

EXPLORING THE MOTIVATIONAL TEACHING PRACTICES IN ENGLISH INTENSIVE PROGRAM AT AN INDONESIAN ISLAMIC UNIVERSITY

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Abstract: The aim of this research was to explore the application of motivational teaching practices used by instructors and their impact on the students' motivation. The researcher applied case study that conducted in English Intensive Program of UIN Alauddin Makassar namely Pengembangan Intesifikasi Bahasa Asing (PIBA) in academic year 2017/2018. The data sources were 2 instructors and 72 first semester students that taken through purposive sampling. The first instructor taught Guidance and Counseling C Department students that consisted of 30 students and the second instructor taught Nursing A Department students that consisted of 32 students. In collecting data, the motivational teaching Practices by instructor was taken through interview and observation. While, the impact of the application of motivational teaching practices on the students' motivation was taken through questionnaire. In brief, it could be concluded that there were two kinds instructors' perception about motivational teaching practices, they were Strongly Motivating Instructor (SMI) and Weakly Motivating Instructor (WMI). Besides, there were two kinds of instructors' motivation teaching practices implementation, they were Highly Implemented Motivational Teaching Practices (HIMTP) and Lowly Implemented Motivational Teaching Practices (LIMTP). Thus, the impact on the students' motivation was also different. The Strongly motivating instructor who implemented motivational teaching practices highly had more self-confidence students in learning English. While, the weakly motivating instructor who implemented motivational teaching practices lowly had less self-confidence students in learning English. Even though it could not be denied that all of the students from both classes still had high anxiety and low intrinsic motivation. Therefore, it was suggested for the Instructor to applied personal approach to decrease the anxiety of the students and to increase their satisfying in learning English.

Key words: *Motivation, Motivational practices, English intensive Program*

1. Introduction

English is one of the most important languages which are being spoken globally (Mansor, Badarudin, & Mat, 2011). It occupies a unique position among the languages of the world (Husain, 2011). Even though English is difficult, it still takes societies attention, Because in all of life aspects, it has been determined a requirement to gain many things such as going abroad, continuing study, even looking for a job. Thus, it is not wonder, if there are many

people use this opportunity to build some course institutes that give chance for many people like students, employees, or even joblessness to learn English. Actually, not only course institutes but also there are some Universities that put English as one of subject in the class or put this international language as a program that must be followed by the students. For instance, in State University of Makassar or Universitas Negeri Makassar (UNM), there is an English intensive program for new students that is called as Intensive

Integrated English Course (IIEC) which has 12 credits. This program will improve the students' proficiency in English. The other university that determines English as a program that must be followed by new students is Alauddin State Islamic University of Makassar or Universitas Islam Negeri Alauddin (UIN) Makassar that is called as Pengembangan Intensifikasi Bahasa Asing (PIBA) that must be followed by the new students for two semesters. After joining in this program, the students will obtain a certificate which will be used in their final examination.

In PIBA, all of students have opportunity to master English just like in IIEC. There are many instructors who have different background like bachelor graduation, Magister graduation, and doctoral graduation. Even, there are some instructors who have wonderful education background, who have studied abroad. They are ready to transfer their knowledge and enrich the students' proficiency in mastering English. However, it does not have credits, thus some of the students underestimate this program. Sometimes, in some classes there are only 20 until 25 students, whereas actually there are 30 – 35 students in every class. Besides, if they come to the program, as if they just want to break down their obligation as students. They conduct undesirable behaviors such as making gossip with their friends, playing gadget, lying down on the floor when their instructor delivers the material. This situation gives description that almost the students' lack of motivation in learning English.

Based on the previous explanation, the main objectives of this research were:

1. To explore the perception of the instructors about their motivational teaching practices in teaching English as Foreign Language in English Intensive Program
2. To describe the instructors' motivational teaching practices in their class in teaching English as Foreign Language in English Intensive Program
3. To find out the instructors' motivational teaching practices impact on the students'

motivation in learning English as Foreign Language in English Intensive Program

2. Literature review

Motivation is a key factor in the acquisition of second and foreign languages (Alrabai, 2014). Human beings need it when they have to do something to succeed. It can help them to think positively to achieve their dream. Without such motivation they will almost certainly fail to make necessary effort. Kubanyiova in Weda (2016) stated that the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but it is also influenced by complex motivational and affective factors. It can be seen as an example, in the education context, especially in learning English, when the students are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting. Thus, it can be argued that motivation is the desire and effort which drive people to do anything act to achieve the goal.

