based on statement above, according to the English native speaker lecturer the strategy was very important for the students to feel like their included, then he also curious about the students' thing and therefore he help the students to build relation between the lecturer and the students. This statement was suitable with statement from Martella & Nelson (2003) stating that classroom rules must be made according to the context of need. According to Dornyei (2001) there are some sample set of class rules that can be used in the class. First sample of class rules for the student, such as the students have to write their homework, the students cannot be late into the class. Then sample of class rules for the teacher, like the class must finish on time. The last sample of class rules for everybody, for example the teacher and the student try and listen to each other, then, they can help each other.

3.1.2 Generating Initial Motivation

Based on the result of the observation and interview at the second category, namely generating initial motivation, the researcher concluded that from 11 strategies on generating initial motivation, the English native speaker lecturer only showed 5 strategies. The English native speaker lecturer did not show 6 strategies of that. The English native speaker lecturer did not show strategy number 14, 16, 18, 20, 22 and 23.

The most strategy that the English native speaker lecturer used in this category was strategy number 19. It was about lecturer motivate your students by increasing the amount of English you use in class. Based on two observations that the researcher held, the English native speaker lecturer showed this strategy in the class. The English native speaker lecturer increased the amount English to the students by giving new vocabulary. In observation 1 the English native speaker lecturer gave meaning of word "Address" based on the topic. He stated that *"You have to know about the meaning of word address based on this topic"* Not only that, in observation 2, held on September 27, 2019 the English native speaker lecturer gave new vocabulary was about "Committed" He explained that *"If you make a sentence with word committed, you have to add word of murder, suicide, robbery, and theft, for example I committed murder identity theft."* From the statement that was given by the English native speaker lecturer above, it was in line with statement from Fries (1959) stated that vocabulary is the essential area of language learning, it has meaning that learning a language is learning it's vocabulary too, because vocabulary is one of part of language that cannot be separated in learning language.

Besides, based on the result of the interview, the English native speaker lecturer gave his statement that:

Oh yeah vocabulary, vocabulary a like building bloods of language, without vocabulary we have nothing, so definitely every class you know I try to make goal at list five or six new words. Yeah yeah yeah definitely (Source: Interview 1, 19/07/2019)

The statement above was suitable with statement from Harmer (1992) arguing that if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

On the other side, the English native speaker lecturer did not showed 6 strategies on generating initial motivation. For the detail, it can be presented below:

Based on two observations, unfortunately the English native speaker lecturer never invited senior students who are enthusiastic about learning English to talk to your class about their positive English learning experience/ successes. But based on the interviewed someday if there was opportunity, the English native speaker lecturer would invite them, like this statement *"Sure, I mean if I if I still had you know contact with them."* According to Murphey in Dornyei (2001) if the teacher can bring the "Near peer roles model" such as senior students to the students, it can give lasting impression and more motivation to the student itself. From the statement above it means that the English native speaker lecturer could not get motivation from that. On the other side, the English native speaker lecturer also never invited some English-speaking foreigners as guest speakers to the class. It was because the subject of this research was the English native speaker lecturer itself. But based on interview the English native speaker lecturer planed that someday he would invite his friend to the class, as what he stated *"Sure yes if I have a friend who's listening and definitely you know if I talk to student, so I'm sure students to be interesting cause them probably know have a lot of experience."* From the statement it can be concluded that if the English native speaker lecturer invites his friend (native speaker) also, he sure that the students to be interesting because the native speaker have a lot of experience. Based on the statement that the English native speaker lecturer gave, it was suitable with the statement from Chomsky (1965) and Medgyes (1992) arguing that the native speaker is the ideal model, because they were appropriate for teaching pronunciation and conversation in this area.

Then, in this category also the English native speaker lecturer did not showed strategy number 18. It was about lecturer highlight the usefulness of English and encouraged the English native speaker lecturer students to use their English outside the classroom (e.g. internet chat room or English speaking pen-friends). Based on the interview, the English native speaker lecturer encouraged students to use their English outside the classroom by giving assignment to make a video record. This statement was in line with statement from Goodwind, Kennedy & Vetere (2010) arguing that the use of technology outside the classroom can provide opportunities to explore students' abilities in English. Besides, he added that the use of technology outside the classroom can give collaborative and educational benefits.

In this category, exactly on generating initial motivation, the English native speaker lecturer never displayed the 'class goals' on the wall and review them regularly in terms of the progress made towards the students. Based on the the

result of interview, held on October, 18, 2019 the English native speaker lecturer display it not in the wall, but he said that *"I always keep the class goals in my mind"* then he continued by saying *"Because I have so many different classes."* It means that the English native speaker lecturer never showed it the wall but he always keeps the class goals in his mind. This was because the English native speaker lecturer have so many different classes. According to Dornyei (2001) one of the reasons of the difficulty for identifying class goals is, because the variety of goals which the students have.

