

Acehnese EFL Students and Teacher's Motivational Teaching Strategy in the Classroom

Yaumil Fadhillah
University of Syiah Kuala

Corresponding authors. yaumilfadhillah4@gmail.com

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Abstract. This qualitative case study aims to find out the nature of students and teacher's motivational teaching strategy developed by Dornyei (2001) in teaching English in the classroom. The subject of this research was 1 English teacher in SMP Darul Qur'an Aceh Besar. The data were collected from observation checklist and its note. The findings of this research showed from the 35 motivational teaching strategies developed by Dornyei (2001), there are a total twenty-two motivational strategies applied by teacher during the observation. In the first stage, namely creating the basic motivational condition, there are seven strategies applied, in the second strategies, namely generating initial motivation, there are five strategies, in the third stage, namely maintaining and protecting motivation there are nine strategies, and the last stage, namely the encouraging positive retrospective self-evaluation, there are one strategy applied by teacher. The result displayed those motivational strategies received assorted reactions from students, positive and negative. Thus, these findings can be a reflection for increasing quality, fixing and developing English teaching strategy based on students' need so that it can help teacher in boosting students' motivation.

Keywords: EFL classroom; motivational teaching strategy; the nature

Strategi Pengajaran Motivasional Guru dan Siswa Aceh di Kelas Bahasa Inggris sebagai Bahasa Asing

Abstract. Studi kasus kualitatif ini bertujuan untuk mengetahui bagaimana suasana siswa dan strategi pengajaran motivasional guru (*motivational teaching strategy*) yang dikembangkan oleh Dornyei (2001) dalam mengajar bahasa Inggris di kelas. Subjek penelitian ini adalah 1 orang guru bahasa Inggris di SMP Darul Qur'an Aceh Besar. Data dikumpulkan dari ceklis observasi dan catatannya. Temuan penelitian ini menunjukkan dari 35 strategi pembelajaran motivasional yang dikembangkan oleh Dornyei (2001), terdapat total 22 strategi motivasi yang diterapkan guru selama observasi di kelas. Pada tahap pertama yaitu *creating the basic motivational condition* terdapat tujuh strategi yang diterapkan, pada tahap kedua yaitu *generating initial motivation* terdapat lima strategi, pada tahap ketiga yaitu *maintaining and protecting motivation* ada sembilan strategi, dan tahap akhir, yaitu *encouraging positive retrospective self-evaluation*, terdapat satu strategi yang diterapkan oleh guru. Hasilnya menunjukkan bahwa strategi-strategi motivasi tersebut mendapat berbagai reaksi dari siswa, positif dan negatif. Dengan demikian, temuan ini dapat menjadi refleksi untuk meningkatkan kualitas, memperbaiki, dan mengembangkan strategi pengajaran bahasa Inggris berdasarkan kebutuhan siswa sehingga dapat membantu guru dalam meningkatkan motivasi siswa.

Kata kunci: kelas EFL; strategi pengajaran motivasional; suasana

INTRODUCTION

One of the influencing factors of students' learning motivation is the nature of interaction with significant others such as parents, teachers, and peers. In English learning context, students' motivation is elevated and maintained by the role of the teachers in the classroom. As Pelletier and Rocchi (2016) said that teachers play a crucial position in motivating students to energize and sustain the positive behavior of students. Therefore, in English teaching learning process, the teacher needs teaching strategy that can boost students' motivation in learning English.

To motivate students to learn English, Dornyei (2001) developed teacher's strategy that is called motivational teaching practice or familiarized with motivational teaching strategy. That contains a number of strategies according to 4 stages of learning. First stage is creating motivational condition, which contains 8 strategies, second stage is generating initial motivation, which contains 8 strategies, third stage is maintaining and protecting motivation, which contains 14 strategies, and the last stage is encouraging positive retrospective self-evaluation, which contains 5 strategies. All strategies can be applied by English teacher's adjusted in learning situation and students' condition in the classroom. All in all, it is must adjusted based on students' need.

