

**MOTIVATIONAL TEACHING PRACTICE IN SENIOR HIGH
SCHOOL: AN OBSERVATIONAL STUDY**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Bachelor of Education Degree
in English Language Education**



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2020/2021

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SCHOOL: AN OBSERVATIONAL STUDY**

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of other except those cited in quotation and references, as scientific paper should.

Yogyakarta, July 2021

The Writer,



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الجمعة الإسلامية الأندلسية

MOTTO

*“Leave the things that make you worse, do what makes you better even if it is
hard”*



DEDICATION

I dedicated this thesis to myself, to my parents, my brother, my sisters, my big family and also to all person who have supported me in writing this thesis.

I hope this can bring me to the good future and good live.



ACKNOWLEDGMENT

Alhamdulillahirabbil'alamin, all praises to Allah SWT who is the Merciful and the Powerful for all the blessings that have been given to me. May peace be upon to our prophet Muhammad SAW who has brought us from the ignorance to the full of knowledge. All my gratitude to Allah SWT who had been gave me a blessing of health, enthusiasm, and patience to complete this thesis as a partial fulfillment of requirement to obtain Bachelor of Education in English Language Education.

Big thanks to my beloved parents Ghofur and Tatik, to my big family, especially to my brother and sister Nanang, Nafi and Binti, to my grandmother Sujati for supporting me so that I can be who I am now. In addition my honorable indebted to my lovely supervisor, RizkyFarani, M. Pd. Who also support me and guided me in accomplishing my thesis, and also I would like to give my special thank to these following people:

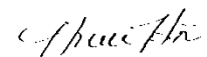
1. Irma Windy Hastuti, S.S., M.Hum as a Head of English Language Education Department,
2. Astri Hapsari as my academic supervisor who has guided me from the very beginning,
3. All of the lecturer and staff of English Language Education Department who always assist me during the college.
4. All my friends in English Language Education Department who have fought

together during the college

5. Kartin, Tari, Nabila, Sofi as my best friends and my first family in Yogyakarta who has support me and sincerely care.
6. All of my El-Markazi friends who give me a lot of precious lesson during my college
7. All of my XavieraUnisi friends who have filled my free time by learning more about dancing and culture.

I send my praying and blessing to Allah SWT for all of the people that I mentioned above or not mentioned. However, this research still has a lot of improvement, so this research needs any suggestion and recommendation from the readers. Besides that, I hope that this research can give more beneficial to the readers. Aamiin.

Yogyakarta, July 2021



QowiyunMa'rufah

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Motivational Teaching Practice in Senior High School: An Observational Study

Abstract

The aim of the study is to investigate teacher motivational teaching practice in EFL classes for Senior High School Level. The research is conducted by using a qualitative method in a form of an observational study. There was one English teacher of Senior High School in Yogyakarta who was involved as a participant. She was chosen selected as a participant due to her had experienced in teaching the English language for almost 18 years. So she has a lot of experienced and she is able to give rich data about the motivational strategies. The data were collected from the video recording as the main source and an interview to support and clarify the main source. The results show that the teacher used all aspects of motivational strategies in their teaching language. The result showed the most frequently used is encouraging positive retrospective self-evaluation with provided any feedback and reward to achieve the learning goals and often used generating initial motivation, maintaining and protecting motivation while learning to attain the learning goals and the rarest teacher used is creating the basic motivational condition.

Keywords: *Motivation, motivational strategies, successful learning*

CHAPTER I

INTRODUCTION

1.1 Background

Motivation is one of the important factors that have a significant impact on students' interest in language learning. Riyanti (2019) argues that the view of motivation had an important role in learning a second language or a foreign language cannot be refuted. Thus, it is a concern for language teachers' to motivate students even in a simple way and it is a challenge for a teacher to enhance student motivation in learning English. According to Lee and Lin (2019) language teachers' often face the profound challenge of motivating learners in practical ways. The teacher has challenges in giving motivation to students' needs because students' have different needs in learning English. The comprehension of students' existing needs is one of the universal strategies to motivate students, (Riyanti, 2019). Although motivating students' is a challenge for language teachers, but they constantly have their own ways to motivate their students' such as giving rewards to their students. There are some potential strategies to give motivation to students, Putri and Refnaldi (2020) mention that giving rewards by giving appreciation to students' is a good strategy to motivate them in learning English, and as guidance from the teacher in treating students' while teaching EFL in class. In addition, a good relationship between students and teachers also give an

impact on student academic success (Sclaes, Pelcel, Sethi, Chamberlain, and Boekel, 2019). Another potential strategy to motivate students is creating an enjoyable classroom atmosphere by introducing films, songs, or games as a way to spark students' interest and make themselves models of enthusiasm and motivation in student learning (Mali, 2017). Thus, in learning languages, there are many ways that can be done to motivate students even they have their own ways to motivate their students.