In learning context, motivation must be applied in order the students can learn well and obtain the objective of learning process. The strategy in giving motivation in the class that the teacher or instructor applies called motivational teaching practices. Weda (2016) in TEFLIN International Conference about Motivational Teaching Practices in EFL Classroom argued that one of motivating teaching practices in the educational classroom context them is the lecturer performance, for example they needs to have good teaching method, explain the material clearly, maintain good interaction among students, and he or she needs to have sense of humor, good experience, friendly, decisive but moderate, enthusiastic, and professional. Besides the lecturer should have interesting personality like be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, and easy going. Those motivation teaching practices

potentially improve the students' learning outcome. The other opinion from Jawhar and Alnofaie (2016) who said that some teacher's utterances that related to motivational practices, such as inviting students to evaluate what they hear, linking students' contributions and asking referential questions, motivated her students to participate and extend their contributions appeared in teacher talk in learning process as motivational practices application.

Therefore, motivation is the essential term that the students need in learning. Thus, the teacher or instructor who holds and controls the class should apply some motivational techniques or motivational teaching practices that can increase the students motivation in learning whether in verbal form like saying motivating utterance or non verbal form like smiling, laughing etc. Besides, the instructor also must prepare some activity in the class that can make the students motivated well.

This study employed case study design that conducted in English Intensive Program of UIN Alauddin Makassar namely Pengembangan Intesifikasi Bahasa Asing (PIBA) in academic year 2017/2018. The data sources were 2 instructors and 72 first semester students that taken through purposive sampling. The first instructor taught Guidance and Counseling C Department students that consisted of 30 students and the second instructor taught Nursing A Department students that consisted of 32 students. In collecting data, the motivational teaching Practices by instructor were taken through interview and observation. While, the impact of the application of motivational teaching practices on the students' motivation was taken through questionnaire. The qualitative data was analyzed using flow model proposed by Miles and Hubberman, while the quantitative data was analyzed using precetage formula by Gay and Geoffrey.

3. Research Method

4. Findings and Discussion

4.1 The instructors' Perception about their motivational teaching practices

Table 1. Matrix of the Instructors' Perception on Their Motivational Teaching Practices

IA/ Strongly Motivating Instructor (SMI)	
Features	Manifestation (Evident)
<ul style="list-style-type: none"> Knowing the students need 	<p><i>e:: in this case e:: we have to e:: make the student able to speak (0.1) in English but e:: in my class there are some e:: student really e:: lack in speaking (0.1) because of e::: lack of vocabulary so >for example< they want to say they want to share their experience but they cannot e:: speak how to say they cannot speak a good well I mean e:::meaning that they:: they don't have e::: enough vocabulary to explore what they want to say.</i></p>
<ul style="list-style-type: none"> Inspiring 	<p><i>yeah haha of the are not really confidence with their self for example oh my god I cannot e:: be success because my English is really:: down is lack of anything in English. So:: I just give them motivation that e:::you can do you can do anything that someone do for example a student A can speak well students B also can speak well because you are in the same but it's just e::: it just about time</i></p> <p><i>okey, e::: sometimes e::: some of the students really e:::for example they do the rice e::: competition some of the students reach e::: for example ten score and the other one meaning that this student needs something to reach the ten one the ten the the ten score I mean- and then what should I do I will give them extra assignment to reach them and then also I give them more motivation that you have to have to:: do something never give up you are the same with other so it's (0.1) possible to you to reach them ()</i></p>