Previous research has been conducted about motivational teaching strategy, started from the effect of motivational teaching strategy in teaching English in the classroom. It is generally founded that there is correlation between motivational teaching strategy in students' motivation in learning English (Guilloteaux & Dornyei, 2008; Papi & Abdollahzadeh, 2011). In addition, motivational teaching strategy is required by English teachers because it has a great effect on students' motivation, affected the students' comprehension in learning English, and certainly receive positive

responses from students, as a study from Kassing (2011), in Sulawesi. The study found that motivational teaching strategies lecturers used in teaching English received positive responds from the students. Similarly with a study from Astuti (2016) which took place in the state of Senior High School 1 Solok, West Sumatra, revealed that motivational teaching strategy applied by teacher received positive responds from students to motivate them to learn English starting from teacher's behavior, the teacher's role in creating a classroom atmosphere, the teacher's role in determining learning materials and activities, the teacher's role in introducing the value of English and the teacher's role in providing feedback. These strategies were expected to be taken into consideration by the English teacher to be maintained in order to continue student motivation in learning English. Not only had positive responds but also it affected students' comprehension in learning English by showing some progress, as a study from Soraya, Kurnia, and Setiawan (2018), at an Islamic university in Surabaya, it is found that motivational teaching strategy worked effectively to the students' grasps in learning English.

Meanwhile, there are several motivational teaching strategies that are considered very important that can make students enthusiastic to learn English according to the students themselves accompanied by supporting reasons. As the study from Alshehri (2012) at the university level in Saudi Arabia highlighted, the motivational strategy applied by the teacher received a positive response from students, this is evidenced by the existence of a number of important motivational teaching strategies according to students which can make them enthusiastic in learning English to be applied by the lecturer in class, of course based on certain reasons, starting from the lecturer's behavior, classroom atmosphere, and group work but

depending on the group members. This study is also supported by research Wirentake, Iragiliati, and Prayogo (2017) investigated the students' perception of motivational teaching strategies in Senior High School 8, Malang. The findings showed that, there were 10 very important motivational teaching strategies in the teaching learning process should be perpetuated.

Since the motivational teaching strategy has positive impact in motivating students to learn English as delivered explanation above, so it becomes crucial one to be considered by English teacher. English teachers can take students' voice into consideration to assist them figure out which motivational teaching strategy can be applied according students' need. The teacher could be expected to apply all strategies if they are possible adjusted by the environment in the classroom. it can be concluded that motivational teaching strategy must be adjusted to the needs of students.

SMP Darul Qur'an Aceh Besar has many students who have high enthusiasm in learning English because of their favorite teacher. preliminary observation was conducted to see whether the teacher applied the motivational teaching strategy in English teaching learning process. The result showed English teacher applied the motivational teaching strategy in general. Considering this situation, researcher attempted to find out the nature of students and teacher's motivational teaching strategy by Dornyei (2001) in teaching English in the classroom. The nature here means teacher's action regarding to the strategy, and students' reaction toward it. So that, it can be figured it out from the motivational strategy teacher applies in the English teaching learning process which strategies can build students' enthusiasm in learning English in the classroom and vice versa.

To fill the gap, while other studies focused on elementary school, senior high school students, and university students,

this research attempted to conduct in junior high school. Moreover, this research previously never discussed yet in Aceh. All data were described descriptively to deliver depth explanation.

METHODS

This research was designed as qualitative study, focus on Case Study. Creswell (2007) highlighted, case study is focused on talking about phenomenon happen in particular area. The subject of this research was 1 English teacher in SMP Darul Qur'an Aceh Besar who graduated from Arabic education, moreover capable in English. Since this is Islamic boarding school, thus the school accepts the English teacher which is not linear with the subject as long as the teacher has capability in teaching English.

The data was obtained from observation checklist and its note to find out the nature of students and teacher's motivational teaching strategy in teaching English in the classroom instruments of this research was observation checklist, which was adapted from Dornyei (2001). To analyze the data from the observation, the researcher used descriptive qualitative method through the thematic analysis (Braun & Clarke, 2006). In this case, the observation checklist and its note were coded, and described. Then, the data were thematically analyzed based on the item of observation checklist which are the motivational strategies developed by Dornyei (2001).