This study discusses about teachers' strategies in giving motivation in one of senior high school in Yogyakarta. The preliminary was conducted in February 2020. The researcher observed teacher that usually teaching in senior high school in Yogyakarta especially in English subject class. Based on the observation, the English teacher still has lacks motivational teaching practice during learning process. Therefore, this study aims to explore teacher motivational strategy in English class to identify the possibilities of teacher in giving motivation to students' by using a specific technique.

1.2 Identification of the Problem

As explained in the background the teacher has the role to provide motivation to students in language learning. However, the researcher found that in senior high school, teacher still lack motivational strategies in learning process. Thus, the researcher would like to identify specific ways of the teachers in giving motivation.

1.2 Problem Formulation

Regarding the issue above, this study was conducted to answer the following question: how does a teacher conduct motivational teaching practice during EFL class?

1.3 Objective of the Study

Based on problem formulation above, the objective of this study is to identify teacher motivational teaching practice during EFL class.

1.4 Significance of the Study

The results of this study contribute to the teacher. This observational study is very important for teacher. Through the motivational strategies that contained in this research, the teacher may reflect, enhance, and improve their motivational strategies in teaching as one of strategy for teaching English.

CHAPTER II

LITERATURE REVIEW

2.1 Motivational Teaching Practice

Motivation is one of the fundamental aspects related to the human mind; this motivation is very important and influential in determining success or failure in learning (Dornyei, 2001). Based on Dornyei (2001) the quality of motivation supports the teaching and learning process since motivation has several aspects that cover teaching practices, the first is creating the basic motivational condition that involves appropriate teacher behaviors, a pleasant and supportive, atmosphere in the classroom, a cohesive learner group with appropriate group norms. The second is generating initial motivation through enhancing the learners' second language, related values, and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners, creating realistic learner beliefs. The third maintaining and protecting motivation focused on making learning stimulating and enjoyable, presenting tasks in a motivating way, setting learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies, promoting cooperation among the learners. The last is encouraging positive retrospective self-evaluation involves promoting motivational

attributions, providing motivational feedback, increasing learner satisfaction, offering rewards and grades in a motivating manner.

Some examples of motivational strategies carried out in the classroom such as an explanation of the rules, demonstrating new assignments, reading texts aloud, doing exercises on the board, and giving feedback on student assignments (Vibulphol, 2016). However, according to Lee and Lin (2019) English teachers need to consider many factors in selecting and implementing their strategies, such as considering learning experiences and teaching English, personality, and style, while also considering the skills of students, class conditions including class size, course content, assessment, and institutional requirements. Thus, to selecting the motivational strategies teacher should consider students' backgrounds. The previous studies have similar results with this research.

According to Al-Mahrooqi, Abrar-ul-Hassan & Asante (2012) EFL teachers often applied traditional motivational strategies, considering class situations and student backgrounds; teachers can determine what strategies will be used to teach language classes. It means the teacher has their own way of motivating students to learn English and there is no limit for a teacher to determine the motivational strategies. However, based on Hapsari (2016) to achieve success in language learning, an adequate motivational strategy is needed; students will not be motivated without having a motivated teacher, also the effectiveness of motivational strategies is about the perspective from

the entire participant in the classroom that is teacher and students' (Hapsari, 2016). Thus, involving students in every class activity is very necessary for the effectiveness of motivational strategies and can have a positive effect on student success in learning languages.

2.2 Relevant Study

The first relevant study is according to Xiao (2013) there are three phases to conduct the motivational practice the beginning phase is generating initial motivation, the middle phase is maintaining and protecting motivation, the end phase is encouraging positive retrospective self-evaluation. It is in line with Nugroho and Mayda (2015) the teacher used motivational strategies completely and sequentially based on the phases of motivational strategies. In addition, Alrabai (2014) stated the teacher may use the first minute for doing the ice-breaking game as an action to reduce student anxiety technique before student feels comfortable in speaking in front of the group.

In other study, the first is Hazarika (2016) stated that conventionally, rewards and punishments may be the point of the teaching-learning process. Related to the Rahimi & Karkami (2015) argue that students consider teachers who use punitive strategies that are less effective in teaching because that can reduce student motivation. This research has a similarity with my study that discusses the behavior or role of EFL teachers in motivating their language learners in the EFL context. This research that related to my study also has

little difference, because the research is more specific on classroom discipline in teaching effectiveness and achievement of students' motivation language learning. In addition, negative feedback can be a barrier between students and their success because of students' sensitivity and lack of confidence in learning English (Sousha, 2018).

