

The Implementation of Lecturer's Motivational Teaching Strategies in Essay Writing Class: From Theory Into Practice

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Abstract-Motivational teaching strategies play important role in students' learning process. The objectives of this study are to describe how the lecturer implemented and what motivational teaching strategies were dominant being implemented in Essay Writing class. The data were from the interview with Essay writing lecturer and video recording on his teaching within fourteen meetings or one semester. To analyze the data, the theory from Dörnyei were adopted with four main categories: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation with descriptive analysis as the method of analyzing data. The result revealed that from fourteen meeting with one hundred minutes each, not all motivational teaching strategies from four categories were implemented and the most dominant strategies was providing students with positive information feedback of writing tasks and assignments.

Keywords: *motivational strategies, implementation, Essay Writing, teaching*

I. INTRODUCTION

Teaching English in Indonesian context needs appropriate strategies which meet the students' learning needs since English is not daily spoken language among people. Yet in university level particularly in Purworejo Muhammadiyah University, the students still consider English as not a simple subject even for English language education students. In current time of teaching and learning, the lecturers are looking for new strategies which can motivate their students in learning. To motivate learners is an important part of a teacher role [1]. A teacher or lecturer needs to use or implement motivational teaching strategies to trigger up the learners' achievement. It is in line with the statement that motivation is the starting point for successful and self-confident communicator of

second or foreign language [2]. It is believed that all language learners of different ages do not learn language in the same way. There are three main factors which influence second language acquisition. They are age, personality, and motivation [3]. There have been many researches on motivation in language learning. The study conducted by Gardner and Lambert showed that the motivation to learn foreign language is the fundamental factor to raise second language learning. In the 1990s, a move from a social psychological view of motivation to a more educational and cognitive motivation had existed. This move can be attributed to the need to enlarge the research on second language motivation to combine variables related to classroom-oriented and motivational factors which are relevant to language teachers [4],[5],[6]. These studies stress the importance of learning environment as a second language motivational factor. The current studies, they were more relevant to teaching practice and the second language classroom, and incorporated more classroom-oriented variables and factors relevant to language teachers [7].

Motivational strategies can be defined as techniques which promote the person goal-related behaviour [8]. In addition, that the term motivational strategies refers to all teaching strategies aimed at encouraging students' learning [9]. This term also refers to those strategies that motivate students by pressuring them. Motivational strategies in second language research are techniques used by English teachers to promote and maintain students' motivation to learn English [10]. The term "motivational" in Cambridge Dictionary belongs to an adjective which means giving someone motivation. Motivational strategy has been researched and gave fruitful information on the benefits towards language teaching. People involved in language teaching say that students who really want to learn will succeed whatever the circumstance in which they study [11]. All teachers can think of situation in which certain "motivated"

students do significantly better than their peers; students frequently succeed in what appear to be unfavourable conditions; they succeed despite using methods which experts consider unsatisfactory. This phenomenon seems reasonable to suggest that the motivation the students bring to class is the biggest single factor affecting their success [12], [13],[14],[15]. There are several ways to organise motivation in English class : (1) The internal structure of certain language class is the first focus and the strategies which are appropriate are grouped (e.g. strategies to present new teaching material, give feedback, set up communicative tasks or give homework); (2) The primarily trouble-shooting guide of the classroom's motivational are set to overcome any possible motivational problem (e.g. how to deal with lack of voluntary participation; or anti-learning children); (3) some key motivational concepts are also being focused such as learner's intrinsic interest, learner's self-confidence or student autonomy; (4) the main types of teacher behaviour that have motivating effects are being discussed (e.g. showing an appropriate behavior, having good rapport with the students, or the ability to manage classroom events).

In addition, the motivational teaching strategies are divided into four categories. They are creating basic motivational condition, generating initial motivation, protecting and maintaining motivation, and encouraging positive self-evaluation [15].