Based on the two observations that the researcher held on September 25 and 27, 2019 the English native speaker lecturer did not use strategy number 22 in the class. The strategy was about lecturer try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible. But, based on the result of the interview, the English native speaker lecturer gave his opinion that *"It's really important. I know that they all want to be a good person and make their parents proud and graduate and so I try to do everything help them to reach they goal."* Based on the statement that the English native speaker lecturer gave, the researcher concluded that the English native speaker lecturer already knew about the students' need and purpose of them schooled. This statement was in line with statement from Dornyei (2001) arguing that the first step to find out about the need of student, the teacher need to be knowledgeable about them. The teacher could use questionnaires with open-ended questions, such as what would you like to do most?

The last strategy that the English native speaker lecturer did not use was lecturer help the students develop realistic beliefs about their learning (e.g.explain to them realistically the amount of time needed for making real progress in English). Here, unfortunately, the English native speaker lecturer never used the strategy in two observations that the researcher held. According to Hadfield (1992); Oxford & Shearin (1994) to generate initial students' motivation, the teacher need to set realistic goals. From the statement, it means that the English native speaker lecturer unable to give the more motivation to the student by this strategy.

3.1.3 Maintaining and Protecting Motivation

Based on the result of the observation and interview at the third category, namely maintaining and protecting motivation, the researcher concluded that from 18 strategies on maintaining and protecting motivation, the English native speaker lecturer only showed 16 strategies. The English native speaker lecturer did not show

6 strategies of that. The English native speaker lecturer did not show strategy number 26 and 37.

The most strategy that the English native speaker lecturer used in this category was strategy number 29. It was about lecturer give clear instructions about how to carry out a task by modelling every step that students will need to do. Based on the interview that the researcher held on July, 19, 2019, the English native speaker lecturer said that:

Oh yeah I always do that before the activity I say this is step one and then I do it, sometimes I use students you know to retry student to demonstrate because if I just say, they may not understand, especially from time using English, but if you show using them for example or the you know what you call emm demonstration (Source: Interview 1, 19/07/2019)

According to the result of the interview above, the English native speaker lecturer always gave clear instruction, sometimes when the students may not understand, the English native speaker would repeat that and he would ask the students to demonstration. This statement was suitable with opinion from (Scrivener 2012; Ur 1996) stating that the meaning will be clearer if exemplified through demonstration, after the teacher give instruction, whenever possible, model what the teacher wants your students to do. He also added that the teacher can do this with the students.

Then, based on two observations that the researcher held, the English native speaker also showed the strategy in the class. In observation 1, held on September, 25, 2019 the English native speaker lecturer showed it when he gave task to the students and he said *"Please complete the missing word based on the appropriate answer in the box!"* On the other time, exactly in observation 2, the English native speaker lecturer showed the strategy again. It can be shown when the English native speaker lecturer gave task to the students. He said *"Work in group of two, tell your partner about an experience you have had with identity theft (or that you have heard about)."*

Based on the result of two observations above, the researcher concluded that the English native speaker always gave clear instruction to the students. This was in line with statement from Ur (1996) that instruction should be simple and clear to the students.

Then, here, there are two strategies that the English native speaker lecturer did not show this strategy in the two observations. In observation 1 and 2 the English native speaker lecturer did not show strategy number 26. The strategy was about lecturer make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity. But, based on the interview the English native speaker lecturer sometimes used this strategy. It can be shown in this statement below:

Oh yeah I did it, most of my material it kind of unusual, like last week we were talking about tourism and so the topic was in Thailand there are ladies and they were ring on their neck and make their neck very long. (Source: Interview 2, 18/10/2019)

From the English native speaker lecturers' statement, last week the English native speaker lecturer gave material that unusual, like talking about tourism in Thailand and the topic was interesting. It was about ladies that using ring on their neck and makes their neck very long. The result of this interview was in line with statement from Anderman in Alshehri (2013) that the teacher could make tasks interesting by including novel elements.

Then, based on two observations the English native speaker lecturer did not apply strategy number 37, it was about lecturer avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public). It was in line with the result of the interview, the English native speaker lecturer gave his opinion that *"Because you know each student has their own each like a personal thing for each students like a grades, yeah privacy."* According to the statement above, the researcher summarized that the English native speaker lecturer avoid 'social comparison'. The statement from the English native speaker lecturer it is supported by Dornyei (2001). He explained that to reduce an anxiety of learning process, the teacher should avoid social comparison to the students.