Further, according to Nostratinia and Moradi (2017) correlation between reflective teaching and the use of motivational strategies has a positive and effective in practical pedagogic. Besides that, Jones (2019) stated that the teacher motivational teaching practices are important because it has strong correlation with student motivation in the classroom. In addition, the correlation between reflective teaching and the use of motivational strategies has a positive and effective in practical pedagogic (Nostratinia and Moradi, 2017). Teacher motivational practice in Iraqi context is to increase student interest in learning a language by analyzing students need why the need to learning and speaking English about the advantages pragmatic and integrative value of knowledge that can bring (Koran, 2015). Teacher motivational practice can be used to enhance struggling student motivation in the classroom (Wery and Thomson, 2013). According to Nugroho & Mayda (2015) argue that in behavioral aspect, the students are never hopeless if they have difficulty in learning English. While, in Pakistan context, the teacher

practicing the motivational practice is to stimulating motivation of second language learners (Kakar and Pathan, 2017).

2.3 Theoretical Framework

After having conceptual literature review, the researcher employs theoretical framework from Dornyei (2001) because it presents the kind of motivational teaching practice. There are four components of motivational teaching practice in the second language classroom (Dornyei, 2001). The theoretical framework displayed below:

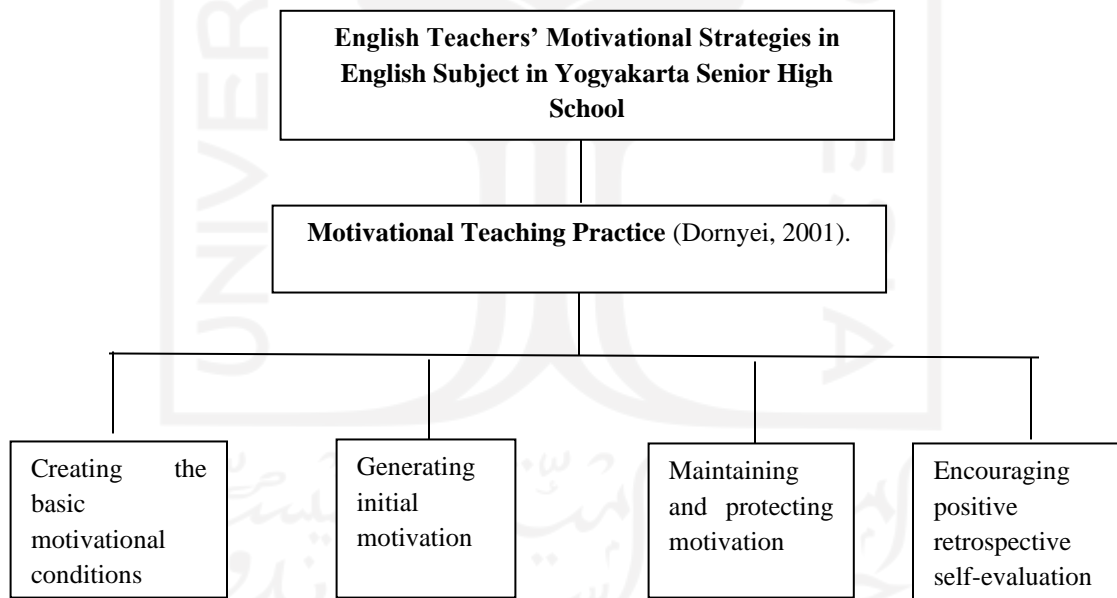


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The purpose of this research is to explore teacher's motivational strategies in their English class. The researcher used the qualitative method as a research design and employed an observational study to collect the data, (Creswell, 2012). The researcher chose an observational study because this instrument will help the researcher to explore more about the motivational teaching practice in English class.

3.2 Data preparation

In data preparation, there are several points that researcher need to address, such as review of construct, consent form, and data sources.

3.2.1 Review of Construct

In this part, a discussion on the construct of the research is presented, consisting of the construct, component, and subcomponent also the observational checklist for observation.

Table 3.1 construct, component, and subcomponent

Construct	Component	Subcomponent
Motivational Teaching Practice	Creating the basic motivational conditions	- Appropriate teacher behavior

(Dornyei, 2001).	- A pleasant and supportive atmosphere in the classroom
Generating initial motivation	- Value of learning English - Making the teaching materials relevant for the learners
Maintaining and protecting motivation	- Creating stimulating and enjoyable class - Allowing learners' to maintain a positive social image
Encouraging positive retrospective self-evaluation focus on teacher motivational feedback	- Providing motivational feedback - Offering rewards and grades in a motivating manner

Table 3.2 observational Checklist

No	Transcription	Creating the Basic Motivational Conditions (CBMC)	Generating Initial Motivation (GIM)	Maintaining and Protecting Motivation (MPM)	Encouraging Positive Retrospective Self-evaluation (EPRS)	Notes
1.	Meeting 1					
2.	Meeting 2					
3.	Google Classroom					

3.2.2 Consent Form

Participants signed a consent form prior data collection to show her agreement and willingness to participate in this research. The consent form also includes an explanation about research procedures. As stated by Ripley, Hance, Kerr, Brewer, & Conlon (2018), researchers choose to present this information to participants via an informed consent form that contains pertinent information about the research.