RESULTS AND DISCUSSION

From the 35 motivational teaching strategies developed by Dornyei (2001), there were 22 strategies applied by English teacher during the observation took place in the English teaching learning process in the classroom, meanwhile the rest strategies were not applied due to several reasons. Study by Dornyei and Csizer (1998) in Hungary, it is found teachers used suitable motivational strategies to the their students' need. This is also evidenced

by the research of Cheng & Dornyei (2007) regarding motivational strategies applied by a group of teachers in Taiwan which states that some strategies need to be adapted to the local culture while others can be applied anywhere. Therefore, motivational strategies are not standard but must be adapted to various learning situations, student backgrounds, culture, age, level and needs of the students themselves. Therefore, it is important for teachers to choose motivational strategies that are tailored to the conditions and interests of students).

First Stage: Creating the Basic Motivational Condition

The teacher is enthusiastic to teach the material

It was found that in every meeting, from the first time the teacher entered the class until the teaching started and ended, teacher's demeanor was fresh, well-dressed, smiled, and energetic. In addition, the teacher showed the personal interest of English material taught. Seeing this teacher's positive aura, its effects totally energize students' condition. Students looked happy, enthusiastic, they actively involved, bravely shared the idea and had high zest to learn the English material. This research in line with Astuti (2016) who show the students agreed that teacher is a determiner who can affect students to be active in the English learning process. Therefore, by being enthusiastic teacher, it can make students motivated in English learning.

The teacher concerns about every progress students achieve in learning English

Before starting the lesson, teacher made sure students already understood regarding the past material taught and learnt, if they still confused, the English teacher will to re-explain it. Moreover, teacher gave more attention by approaching weak students to teach it

slowly so that they understand and more confident. Student responses were excited when the teacher did this. All students were active in doing what their teacher told them to do. This research is interestingly related with Dornyei (2001) who claimed that the teacher's concern about students' progress can make them succeed since the teacher offering concrete assistance, offering re-explanation, and responding immediately when help is requested.

The teacher is always attentive to students

The teacher approached passive students to investigate the factor they were so. Factors revealed, since they are boarding school students, so that there were number of activities outside the classroom and dormitory's problem that made them lack of sleep, and less concentrate. Responded to this, teacher made them comfortable by having fun together before they study. Meanwhile students' reactions were entertained, and become enthusiastic. This strategy is in accord with the research from Vollet, Kindermann, and Skinner (2017), which addressed that the good teacher-student relationship can intensify students' contribution, maintaining students' optimism, and boosting students' confidence. Thus, it is a need for teachers to be attentive and concerned to elevate students' excitement in learning English.

The teacher creates the fun English language learning atmosphere in the classroom

Teacher engaged students to play funny guesses in English about related English words translated by literal meaning in Indonesia, for example, teacher asked what "Gigi Biru" in English is, then students answered "blue teeth", but the teacher jokes that blue teeth are "bluetooth" in English. Of course, the students were entertained by the teacher's jokes. It received positive reactions from

students, students smiled, laughed, and even actively gave similar guesses. Therefore, sense of humor can create the fun English language learning atmosphere in the classroom which can avoid students' tension, the learning atmosphere is conducive and enjoy, creating closeness between teachers and students so that students are more daring to express their ideas. It is interestingly related with the study from Szentes, Horvath, and Harangus (2020) added that students are more into the understanding and indulgent teachers who have sense of humor and a high concern to students. In addition, the latest research from Masdianti (2021) discovered that the effect of humor can establish students' excitement, break the tension, and maintain the relationship between teacher and students. On the final note, this result of study supplies the significant input for teachers to create the effective teacher-students' interaction in English teaching.

Teacher encourages students to learn through fun game and group working

Teacher delivered quiz contest for students related to the material had been taught. All group members must be able to answer the questions given by the teacher as there is no representative of the group to answer questions, each of every member must answer, otherwise the score would not be given. This made all students actively work together, active students helped passive students, weak students are assisted by capable students, so there is no inequality between students. It is similar with the study from Situmorang (2021), which claimed, working in a group impacts positively on the students' attitude of wrapping up an activity. It can boost students' confidence level, reveal an ability to discuss and cooperate, and make students active in learning situation.