1. Creating the basic motivational conditions
 - a. appropriate teacher behaviours
 - b. a pleasant and supportive atmosphere in the classroom
 - c. a cohesive learner group with appropriate group norms
2. Generating initial motivation
 - a. enhancing the learners' L2 related values and attitudes
 - b. increasing the learners' expectancy of success
 - c. Increasing the learners' goal-orientedness
 - d. making the teaching materials relevant for the learners
 - e. creating realistic learner beliefs
3. Maintaining and protecting motivation
 - a. making learning stimulating and enjoyable
 - b. presenting tasks in a motivating way
 - c. setting specific learner goals
 - d. protecting the learners' self esteem and increasing their self-confidence
 - e. allowing learners to maintain a positive social image
 - f. creating learner autonomy
 - g. promoting self-motivating strategies
 - h. promoting cooperation among the learners
4. Encouraging positive restrospective self-evaluation
 - a. promoting motivational attributions
 - b. providing motivational feedback

- c. increasing learner satisfaction
- d. offering rewards and grades in a motivating manner

The students perceive that some motivational teaching strategies are very important for them to be implemented by their Essay Writing lecturer. The most common reason is that most of the students think that writing is the most difficult English skill than the three others (speaking, reading, and listening). This productive skill demands students to produce a written form of communicating ideas. Writing is an essential aspect for students to communicate their knowledge to the world. Writing is the production of written word in the form of text and it must be read and comprehends in order for communication take place. In other words, in writing, a writer communicates his/her ideas by considering a known or unknown reader who will get their ideas and their meanings in the form of correct written language [16].

In order to be understood by the readers, there are six elements of writing [17]. They are content, organization, discourse, syntax, vocabulary, and mechanics. In addition to the previous experts, In addition, writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and beyond the sentence – structure and integrate information into cohesive and coherent paragraph and text [18]. Writing is a highly efficient tool because it connects time and distance, collects information and protects it, presents information about new arranged or developed issues, and provides a flexible environment about realistic, spiritual, political issues and self-expression [19]. Writing as a kind of linguistic behaviour presents the sounds of language through visual symbols. In addition, writing is a complex cognitive activity in which the writer is demanded to demonstrate control of a number of variables simultaneously at the sentence level – include control of content, spelling, and letter formation and beyond the sentence - structure and integrate information into cohesive and coherent paragraph and text [20],[21]. Cambridge Dictionary defines writing as the skill or activity of producing words on a surface. Meanwhile, the term “proficiency” in Cambridge Dictionary means great skill, ability, and experience. To conclude, the definition of writing proficiency in this study is the skill, ability, and experience of students to represent the language into written form by combining the writing elements including control of content, spelling and punctuation, vocabulary, and integrating information into cohesive and coherent paragraph in order to make grammatical correct sentences for the purpose of communication. Teaching writing to university students has been researched by many scholars. Students do not only

learned English writing skills but also obtained the technique of building the sound interpersonal relationship [22],[23],[24],[25]. The other researchers also stated that every student needs to develop the skills in listening, reading, and writing then only they will be able to communicate properly in society [26],[27]. Newly developed studies highlighted that academic teachers felt that it was necessary to teach writing skills to university students. Teaching academic writing has significant implications for both lecturers and students at the universities [30],[31],[32].

Due to its great importance for students, the motivational teaching strategies of Essay Writing is considered to be implemented sufficiently in term of frequency and based on the students' need. There are a number of studies done in the field of motivation during last three decades. The studies showed how motivation influences the holistic achievement in a language classroom. Many of them are about how students learn in language class and how the students' motivation is. However, there are few studies on the language teacher's use motivational teaching strategies in English class particularly in Essay Writing class. This present study aims to explore the implementation of motivational teaching strategies and to find out the most dominant strategies implemented by the lecturer in Essay writing class of English Language Education of Purworejo Muhammadiyah University.