3.2.3 Data Sources

The data sources in this study were based on observation and were collected through video recording of an English teacher who teaches in high school class in Yogyakarta.

3.3 Research Participant

An English teacher participated in this research. She had experienced in teaching English since 2004 in one of senior high school in Yogyakarta. She has a lot of motivated students in the class. This school also had a famous English club as an extracurricular that have some achievements which handled by the participant. From this, the participant can provide the rich data about motivational strategies in English class for Senior High School context.

3.4 Data Collecting Technique

To collect the data, the researcher used an observational technique. The observation as the main source that the researcher used is through video recording to record all activities and events that occur in the class during the learning process, the video only showed the teacher and the screen of the material, then the interaction between the teacher and students mostly on the Google classroom. Furthermore, an interview technique was conducted by the researcher to support and clarify the main source.

3.5 Data Analysis

The researcher was conducted thematic analysis to analyzing the data. Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). There are several steps to analyzing the data:

Step 1: familiarizing myself with the data, the researcher transcript interview data, kept the field notes from observations. Then re-reading and re-observing all existing of verbal data.

Step 2: giving initial codes, the researcher put codes on each important unit.

Step 3: searching for themes, the researcher read the transcription, and search it carefully.

Step 4: reviewing theme, the researcher reviewing the appropriate theme.

Step 5: giving initial theme, the researcher defines the themes that will display in the data analysis.

Step 6: producing the report, the researcher writes the final analysis.

3.6 Trustworthiness

To achieve the valid findings in this research, the researcher has reviewed and verified by re-watch the video recording as many times as necessary through re-watch the video the researcher may find the relation between question and answer were conducted in interview that relates with motivational teaching practice.

CHAPTER IV

FINDINGS & DISCUSSION

In this chapter, discussed about findings and discussion based on data that was collected by observation and interview.

4.1 Findings

All themes from Dornyei were found in the data, the first is creating the basic motivational condition is rarely appeared on the data which is 8 times, both generating initial motivation and maintaining and protecting motivation have same frequencies which is 9 times. And for the encouraging positive retrospective self-evaluation is the most frequently used by the teacher which is 10 times. The observation spread into videos, and Google classroom. In the video data, 3 themes were found, those are generating initial motivation, maintaining and protecting motivation, encouraging positive self-evaluation, meanwhile in Google Classroom only one aspect was found by researcher that is encouraging positive self-evaluation. The interview was conducted to confirm the observation, the researcher found 3 aspects those are creating the basic motivational condition, maintaining and protecting motivation, encouraging positive self-evaluation.

In this research, there are two data that was taken by researcher. The main data is observations toward teaching practice in EFL class at Senior

High School. Meanwhile, the second data is an interview with English teacher who implemented motivational teaching strategies during learning process. Due to pandemic Covid 19, the data collecting techniques had been shifted from offline observation to online observation by recording teachers' activity during online learning. There are two video as main data and one observation from Google Classroom activity to clarify the data. After watched the video and taken afield notes, all data were coded based on theoretical framework. The details of finding are presented in table of the coding and themes below:

Table 4.1 Coding Translation

Construct	Features	Coding	Coding translation
Motivational Teaching Practice	Generating Initial Motivation	MTP/GIM/OBS1/01	MTP: Motivational Teaching Practice GIM: Generating Initial Motivation
	Maintaining and Protecting Motivation	MTP/MPM/OBS1/01	MPM: Maintaining and Protecting Motivation
	Encouraging Positive Retrospective Self-evaluation	MTP/EPRS/OBS1/01	EPRS: Encouraging Positive Retrospective Self-evaluation OBS1: Observation 1

INT: Interview

01: Sentence in
line 1

After conducted the theoretical codification, the data were analyzed by using motivational strategies from Dornyei (2001): 1) creating the basic motivational condition 2) generating initial motivation 3) maintaining and protecting motivation 4) encouraging positive retrospective self-evaluation. However, there were only three sub-themes out of four themes, revealed from the video: a) generating initial motivation, b) maintaining and protecting motivation, c) encouraging positive retrospective self-evaluation.