The teacher creates the group rules and negotiate the rules with students

The teacher created the group rule. The rule is, if one member of the group does not work, all of them will be subject to sanctions. Just like the previous group working game, each group member must actively answer, otherwise the teacher will not give points for the group. Students agreed and make them more enthusiastic in English teaching learning process. Hence, by doing this strategy teacher was able to create an effective group-work. In addition, creating the group rules can make students prepared to be actively entangled in learning activity since creating the group rules assist teacher to have a good class arrangement which can lead teacher to establish interactive, cooperative and effective learning environment. As Gultom and Saun (2016) discussed the teacher role in arranging the good class can actualize the functional and challenging learning environment, stimulate students to learn. All in all, the teacher needs to take this strategy into account in achieving the effective group-work.

The teacher takes an action in case students break the group rules that have agreed earlier

The teacher would give sanctions to students who disobeyed the rules, namely by giving a detention to every student who disobey the group rule, which was to memorize 5 English vocabularies. This received positive reactions from students, they seem focus and actively involved in a group activity, otherwise they will be given detentions. Giving the detentions is occasionally required supposing that the students break the rules. Certainly, a constructive detention is required based on the rules that have been agreed. In this research the teacher provides non-instructional detention namely, asking the students to memorize 5 vocabularies to make them realize of their mistake and improve the students'

knowledge at the same time. This research is contrary related with Syarifuddin and Zulfah (2020), which discussed, to managed students' misbehavior in classroom, teacher gives something to do for students to be actively involved in English teaching learning process by asking them to clean the blackboard. This detention might reduce negative behavior but it did not give contribution to improve students' skill in learning specifically English. Therefore, the teacher must have the detentions by considering the benefit of it for improving their English skill.

Second Stage: Generating Initial Motivation

Teacher delivers interesting English learning style

Teacher gave audio-visual learning through English film to learn present continuous and English native conversation about simple past tense to assist teacher taught those materials. As a result, the students were energetic, happy, and made the material more understandable for students, as a result they can did the task well. In addition, teacher also delivered auditory learning through variety of English accents to show to students that there are many English accents around the world, so when speak English they also allowed to use students' own accents to make them confident. Seeing this, students were more confident to practice English by used their own accent. As the research of Secer, Sahin, & Alci (2015), claimed that video or audio has contribution in English teaching learning process to assist students to make the learning process more interesting and understandable.

The teacher supplies students with the interesting English materials like showing the video

The teacher often delivered interesting learning material from the video, such as giving film with English

subtitled. Students' reaction to this were happy and enthusiastic. They seemed enjoy to watch the movie, and did their task which was asked by teacher very well. Even they were active in asking questions and were not shy to present their work in front of the class. Moreover, the English expressions they got from the film were used in their daily lives. It is intriguingly related with the study from Siska (2015) which showed how movie can motivate students to speak English. The movie was proven to be the materials that make students' speaking skill is improved as they receive vocabularies and the correct pronunciations from such material. Besides, the expressions used in the movie stimulates their interest to actively speak. Therefore, the teacher is likely suggested to employ and adjust this strategy to students' needs.

The teacher shares the importance of English language for now and the future

The teacher often shared the importance of English language for now and the future. It is proven that teacher encouraged them to speak English fully in the classroom so they get used to it. Teacher added, knowledge, information nowadays is delivered in English. Moreover, English can bring them abroad whether it is for a study or a trip since communicating with foreigners must be in English. The students' responses to this were very enthusiastic. It is proven that they actively speak English in the classroom to make them accustomed to using it. Hence, to encourage students' eagerness in learning English, the teacher needs to expose the English language advantages in the future include the use of English for academic and specific purpose. These instrumental values are a key to clearly demonstrate the English proficiency in students' daily life. Similarly, Dornyei (2001) declared that the teacher can embody this instrumental value by regularly reminding the students to speak

English every time and stating what English can give for themselves and their community.

The teacher delivers English task in accordance with have been taught for students

The teacher gave the task accordance with what students learn from students' worksheet, video, and audio material. As a result, the tasks they did can be done well, and they can find out what they have learned, got quite good result around 80-95. Another point to add this strategy were applied by teacher to make students were able to recall the material they learnt. This is in line with the research of Wicita (2015), which claimed the good English task is following these criteria, such as related to the topic been taught, challenging but not too difficult, must be recall students' background knowledge toward the topic. So that, the teachers need to consider this strategy before they give the task to students.