<ul style="list-style-type: none"> Respect 	<p><i>If they are good students in my class. We have to:: reward them. To make them more motivate. For example if they got e:: A or one hundred score e:: give them e:: reward like a gift just little like candy: or thing or maybe just like how to say just word that will the motivation for example ^{oo}oh very good^{oo} or nice and also actually when we give a motivation for the students who e:: get e:: high score- actually e:: this the other students will:: motivate also- oh my god my friend A and get something from my teacher or my instructor- (0.1) and then why (01.) that's be a motivation for their self that I should do like that</i></p>
IB/ Weakly Motivating Instructor (WMI)	
Features	Manifestation (Evident)
<ul style="list-style-type: none"> Worried Underestimate Considering the time Doubt 	<p><i>Okey e::: it's really challenging actually because they are not from education department- so:: and then this is just like obligation for them to study in CBT program it's frightening but I can see their responsibilities from that (0.2) ya' they do assignment (0.1) most of I think it works (0.1) they e:: ya' it's hard for them to answer the question (0.1) Okey (0.1) meaningful opportunities for learners e:: actually in fact yah about my class here my nursing department the:: how to say my obstacle is most of the time are used for their practical practical how to say practical thing like e:: because they are nurse they have to do like e:: yah practical thing about nursing so:: they don't have much time like e::: practicing in English (0.1) iya the reinforcement for the students' success (0.1) em:: (0.5) e::: it based on intrinsic ya intrinsic reward (0.1) intrinsic reward maybe I am sorry I forgot some sstt halo sstt from the intrinsic reward I when the students do good things or maybe just a little achievement in their study try to praise them (0.1) that's good (0.1) excellent e:: something like that (0.1) but from extrinsic reward eemmm::: it's depend on my budget hahah</i></p>

Table 1 shows kinds of perception about motivational teaching practices that occurred when the instructors were interviewed. There are two kinds perception that can be claimed, they are Strongly Motivating Instructor (SMI) and Weakly Motivating Instructor (WMI). Strongly motivating instructor has features like knowing the students' need, inspiring and respect. While Weakly Motivating Instructor (WMI) has features like worried, underestimate, considering the time and doubt. All of the features will be elaborated below:

a. Strongly Motivating Instructor (SMI)

1) Knowing the students' need

In order to establish an effective and productive teaching learning process, the instructor not only must know about the students' name or where they come from but also they must know what the students need in their class. By knowing the students' needs, it can make the students realize that their instructor care to them. That case can be an indicator to increase the students' interest. It

has been known that, an interest is a response of linking which is present when the people aware of their set or disposition toward the object (Slavin, 2003). Thus, by the students' need same with capturing the students' interest. Those are the motivational teaching practices that the instructor can conduct to increase the students' motivation.

Besides, knowing the students' need can help the instructor to create the relevance material with their goals. The instructors perceive that the students can be motivated to learn if the instruction related to their personal goal and motives. It is in line with what Molden and Dweck in Elliott, Hufton, Willis, & Illushin (2005) opinion that examining people's goals may help us gain greater insights into different views of the means to achievement, the reasons for success or failure and the importance, to the individual, of achieving the desired outcome.

2) Inspiring

In teaching process, the instructors must be an inspirator. They must convey motivation to the students in order they can be motivated well in learning. Based on SecEd (2014) There are some traits of inspiring teacher, namely:

- Genuine warmth and empathy towards all students in the classroom.
- Respect for the students both in his/her behavior and use of language.
- Praising the students for effort towards realizing their potential.
- Seeking and honoring student choice and input.
- Making clear that all students know that he/she expects their best efforts in the classroom.

Some of traits above are in line with the way the instructors inspire her students' in the class.

3) *Respect*

In teaching process, respect or giving appreciation to the students achievement will increase their confidence and satisfaction in learning. When the students have attempted to build an effort to apply their knowledge in the class like speaking in front of their friends or finishing the assignment well, the instructor must give the appreciation in order they do not stop to do the same thing. By respect their achievement, indirectly, the instructor helps the students in building a positive expectation for success, to support or enhance the learner belief in their competence and to know their success is based upon their efforts and abilities (Poulsen et al, 2008). As the result, the students can be more confidence to reach their goal like work opportunity, being the best student, or even going abroad.

There are some ways that the instructors can conducted to show their respect to their students like in verbal way by saying positive words such, *excellent, very good, hmm it's good, etc.* The other ways by giving them some small prizes like pen, book, or candies. *Smiling and Nodding* is also the way to show respect on the students' achievement. It can be an incentive for the students. Incentives are

positive or negative stimuli or events that can motivate a student's behavior. Advocates of the use of incentives emphasize that they add interest or excitement to the class and direct attention toward appropriate behavior and away from inappropriate behavior (Emmer & Evertson, 2009).

b. Weakly Motivating Instructor (WMI)

1) *Worried*

In this case, the instructor feels worried about her students ability in learning English. Worry tends to be more focused on thoughts in our heads (Winch, 2016). When conveyed the perception, the instructor tends to feel that her students cannot improve their proficiency in English. This kind of worried can give impact on the application of motivational teaching practice in the class.