Table 4.2 Codifying Themes of Video Analysis

Construct	Themes	Sub-Themes	Sample
Motivational Teaching Practice	Teacher motivational strategies to achieve the language learning goals.	Generating Initial Motivation	MTP/GIM/OBS1/03
			MTP/GIM/OBS1/07
			MTP/GIM/OBS1/35
			MTP/GIM/OBS1/39
		Maintaining and Protecting Motivation	MTP/MPM/OBS1/11
			MTP/MPM/OBS1/27
		Encouraging Positive Retrospective Self-evaluation	MTP/EPRS/OBS1/12
	MTP/EPRS/OBS1/43		
	MTP/EPRS/OBS1/48		

Based on three components that had been employed in the theoretical framework, they were fully conducted by through observation. Those components are generating initial motivation, maintaining and protecting motivation, encouraging positive retrospective self-evaluation. From the all component the researcher found that generating initial motivation, encouraging positive retrospective self-evaluation are the most prominent issues that faced by researcher. In generating initial motivation, the teacher provides students peer role model in learning process also give them positive statement while teaching. In encouraging positive self-evaluation, the teacher used to evaluate the students' progress. These two sub-themes displayed in the table (MTP/GIM/OBS1/03) and (MTP/EPRS/OBS1/12).

The teacher shows an example of the best announcement made by one of the students who got perfect score.

OC→the teacher promotes the students about the goal of learning announcement material by presenting peer role model.

(MTP/GIM/OBS1/13)

Teacher start explaining question number one and show the student the correct answer and she provide appreciation to student who was answer the question correctly. The teacher gives 5 point for each correct answer.

OC→ the teacher try to notice positive contribution from students

(MTP/EPRS/OBS1/12)

The result of the data, the teacher presenting a peer role model to influence the students become like role model because they are glad when other people acknowledge that they are capable. The teacher always gives reward to students who have more contribution while learning process. Therefore, by promoting peer role model and giving feedback, enable teacher to increase the students' motivation in learning.

Table 4.3 Codifying Theme of Google Classroom

Construct	Themes	Sub-themes	Sample
Motivational Teaching Practice	Teacher motivational strategies to achieve the language learning goals.	Encouraging Positive Retrospective Self-evaluation	MTP/EPRS/OBS2/01

The second observation is based on the Google classroom observation the researcher found that encouraging positive retrospective self-evaluation is the most prominent aspect faced by the researcher. The teacher used Google classroom to give student feedback on their work. The teacher evaluated student work by giving grade or some comment related the task.

Table 4.4 The Result of Observation

Component	Subcomponent	Frequently
Creating the	- Appropriate teacher behavior	8 times

Basic Motivational Condition	<ul style="list-style-type: none"> - A pleasant and supportive atmosphere in the classroom 	
Generating Initial Motivation	<ul style="list-style-type: none"> - Value of learning English - Making the teaching materials relevant for the learners 	9 times
Maintaining and Protecting Motivation	<ul style="list-style-type: none"> - Creating stimulating and enjoyable class - Allowing learners' to maintain a positive social image 	9 times
Encouraging Positive Retrospective Self-evaluation	<ul style="list-style-type: none"> - Providing motivational feedback - Offering rewards and grades in a motivating manner 	10 times

The next data was interview, taken by using online interview through video call. The findings were confirmed by interview data because the teacher stated that she become a good role model and as a facilitator for her student to motivate them during learning.

“So the principle is that we should be a motivator, like a model, and then the facilitator”

(MTP/GIM/INT/29)

1.2 Discussion

Discussion covers the investigation of teacher’s motivational strategies in English class.

a. Generating Initial Motivation

The first discussion is about generating initial motivation, according to Arabai (2014) generating initial motivation is one of the motivational strategy which is necessary to motivate students such as acquaint students about the culture and value of foreign language, promote students expectation of success in learning English, assist students to reach the realistic and achievable learning goals when learning English and establishing relevance between the teaching material, learning goals and students necessary. Based on the observation data, in the beginning of the lessons, the teacher presented the peer role model, the model here is the students who got a higher score. She mentioned the student’s name that got a higher score. Furthermore, the teacher mentioned student names to recognized that students were successful in learning and the other students who have not had high scores can be

expected that they also can succeed in learning English. The data are presented below:

Before continue to the discussion, the teacher giving appreciation to some students who passed the task with a higher score. The teacher mentions the name of the student accompanied by scores.

OC→ Presenting peer role model.

(MTP/GIM/OBS1/03)

This is also clarified by the result of the interview's data, the teacher becomes a first role model to her students, because she had power when teaching English in class. She tried to be a good role model by giving the best and positive vibes for students until the students feel and think about the value and goals of learning English. The teacher's duty is not only as a facilitator for students, but she should be a figure that gave an impact on student's motivation in learning English. The students can see the teacher strength in English so students can make their own goals in learning English. It is related to the previous study by Kakar and Pathan (2017) promotes the student about the value and reminded them about the advantages of mastering English, this is a good motivational strategy to motivate students in learning English.