II. METHODS

This study applied qualitative methods. The research instruments used to meet the research objectives were classroom observation and semi-structured interview. In particular, the study started by conducting an exploratory interviews which aim to explore the lecturer's perception on his teaching using motivational strategies. The interviews were conducted before observation and after observation. The participant in this current study was an Essay Writing lecturer teaching the third semester of English Language Education of Purworejo Muhammadiyah University, Indonesia. In addition, the interview was in the form of open-ended questions. The interview was later being recorded for the transcription, coding, and analysis. Doing transcription is a way to reconstruct data from naturally occurring talk(s) because, in fact, in the interview, participants and a researcher jointly create data through dialogic conversation [33]. Due to many items of strategies being analyzed, coding was very helpful for the researcher.

III. FINDINGS AND DISCUSSION

The overall summary of the implementation of motivational teaching strategies by the lecturer

within fourteen meetings are presented in the table below.

Table 1. The implementation of motivational teaching strategies

Meeting	Pre-teaching	Whilst-teaching	Post-teaching
1	A5, A7, B14, C22, C30	C17, C25,	D31, D34
2	A5, A7, B14, B15, C18	C19, C21, C22, C29	C30, D31, D32
3	A3, A5, B11, B13	B9, C19, C22, C25, C29, D32	B17, D31, D33
4	A3, A5, B13	C17, C19, C20, C22, C28, D32	D31
5	A5, B9, C29	B9, C18, C19, C20, C22, C27	D32
6	A3, A5, B9, B10, B14, C17	C19, C25, C28	D32
7	A5, B9, B12	C17, C19, C22, C25, C29, D32	D31,
8	B9, B17	C19, C20, C24, C28	D32, D35
9	A7, B17, B24	B9, C25, C28, C30, D32	D31,
10	A3, A5	B9C17, C19, C22, D32	D31,
11	A3, B13, B15	C18, C19, C22, C28, C29, D32	D33
12	B9, B10	C17, C22, C19, C25, D32	B13, D33
13	B9, B10, B12	C19, C22, C29, D32	D31, D33
14	A3, B10,	B9, C19, C22, C25, C29	B17, D32, D35

Teaching and learning process were in one hundred minutes each meeting. They were divided into pre teaching, whilst teaching, and post teaching. Based on the findings, not all teaching strategies were implemented by the lecturer. From thirty five strategies, eight were not implemented (A1, A2, A4, A6, A8, B16, C23, and C26).

A. Pre-teaching Strategies

This teaching step prepared students to join Essay writing course activity. During this teaching step, the strategies were to enhance overall understanding of the Essay writing content, to increase the students' understanding of the writing concepts, and to support them to master the writing skill. In this step, the lecturer presented new vocabularies related to the writing topic of each meeting and the methods to reach the learning goals. The motivational strategies applied by the lecturer were various. They were not limited to creating the initial motivation of the students but generating the students' initial motivation was also done. In general, pre teaching was done in no more than thirty minutes. In the implementation, the lecturer developed a relationship personally with students in the beginning of the lesson. This was through always

checking the students' attendance lists by calling each student's names directly and sometimes asked simple questions to the students or delivered simple jokes to create a pleasant learning atmosphere. However, the lecturer did not implement strategies which promote students to work in group and missed the communication with student's parents.

To generate the students' initial motivation was important to do. In the implementation, the lecturer presented peer role models in writing activity. The students who had better writing ability than the others were invited to perform writing in front of the class or writing on the whiteboard while the other students giving attentions. This was done to make the other students feel enjoy but still got the content of learning. Making the curriculum relevant to the students' need was also the other important strategies. Some of the writing topics were adapted from the daily life experiences so the students were free to express their ideas. Through those strategies, the students were ready to go the whilst-teaching step.