2) *Underestimate*

Underestimate is estimate (something) to be smaller or less important than it actually is. When conveying the perception about the motivational teaching practice, the instructor tends to think that her instructor cannot be like the English education students. It is because they are from non-english department. This perception can give impact on the application of motivational teaching practice in the class.

3) *Considering the Time*

Many public school teachers or lecturers work in environments that hinder them from doing their best to meet the needs of individual students in their classrooms. One of the reason is the lack of time that is prepared by the institution to teach in large class. One of the perception that the instructor conveyed is considering the time. There is a certain department in university that needs long time to learn because the classes are the large class.

4) *Doubt*

Doubt is a psychological state of mind which shows something that is flimsy and unclear (Sheth, 2018). In this case, the instructor feel doubt about her students' ability. The case can make the instructor feel doubt on her motivational teaching practices.

4.2 The Application of Motivational Teaching Practices of the Instructor in the Class

Table 2. *Matrix of the Instructors' classroom Motivational Practices*

IA / Highly Implemented Motivational Practices (HIMTP)	
Features	Manifestation (Evident)
<ul style="list-style-type: none"> • Active • Varied activity • Enthu-siasm • Creative 	<p><i>She never killed her time to just sit down on the chair. She walked and mastered the class area. She always showed her spirit in front of her students. (See Appendix Picture 1, 2 & 3)</i></p> <p><i>Besides, she served varied activity that made her students keep spirit to learn English.</i></p> <p><i>The first activity, the instructor checked the students' attendance list, then giving simple question about the previous material. (See Appendix Picture 4)</i></p> <p><i>The second activity, Giving the chance for the students to mention things and their position in her home(See Appendix Picture 5)</i></p> <p><i>The Third activity was the Instructor split the class into five groups. Each student counted number one until two. (See Appendix picture 6)</i></p> <p><i>The fourth activity, the instructor asked the representative for each group to come forward and they describe a map to their friends/ group, then they must draw it. (See Appendix picture 7)</i></p> <p><i>The fifth activity, the instructor began to introduce about the lesson at the day namely "Direction" (See Appendix picture 8)</i></p> <p><i>If there is some of the students did not understand the material, she tried to explain again.(See Appendix picture 9)</i></p> <p><i>She always prepared a media for teaching like a map for describing place and direction.(See Appendix picture 10)</i></p> <p><i>The other media was making a vocabulary list for the students to make them easier to speak (See Appendix Picture 11)</i></p> <p><i>If she did not have media, she use the tool in the class like whiteboard to play game (See Appendix picture 12)</i></p>
IB/ Lowly Implemented Motivational Teaching Practices (LIMTP)	
Features	Manifestation (Evident)
<ul style="list-style-type: none"> • Less active • Less varied • Less reinforcement • Less creative 	<p><i>She just write down in the whiteboard (See Appendix picture 13)</i></p> <p><i>She just applied two kinds of teaching activities, namelt write in the whoteboard and explaining what have been written.(See Appendix picture 14 & 15)</i></p> <p><i>In interview section, she said that she will give reinforcement if the students have a good answer whether verbal or non verbal. But in the class she did ot applied it.</i></p> <p><i>She just use whoteboard as a media (See Appendix picture 16)</i></p>

Table 2 shows kinds of implementation of motivational teaching practices by the instructors in the class, they are Highly Implemented Motivational Teaching Practices (HIMTP) and Lowly Implemented Motivational Teaching Practices (LIMTP). Highly Implemented Motivational Teaching Practices (HIMTP) has features like active, varied activities, enthusiasm, and creative. While Weakly Motivating Instructor (WMI) has features like less active, less varied, less reinforcement and less creative. All of the features will be elaborated below:

1) **Highly Implemented Motivational Teaching Practices (HIMTP)**

One of the way to improve the students' motivation is by applying motivational teaching practices in learning process by instructors and teachers. The instructor who implemented the motivational teaching practices well can be categorized as Highly Implemented Motivational Teaching practices Instructor. Highly Implemented motivational teaching practices occurred when the instructor

applied many motivational teaching practices in the class. Those motivational teaching practices are:

- Capturing the students' Interest by giving some inspiring story or greet the students before the class is begun.
- Stimulate inquiry by giving some direct quiz or direct question when the instructor checked the attendance list
- Maintain the students' attention by making rule for the first meeting.
- Considering the students' Goals by combining English and Bahasa Indonesia in the class when the instructor explain the material.
- Match interest by giving the students chance to finished the assignment based on their favorite format whether written, or type
- Tie to experience by giving example of the material based on the reality or the situation that related to the students' life.
- Preparing succes opportunity for each students. In this case, all of students have chance to practice their language in the class.
- The quality of the students work by saying good or excellent
- Giving rewarding outcome like pen or candies.
- Grouping, where the instructor always split the class into some group. It is in line with what Dörnyei et al in Kubanyiova (2016) argued that Peers appear to be influential in numerous ways, which has been documented in studies examining task motivation, learners' willingness to communicate and learner engagement and achievement

2) Lowly Impelemented Motivational Teaching Practices (HIMTP)

The quality of learning engagement in the classroom does not depend on students' cognitive abilities alone, but is also influenced by complex motivational and affective factors (Kubanyiova, 2016). Thus the instructors have a big role in deciding the

Table 4. *The result of Nursing Department Students' Questionnaire*

best motivational practices for their students. However, if the application of motivational teaching practice in the class are low, the impact on the students' motivation also will be low. The motivational teaching practices that are categorized as lowly implemented motivational teaching practices are the situation where the instructor only applied a few motivational teaching practices, like: *Just write down on the whiteboard, Explain the material, Giving question to the students, Smiling to the students and Giving score for each correct answer*

4.3 The impact of instructors' motivational teaching practices on the students' Motivation

Table 3. *The result of the Guaidance and Counseling Department Students' Questionnaire*

No .	Indicators	Positive	Negative
1.	Instrumental orientation	√	
2.	Integrative orientation	√	
3.	Intrinsic motivation		√
4.	Attitudes towards English language teacher	√	
5.	Group cohesiveness	√	
6.	Linguistics self-confidence	√	
7.	Motivational intensity		√
8.	Learners' language anxiety		√
9.	Learner autonomy		√

Table 3 shows the result of the Guaidance and Counseling Department Students' Questionnaire. From nine indicators that related to motivation, the students tended to have positive impact on instrumental orientation, integrative orientation, attitudes toward English language teacher, group cohesiveness and linguistic self-confidence. While, they tended to have negative impact on intrinsic motivation, motivational intensity, language anxiety and their autonomy.

No.	Indicators	Positive	Negative
1.	Instrumental orientation	√	
2.	Integrative orientation	√	
3.	Intrinsic motivation		√
4.	Attitudes towards English language teacher	√	
5.	Group cohesiveness	√	
6.	Linguistics self-confidence		√
7.	Motivational intensity		√
8.	Learners' language anxiety		√
9.	Learner autonomy		√

Table 4 shows the result of the Nursing Department Students' Questionnaire. From nine indicators that related to motivation, the students tended to have positive impact on instrumental orientation, integrative orientation, attitudes toward English language teacher, and group cohesiveness. While, they tended to have negative impact on intrinsic motivation, linguistic self-confidence, motivational intensity, language anxiety and their autonomy.

Basically students' perception about the instructors' motivational practices consists of nine indicators that will be elaborated below: The first indicator is instrumental orientation. Motivation to learn English based on instrumental orientation shows the importance of learning English from the students' point of view. In this case, there are many students who agree or have positive view to those statements. Those are a proof that the application of motivation practices by their instructors' success to foster the students' interest and build positive perception about English.

The Second indicator is integrative orientation. Motivational teaching practice based on this indicator means that how the students realize the importance of learning English to their daily life. This indicator is just similar with the first indicator, that there are many students agree that English is importance in their daily life. It means that the instructor has built their belief that English will be part of their life.