“There are several ways we motivate students but let's make ourselves a model first, for example, if you speak English like this, it is nice to hear, easy to understand and provides benefits to other people and then when they feel oh right, My teacher really good in English, really heard by other people and easy to understand”.

(MTP/GIM/INT/25)

“So the principle is that we should be a motivator, like a model, then and then the facilitator”.

(MTP/GIM/INT/29)

Another observation data is represented below, the teacher gave a positive statement to students about the task. In this case, the teacher believed that students have competent in learning English especially when doing the assignment from the teacher, even though there is a difficult task, but teacher also explained to students that difficult tasks need high order thinking and students cannot get the answer easier, so the student has to more effort to answer and complete the task. Besides that, the teacher can assist the students to increase their knowledge by giving challenging tasks. Besides that, the teacher provided a positive statement about the value of learning English through the task. The teacher provides a challenging task to students so that they can hone and inured to achieve their goal in learning English. This inline with the previous study Jones (2019) who found that intellectually challenging activity may assist transitively foster student motivation.

The teacher gives statement to the students that difficult task is actually need high order thinking so student can't get the answer easier. But the teacher saw that students still had difficulties and there were still those who got low scores with simple questions. The teacher conveys if student may solve the simple question so that teacher will provides task more challenging so students could increase their knowledge and get high score.

OC→teacher give a motivation by quotes positive statement
(MTP/GIM/OBS1/07)

In terms generating initial motivation is by promote the students about value of language. In this case the teachersclarify the purpose of learning language feature passive voice in descriptive text. Thus, the teacher explains that students may found passive voice in many English articles and students must comprehend about passive voice. The data are represented below:

The teacher explains why including passive voice in the language feature in the descriptive text, this because many articles in English contain passive voice sentences, so that students must learn to know the characteristics of the sentences.

OC→*promote positive view about language*
(MTP/GIM/OBS1/35)

The next observation data, the teacher encourage the students to optimism in learning English and not only focus with one thing. She conveys that student can get anything easily with online. Thus, the students can be able to reach their goals.

Before discussing the text, the teacher said that the teacher did not intend to require students to only focus on grammatical points, but the teacher hopes that students can understand and do not give up easily. The teacher said “ duniasudahbegituluasdengan online, kenapa kalian tidakbisainitidakbisaitulangsungmenyerah, dicobauntukberusahamencari”

OC→ Teacher gives a motivation by quotes positive statement
(MTP/GIM/OBS1/39)

Based on the result of the data above, it can be seen that generating initial motivating can be a choice of motivational strategy to motivate students in learning English. The teacher can implement this strategy to increase the progress of students' quality in learning English.

b. Maintaining and Protecting Motivation

Another aspect of the motivational strategy that teacher used is maintaining and protecting motivation. Based on Koran (2015) creating enjoyable learning activities, provide students interesting and challenging task, involve students in every learning activity it can maintain and protect students' motivation. While learning process the teacher frequently asked simple question to student, the teacher tried to keep students in their leaning activities. The data showed below:

The teacher tried to give students the opportunity to answer question first.

OC→ teacher tried to involved students in learning activities to keep engagement with students

(MTP/MPM/OBS1/11)

In the second question the students were asked to pay attention to the questions and the teacher reads the question "this volcano ... many places to se and explore". Then the teacher asks the students the word "this volcano" is plural or singular. The teacher explains that the word is singular so that the verb will get added S.

OC→The teacher tried to involved students in learning activities even though by online class

(MTP/MPM/OBS1/27)

“I can know from the students’ participation my lessons. So, I rarely see my student have less attention to me, I rarely see them lazy, I rarely see them not collecting assignments, and of course it's all because of the motivation I give, right”.

(MTP/MPM/INT/27)

“Some student to become my co-instructors and they will later become my extensions to turn the class on, so there is some students are very active and some are just ordinary, so next they will be grouped”

(MTP/MPM/INT/40)

Based on the data above it can be seen that involved students in learning activities is important. Provides enjoyable learning can make students focused on their lesson; they can be more interested to following the learning because they focused on their activities given by the teacher so it can help the teacher to achieve the learning goal. The teacher tried to give some simple question to students to make student involved to their learning activities so students do not get bored while the learning they can still focus and come to think critically. In addition, the teacher involved students and give them opportunity to become leader on their group. Students tried to create a grouping on their learning activities to make an interesting learning. Its finding is similar with Hazarika (2016) to protect and maintain motivation by using innovative teaching such as language games, group task, group discussions, and role-play.

c. Encouraging Positive Retrospective Self-evaluation

The teacher applied the strategy motivation used encouraging positive retrospective self-evaluation. According to Xiao (2013) the example of encouraging positive retrospective self-evaluation such as creating finished product, taking regular stock of progress, celebrating success, using motivationally appropriate feedback, praise, and rewards. In every section of the discussion there are some exercise that discussed by the teacher and students, the teacher frequently gave a reward to students who had been successful in answering the question with grading and congratulated the students. The data are represented below:

Teacher start explaining question number one and show the student the correct answer and she provide appreciation to student who was answer the question correctly. The teacher gives 5 point for each correct answer.