3.1.4 Encouraging Positive Retrospective Self-Evaluation

Based on the result of the observation and interview at the fourth category, namely encouraging positive retrospective self-evaluation, the researcher concluded that from 7 strategies on encouraging positive retrospective self-evaluation, the English native speaker lecturer only showed 4 strategies. The English native speaker lecturer did not show 3 strategies of that. The English native speaker lecturer did not show strategy number 42, 47, and 48.

The most strategy that the English native speaker lecturer applied was strategy number 44, it was about lecturer notice students' contributions and progress, and

provide them with positive feedback. From the two observations, the English native speaker lecturer always notice students' contributions and give positive feedback to the student. In observation 1 the English native speaker lecturer gave a positive feedback to students by saying *"Oh yeah your answer almost right, but it's OK I will correct it."* The statement above is supported by Brophy in Dornyei (2001) that the purpose of giving feedback is to find out the mistakes that have been made and feedback will be very useful to evaluate these error.

In observation 2, the English native speaker lecturer monitored the students from a group to another group and sometimes he said *"Any question?"* when the students did not understand about the task, the students would ask to the English native speaker lecturer and certainly the English native speaker lecturer always gave positive feedback to the student. This explanation was suitable with statement from Dornyei (2001) stating that the teacher should give prompt and regular feedback and react to positive contribution from students.

Then, the strategy which was not applied by the English native speaker lecturer is strategy number 42. The strategy was about lecturer encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities. Based on the interview, the English native speaker gave his opinion about the strategy that:

Yeah because it's true because yeah the more effort you put in than the more successful is not really about ability, I mean cause you real I mean like yeah learning a language you don't have be really smart, you have just an effort can you do it. (Source: Interview 2, 18/10/2019)

The statement of the English native speaker lecturer was suitable with statement from Graham in Dornyei (2001) that it's better to work hard without stopping than having to believe that you have high ability. From the explanation above, the researcher concluded that working hard is more important than having to trust in your abilities.

The next strategy that the English native speaker lecturer did not apply was lecturer give students opportunities to assess themselves (e.g. give themselves marks according to their overall performance). Based on the interview, unfortunately the English native speaker lecturer also did not use the strategy. It can be seen in this statement *"Most of the time I do the assessment alone because I trust to myself more."* According to Brophy in Dornyei (2001) the student must be given chance in

the case of failure, not only that, the students also should be given with ongoing assessment rather than should rely the result of test. Then, the students must be allowed to assess themselves.

The last strategy that the English native speaker lecturer did not apply was lecturer give student's choices in deciding how and when they will be assessed/evaluated. Based on the interview, unfortunately, the English native speaker lecturer also never used this strategy. It can be seen in statement that *"Oh emm emm how and when they will be graded not really I usually just grade them my way."* This statement above is supported by Brophy, Covington & Tell in Alshehri (2013) that if the teacher asks the student about how and when they will be assess, so, certainly the students will focus on getting good grades rather than learning.

3.2. THE STUDENTS' RESPONSES towards the MOTIVATIONAL TEACHING STRATEGIES USED by the ENGLISH NATIVE SPEAKER LECTURER in LEARNING ENGLISH

Based on the result of the questionnaire of the first until the fourth category, the researcher concluded that, the average of students' responses toward the motivational teaching strategies used by the English native speaker lecturer got 2,5 (often). This means that in general, the students mostly agree that the English native speaker lecturer **often** used the motivational teaching strategies in the class.

4. CONCLUSION

Based on the result of the observation and interview, the researcher concluded that the English native speaker lecturer applied 9 of 12 strategies in creating the basic motivational conditions, 5 of 11 strategies in generating initial motivation, 16 of 18 strategies in maintaining and protecting motivation, 4 of 7 strategies in encouraging positive retrospective self-evaluation. This means that in general, from 48 strategies, the English native speaker lecturer mostly applied the motivational teaching strategies in the class. Moreover, the English native speaker lecturer did not apply only few strategies during the teaching because there were some considerations that can be accepted and the situation did not allow.

Then, based on the result of the questionnaire, the average of students' responses of third semester of English Education Department Ahmad Dahlan University in the academic year of 2019/2020 toward the motivational teaching strategies used by the English native speaker lecturer are: on 1-4 scale, the first category on the basic motivational conditions got 2,9 (often), the second category on generating initial motivation got 2,3 (sometimes), the third category on maintaining and protecting

motivation got 2,6 (often), and the last category on encouraging positive retrospective self-evaluation got 2,5 (often). This means that in general, the students mostly agree that the English native speaker lecturer **often** used the teaching motivational strategies in the learning of process in classroom.

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