The third indicator is intrinsic motivation. In this indicator, it can be found the students' willingness to learn English from their heart. If the students have intrinsic motivation, they will be sincere to join the learning process. In this case, there are some students agree with the statement. It means that they have intrinsic motivation enough.

The fourth indicator is attitudes toward English language teacher. The statement in this indicator revealed of the students' perception about their instructor in teaching and applying motivational practices. There are many students strongly agree with the statements. The instructor's perform in the class whether character and attitude very comfortable for the students. It is in line with what Weda (2016) said that the lecturer or instructor should have interesting personality like be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, and easy going. Those motivation teaching practices can improve students' learning outcome.

The fifth indicator is group cohesiveness. It means that how the students' perception about their friends or their peer in the class. It can be seen that when the instructor conducting grouping in the class, there are many students agree or even strongly agree. It is known that Students' need for affiliation or relatedness is reflected in their motivation to spend time with peers, their close friendships, their attachment to their parents, and their desire to have a positive relationship with their teachers (Grolnic et al in Santrock 2005).

The sixth indicator is students' linguistic self-confidence. It means that this indicator related to the students' self-confidence or their understanding about the lesson. The confidence level of learners is often correlated with motivation and the amount of effort put forth in reaching a performance objective (Poulsen, Lam, Cisneros, & Trust, 2008).

The seventh indicator is students' motivational intensity. It means that how often motivation of the students' increase.

This one is important to be detected because the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but is also influenced by complex motivational and affective factors (Kubanyiova in Weda 2016). In this case, there is also different result between each student. Both of the classes, there were just a few of students who have high motivational intensity. Many of them have low motivation intensity. Even though the instructor had do their best but it cannot be denied if the situation occurs in the class because basically Motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer 2001).

The eight indicator is students' language anxiety. It contained of the students' perception about their own language anxiety when learning English in the class taught by the instructor. Anxiety is part of emotion. According to Goleman (2003) said that emotion as "each activity or thinking flaming, feeling, desire, or each mental condition that flares up. This kind of emotion can affect the students' motivation or even achievement. It can be seen that some of the students tended to have high language anxiety. Even though the instructor have conducted their duty by delivering good motivational practices, it cannot be denied that some of the students still feel that they have low ability or worried about their performance in the class.

The last indicator is students' autonomy. It contained of the students' perception about their autonomy when conducting learning process are running on in the class. In this part illustrates that the people who have big right to create the material until evaluation are instructor. The same word, the students just follow what their instructor have been decided. Whereas giving chance to students to decided what they want to learn is one of the applications of motivational practices. It is known that the students will be more focus when they learn about their needs. As Ryan & Deci in Santrock (2005) stated that students should be given more opportunities and responsibility for

controlling their own achievement outcomes according to this perspective.

5. Conclusion

From the findings and discussion, there are three cases that will be concluded namely the perception of instructors about their motivational teaching practices, the implementation about their motivational teaching practices in the class and the impact of their motivational practices on the students' motivation.

The perception of instructors about their motivational practices consisted of two categories. The first is strongly motivated instructor (SMI) who showed the enthusiasm to convey the perception about the motivational practices and sure that the motivational practices that conducted in the class will increase the students motivation. The second is weakly motivated instructor (WMI) who also showed the enthusiasm but sometimes convey the weakness of the program for example the program is not balanced because there are many students and the time is limited. Besides, the weakly one compares herself with the other instructor. The implementation of motivational practices in the class has conducted well and divided into two categories. The first is highly Implemented Motivational Practices (HIMTP) where the instructor applied all of indicators of Keller's theory namely, attention, relevance, confidence and satisfaction and suitable with the perception that has been conveyed before. The second is lowly Implemented motivational practices (LIMTP) where the instructor did not applied all of indicators of Keller's theory namely, attention, relevance, confidence and satisfaction and was not suitable with the perception that has been conveyed before. The impact of motivational practices on the students' motivation showed that high levels of instrumental and integrative motivations, positive attitudes toward their English teachers, and motivational intensity. But it could not be denied that they have low levels of autonomy, intrinsic motivation, and self-confidence and high levels of anxiety when learning English.

Thus, the stronger the Instructors perceive on the motivation practices, the higher the implementation of motivational practices in the classroom teaching practices, the better the impact on the students' motivation in learning English.

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