OC → the teacher try to notice positive contribution from students
(MTP/EPRS/OBS1/12)

In other hand, the teacher gave students assignment based on the material that is descriptive text. The assignment focused on the students speaking skills so students should read the text of descriptive text and they have to record their voice. But, the teacher has some regulation in these tasks. Students only had at least five errors in pronunciation, and should had good intonation, good stressing while reading to got best score. The teacher explained how to minimize the correct pronunciation by checking on the dictionary or by checking through the link provided by the teacher. It is in line with the previous study by Wery & Thomson (2013) encourages students

to evaluate their own work. Self-evaluation can instill student responsibility for learning.

The teacher advises students on how to ensure pronunciation accuracy by checking a dictionary or using the link provided in Google Classroom.

OC→ provide the regular feedback about the students' progress by self-evaluation.

(MTP/EPRS/OBS1/43)

It was clarified by the interview data represented below, with simple things the teacher always concerned in motivate students; the teacher provided students opportunity to explore their knowledge through many channels. The teacher would provide a chance to student to find out their competency in learning English so they can evaluate their self by this opportunity. Besides that, the teacher very concern to student motivation at class this can be seen from students who always focus to their teacher when explaining the material and the students do assignments on time.

“So they can get many channel to be able in speaking English, they can get this... to make them speak well then to mingle with other people in English and.... So the point is about yourself, the point is to see things that they are easy to access”

(MTP/EPRS/INT/25)

“I can know from the students' participation my lessons. So, I rarely see my student have less attention to me, I rarely see them lazy, I rarely see them not collecting assignments, of course it's all because of the motivation I give, right”.

(MTP/EPRS/INT/27)

Based on another observation data that represented below, the teacher frequently noticed any contribution from students. She always gave appreciation to students who had good contribution while learning English by giving additional score even though students just asked a question, the teacher very appreciated it. Through the simple question from the student, teacher may know the students' progress in learning English. It is related with Shousha's (2018) suggested that teacher should provide a positive feedback to increase students' self-belief.

After reading the text, the teacher re-reminds students to submit assignments via Google Classroom. The teacher will provide score for each entry and will give additional score to students who are active asking questions as a contribution in learning, the teacher hopes the students do the assignment on time.

OC→provide feedback and notice any contribution from students by giving score

(MTP/EPRS/OBS1/48)



Figure 4.2 Display of Teacher Feedback

The teacher gave the score on student assignment attendant feedback in the private column comment. She evaluates student work by highlighting some incorrect grammar and then she explained the correct answer in detail. It related to the previous study by Nugroho & Mayda (2015) the teacher have to provide positive feedback to their student to make them understand about their mistake and how to clear it.

The third observation data represented below, it was clear the teacher has good in encouraging student' evaluation in learning English, not only giving reward by grading the students' assignment but the teacher also gave reward by many utterances. Through the Google classroom the teacher

provided an evaluation as feedback to students work so student may know their progress.

The teacher has good interaction with students at Google classroom, so they have good relationship in learning process. The teacher used the Google classroom for submitted task and to inform an announcement related the task, at goggle classroom the teacher provide feedback in detail such as what was good and what thing to improve also about student's progress and provide score at the students work, so the students can get evaluation from teacher. The teacher also provide reward such as good job, great job, I do like your job.

(MTP/EPRS/OBS3/01)

Based on the result above, it was known that the teacher has their motivational strategies in English class. The teacher motivational teaching practice can be uses to support the English learning process to achieve the goals of learning English by provide the students evaluation and presenting the positive role model.



CHAPTER V

CONCLUSION AND RECCOMENDATION

In this research, the researcher tried to explore and identify the motivational teaching practice in English class from the observation. The foundations are creating the basic motivation conditions, generating initial motivation, motivating and protecting motivation, the last is encouraging positive self-evaluation. From twice observation the researcher found that 4 aspects of motivational strategies are found, the most frequently used by the teachers encouraging positive retrospective self-evaluation with provide any feedback and reward on students work to get a good progress to reach the language learning goal. While the teacher often used to generate initial motivation and maintaining motivation to provide student's role model as a figure to attain the language learning goals. Further, the rarest used by the teacher is creating the basic motivational condition. This research is limited to investigate the English teacher motivational teaching practice; it might show the different result in other level of school. Based on this research, the researcher could give an option to the teacher who would like to use the motivational strategy in teaching English. Thus, the researcher would like to suggest furthering research to observe more than twice to get rich data and more explore about the motivational teaching practice in English class.