B. Whilst-teaching step

This steps spent the longest time that the other two. During this step, the students were in the main writing activity. Usually, the class run discussion with the lecturer leading. The strategies implemented by the lecturer were maintaining and protecting motivation. However the strategies of generating students' initial motivation were sometimes practiced in this main teaching. The activities during the lesson were in the form of individual one with the lectures as the tutor and resource. Being a tutor, the lecturer gave explanation on the learning material and gave informative feedback toward the students writing as the resource. The students were free to ask questions whenever they got unclear explanation and got direct answers then. Sometimes, there were some students who did not pay attention on the explanation. In this stage the lecturer gave direct simple question to that students to attract the attention and called the motivation. Delivering jokes were also done to create a pleasant class atmosphere which meant it was in the category of creating the students' basic motivational condition. Writing tasks were presented regularly. They should work individually and the assignments were collected in the form soft copy. During the writing class, the students' motivation was also increased through promoting their autonomy to do the tasks, by promoting cooperation among them, and allowing them to maintain positive social image during being engaged in the writing tasks. However, some strategies were missed by the lecturer in the category of maintaining and protecting the students' motivation. They were not supported by the regular experiences of the lecturer's success in writing and some students' strategies to learn essay writing were not taught.

C. Post-teaching step

In this last teaching step, encouraging self-evaluation was implemented by the lecturer. Those strategies were done to build the students' motivation toward positive self-evaluation. From five strategies, the most often implemented strategy was providing positive information feedback toward the students' tasks and assignments. However, that strategy was not always done in the post-teaching step. The lecturer sometimes gave feedback directly after the students presented their writing. The other important strategies in this category were promoting effort attributions of the students' writing skill, increasing their satisfaction in writing class, offering rewards in a motivational ways, and using grades in a motivating manner to measure their writing skill.

To make the percentage clearer, table below presents the frequency and the percentage as well.

Table 2. The frequency of motivational teaching strategy implementation in Essay Writing class

Motivational teaching strategies	Frequency from 35 strategies	%
A1	-	-
A2	-	-
A3	7	20
A4	-	-
A5	8	22.9
A6	-	-
A7	4	11.4
A8	-	-
B9	12	34
B10	4	11.4
B11	1	4
B12	2	5.7
B13	4	11.4
B15	2	5.7
B16	-	-
B17	11	31
B18	4	11.4
B19	12	37
B20	4	11.4
B21	1	4
B22	11	31
B23	-	-
B24	2	5.7
B25	8	22.9
B26	-	-
B27	1	4
B28	5	14
B29	7	20
B30	3	8.6
B31	10	28.6
B32	13	37
B33	5	14
B34	1	4
B35	2	5.7

The number of teaching strategies to motivate the students in learning Essay writing was not equally implemented by the lecturer. The small frequency was for strategies of promoting integrative values through encouraging students a positive and open-minded disposition towards essay writing skills. This strategy belonged to generating the students' initial motivation. The second strategy was using goal-setting methods in essay writing class which belong to protecting and maintaining students' initial motivation. The third was allowing students to maintain their positive- social image while they were engaging in writing tasks and offering them rewards on their writing achievement in a motivational manner as the strategy to encourage students' positive self-evaluation. The four strategies were implemented once during fourteen meetings. Meanwhile, the most dominant strategy was providing students with positive information feedback toward their writing tasks and assignments as well. Although the giving positive information feedback belonged to the last category, it was implemented in whilst-teaching and post-teaching sometimes.

IV. CONCLUSIONS

From thirty five strategies, not all strategies were implemented by the lecturer in essay writing class. There were eight missed. The students works were individually as a result the group work norms were not formulated. The implementation of each strategy was jumbled during pre-teaching, whilst-teaching, and post-teaching stages. Creating the students' basic motivational strategies, generating the students' initial motivation, maintaining and protecting students' motivation to learn, and encouraging students' positive-self-evaluation could be implemented during pre-teaching, whilst-teaching, and/or post-teaching stages. They were flexible because the students' writing ability varies and the class atmosphere was always changing.

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