The teacher frequently gives students the guidance about how to understand and master the English language easily

The teacher frequently gives students the guidance about how to understand and master the English language easily and supplies the students some learning tips and tricks and communication strategies since their main goal is to hone speaking and listening skill. For that, the teacher delivered conversations from native speakers, and practices their pronunciation through videos material, as well as vocabulary from the material taught with Merriam Webster's electronic dictionary to find out the pronunciation and ask students to follow the pronunciation by native speakers. This one is supported by Rao (2019), which prompted some useful tips for teacher to introduce diverse activities where the students are involved and trained to show their speaking skill include

games, native-speaker videos, and role play. In conclusion, this strategy is prominent to increase their speaking skill since it associates with students' favorite and needs.

Third Stage: Maintaining and Protecting Motivation

The teacher gives interesting English learning assignment to make students active

The teacher often applied this strategy by giving English assignment from the Toy Story film to identify present continuous. moreover, the teacher gave English assignment from audio conversations from native speakers about simple past. This received positive response from students, they did it well, no pressure, even they requested more often this kind of assignment. However, the teacher once gave them assignment from the worksheet which contains number of questions to be answers. This assignment received negative response from students, they felt bored since it was monotonous for them, they preferred interesting assignment from the audio and audio-visual media than from the worksheet. This is in line with Nisa and Suwartono (2020), who discussed that fun ways in learning English must be designed and adapted to the needs of students, which can be visual, audio, or audio-visual media to make the learning interesting.

The teacher gives the explicit explanations about the English task and examples how to do it

The teacher always explained the task, gave the explicit examples and instruction to do the task. As a result, students did the task well. It was proven that students got quite good result, around 80-96. This is in line with the research of Barile (2001), who said that a clear instruction such as using clear and precise language, repeating the direction, explaining the purpose of the task or

homework, and providing its example is needed as it impacts students' achievement.

The teacher prompts students to keep practicing English at home

The teacher always applied this strategy. The condition was supported as they are boarding school students who constantly speak English and Arabic inside or outside the school. Teacher gave the encouragement for students by emphasizing students do not need to worry about their mistakes or error they made because it was fixable. The important thing is their confidence. This strategy received positive and negative reactions from students. most of student were actively spoke English even it was mispronounced or grammatically incorrect. As Gardner et al. (2004) agreed that for increasing familiarity, knowledge and fluency in the language learning, students must keep practicing the language in the classroom or other activities. However, some of students were passively involved to speak due to the fear of being punished. Seeing these two reactions, teacher needs to use another approach to motivate the passive students more, so that they are braver in practicing English.

The teacher creates an English learning-deal before the lesson started

The teacher applied this strategy. It was proven they made an agreement that at the end of the lesson students would be given the obligatory of memorizing 5 English vocabularies that they have learnt in the meeting. This received positive reactions from the students, as a result, students paid attention in English teaching learning process. As Dornyei (2001) said that Students and teacher agreement will make the students get involved in the teaching learning process, at the same time to make learning process conducive so that it encourages students to be serious in the

English teaching learning process. Another point to add, the teacher also made learning deal, for those who do not use English fully in the classroom, would be punished to memorize 5 vocabularies. This received positive and negative reaction from the students. most of the students as best as possible to keep speaking English in the classroom, and some of students passively involved due to the fear of getting punished. Thus, the teacher needs re-arrangement for the learning deal or give special treatment for those passive students to make them stay motivated in practicing English.

The teacher assigns the task that meets students' English ability

To save the time, the teacher tended to give the task that can be comprehended by students by focusing on what students can rather than cannot. Certainly, this strategy received positive reactions from students, they chirped that they thankful the task given was manageable for them. As a result, the students did the task well, and got good score, around 80-95. This is in line with Dornyei (2001), who believed assigning the task on what learners can rather than cannot do will increase students' experience of success since they can complete the task well.

The teacher pushes students' English confidence by convincing students based on their strengths

The teacher often lectured students by saying their capability can be English exposure if they use it properly. In addition, the teacher suggested, for students who were good on speaking skills, the teacher recommended them to take part in the English debate. Students were encouraged to be confident with what they were capable of. Certainly, this received positive response from students, since they were boarding school students, which the speaking skill as the obligatory for them, so most of students confident

and enthusiastic to speak English in class. As Dornyei (2001) in his study, said that giving regular encouragement to students' abilities, likes, or what they are able to do is able to maintain their motivation and boost their confidence.