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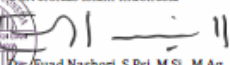
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APPENDICES

A. Consent Form

	<p>FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA</p> <p>Soedong D. Saefudin Wicakandjo Kampus Terpadu 31 Ambarharjo Indonesia Jl. Kalasan Km 14,5 Yogyakarta 55584 T. (0274) 898444 ext. 2706, 2134 F. (0274) 898444 ext. 2706 E. fpeh@uii.ac.id W. ipeh@uii.ac.id</p>
Tanggal	: 3 Nopember 2020
Nomor	: 312/Dek/70/DURT/XI/2020
Hal	: Permohonan Ijin Pengambilan Data Skripsi
Kepada :	
Yth. Kepala Sekolah Madrasah Aliyah Negeri 3 Sleman	
Di tempat.	
Assalamualaikum Wr. Wb	
Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.	
Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :	
Nama Mahasiswa	: Qowiyun Ma'rufah
Nomor Induk Mahasiswa	: 17322077
Program Studi	: Pendidikan Bahasa Inggris
Pembimbing	: Rizki Farani, S.Pd., M.Pd
Judul Skripsi	:
"English Teachers' Motivational Teaching Practice in Senior High School: An Observational Study"	
Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.	
Wassalamualaikum Wr. Wb	
	Dekan Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia
	 Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog



B. Research Completion Form



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SLEMAN
MADARASAH ALIYAH NEGERI 3 SLEMAN

Alamat: Jl. Magelang Km 4 Sinduadi Mati Sleman Telp. (0274) 513613
E-mail: ma313613@yahoo.com website: www.mayoga.sch.id

SURAT PENELITIAN

Nomor : B- 428/Ma.12.04.03/TL.01/08/2021

Berdasar Surat : Universitas Islam Indonesia

Nomor : 312/Dek/70/DURT/XI/2020

Kepala MAN 3 Sleman menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : QOWIYUN MA'RUF AH
NIM : 17322077
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Indonesia

telah melakukan penelitian di MAN 3 Sleman selama 2 bulan dalam rangka pengambilan data untuk Skripsi berjudul :

English Teacher Motivational Teaching Practice in Senior High School : an Observational Study

Waktu Penelitian : 03 November -29 Desember 2020

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sleman, 4 Juni 2021



NB:

Harap menyerahkan :

a. copian laporan (Skripsi/Tesis/Disertasi) ke bagian Kurikulum dan Pembelajaran

b. Wakaf buku perpustakaan melalui Kepala Tata Usaha atau diserahkan langsung ke Pengelola Perpustakaan MAYOGA

C. Interview Question

Construct	Component	Interview Question
Motivational Teaching Practice(Dornyei, 2001).	Creating the basic motivational conditions focusing on appropriate teacher behaviors	2. How do you condition learning in class?
	Generating initial motivation, about value of learning English language	3. How do you promote positive language-related values and attitudes to your students?
	Maintaining and protecting motivation, stimulation, and enjoyable learning	4. How do you maintain student motivation in learning?
	Encouraging positive retrospective self-evaluation focus on teacher motivational feedback	5. How is the motivational teaching practice affected to your students in learning English?

D. Interview Transcribe

GIM	Oh oke, oke good. Cara sayamenjagatentunyasekalilagi e denganmemberikan model yang bagusyaa. Model itukarenagampangsekaldilihatitusatu, adabeberapacakitamemotivasisiswatetapi eh jadikandirikitasebagai modelduluontohbahwainilohkalauberbicarabahasainggrisePERTIINIT uh enakdidengar, enakdipahami dan
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	<p>memberikan manfaat pada orang lain dan kemudian ketika mereka merasa oh beneryamsammiitubahasainggrisnyakepakebanget, didengarbanget oleh orang lain dan mudahdipahami</p>
MP M	<p>kemudian pertanyaan pertanyaan muncul, msbagaimanayamssupayasepertimsammi nah itukan central sekali ke pada saya to</p>
EPR S	<p>Tetapi kemudian yang kedua saya memberikan mereka kesempatan untuk membuka berbagai channel karena dunia ini sudah semakin banyak sekali channel channel tanpa batas yang bisamerekaambilmanfaatnyadengankemampuan yang mereka miliki. So they can get this channel to be able in speaking english, they can get this eee to make them speak well kemudian untuk berbaur dengan orang lain in english dan seterusnya. Jadi pointnya point ke diri sendiri, point ke pada eee hal hal yang mereka mudah untuk mengakses. Kira-kira jawab saya that is answer your question or not?</p>