The teacher teaches how to speak English confidently

The teacher regularly provided encouragement to students to continue using English. The teacher advised the students that they do not need to worry about mistakes or error they did in speaking. In addition to make them confident, students were delivered variety of English accents spoken by people around the world. The teacher tended to emphasized them that they can use their own accents to be more confident, fluent and comfortable in speaking English. This received varied reactions from students. most of the students felt motivated, they even bravely use their "Pesantren" accents to make them easy to speak English. This is in line with Lao (2020), there is relationship between students' motivation and willingness to communicate with the language itself. So that, to increase students' motivation to speak English confidently teacher must nurture communicative confidence to students. However, some of passive tended to speak if it was a must, due to fear of getting punished. Seeing this phenomenon, the teacher should approach those passive students to motivate them more.

The Teacher Never Embarrasses Students in Front of Others When Students Speak English

The teacher always tolerated students' error and mistakes they did when they speak English. As a result, students were brave to speak English freely even they did error or mistake. This research contrary with the research of Different from the research of Fatmawati, Haura, and Supiani (2020), they discussed the students' reason of not willing to speak in

front of the class is because of the mocked by the peers, being ridiculed by the friends, limited vocabulary, teacher's force must be speaking with good grammar. So that as English teachers, they must be able to tolerate students' error and mistakes so that they were comfortably speak, and vice versa. Overcoming students' mistake and error, the teacher was wise in correcting it, basically by repeating the pronunciation or sentences expressed after the students. Moreover, the teacher corrected in a funny and relaxed way so that students do not feel timid. Most student responses related to this were excited and some of them looked embarrassed. Ones who felt embarrassed told that it was better if teacher give directly correction to them, rather in front of their friends. Seeing these two things, it can be concluded that this strategy is good to be applied in the classroom with the condition that the teacher must know all students' personalities, since the students' personality is a consideration for correcting the mistakes. As Zhu (2010) explained that there are so many ways in correcting students' mistakes, those are, taking students' preference as consideration, figuring out the error and the wise time to correct it, self-correction techniques, peer-correction techniques, and alternative feedback.

The Teacher Asks for Students' Cooperation with Friends in Doing the English Group Work

The teacher gave group assignments to students, this aimed to create heterogeneity, so that weak students will be helped by capable students, passive students will become active. This strategy was evidenced from teacher delivered the quiz contest which was played in groups, each member in the group must be active and helped each other to help answer the questions given. The responses of students regarding this strategy were enthusiastic, because they could help and learn with each other. Bekhta and Amine

(2021), highlighted group work creates enjoyable, relaxing atmosphere and convenient in the classroom since strong social support system in which student feel esteemed and linked to one

Fourth Stage: Encouraging Positive Self-Evaluation

The teacher gives applause and thumbs up to every effort and progress students make in learning English

The teacher had a time to celebrate students' successes and achievement in the classroom to every student who answers the question correctly, or dares to express an opinion when the English teaching and learning process takes place. The student response was nice, even they actively ask, answer or express their opinions since they were praised. From this we can conclude that this strategy can encourage students to be enthusiastic to give their best in every opportunity they learn English. In line with research from Ormrod (2012), which explained, giving applause and thumbs up is one of the reinforcers, namely positive social reinforcer by showing gesture to communicate positive reaction which contribute to build students' self-confidence. So that teacher must be frequently applied this strategy to make students stay motivated in English teaching learning process.

CONCLUSION

From the nature of student and teacher's motivational teaching strategies in the classroom, there are 22 strategies applied by teacher during the English teaching learning process in the classroom, 7 strategies in the first stage, 5 strategies in second stage, 9 strategy in the third stage, and 1 strategy in forth stage. These strategies received positive and negative reactions from students. Considering those, this research can be a reflection for increasing quality, fixing and developing motivational teaching strategy in teaching

English based on students' need so that it can help teacher in boosting students; motivation. In addition, for future researcher, can use longitudinal study, so that it will be identified the motivational teaching strategy used by the teacher and the reactions of the students comprehensively and completely.

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