

***Exploring English Teachers' Teaching Strategies and their Impact on Students' Motivation***

***Fitriani Zaid***

*English Education Study Program*

*State University of Makassar, Indonesia*

***Kisman Salija***

*English Education Study Program*

*State University of Makassar, Indonesia*

***Amirullah Abduh***

*English Education Study Program*

*State University of Makassar, Indonesia*

**ABSTRACT**

This research aimed to find out: (1) the teaching strategies applied by the English teachers at SMA Negeri 7 Bone, (2) the impact of teaching strategies toward students' motivation at SMA Negeri 7 Bone.

This research employed qualitative method. The subjects of this research were two English teachers and eight students at SMN Negeri 7 Bone. The data of this research were collected by observation, audio-video recording, and interview. The data of this research were analyzed by qualitative approach based on Miles and Huberman's analysis which consisted of four steps, namely data collection, data display, data condensation, and conclusions-drawing/verifying.

The results of the research revealed that (1) the English teachers at SMA Negeri 7 Bone applied four teaching strategies, namely *active learning strategy, collaborative strategy, critical thinking strategy, discussion strategy, and humor* and the dominant teaching styles used by the first teacher were active learning strategy and discussion strategy while the dominant teaching style used by the second teacher was critical thinking strategy (2) the researcher elaborated students' motivation into six categories such as *concentration, readiness, need, joyfulness, positive attitudes and being enthusiastic*. Referring to those categories, the researcher found that the teaching strategies impact the students' motivation in which focusing on teacher-

student interaction. The finding also shows that the teacher tried to modify their teaching strategy such as using humor.

***Key words: Teaching strategies, motivation, EFL teacher.***

## **INTRODUCTION**

The mastery of English by Indonesian people could be significant requirement in order to be successful in the process of getting science and technology and to communicate to foreigners. It is reasonable to learn it since English plays an important role. Gamble and Gambe (2002:1) stated that people use language to interact with others, to share information and believes, to exchange, ideas and feelings, to make plans and to solve problem. English is a necessary tool for students so they can be competent in receiving a wide range of information and in responding to it effectively using the appropriate conventions of the language.

The study of English enables students to recognize and understand the differences in people and their contexts. Students learn English so that they can communicate effectively in a variety of situations: in the market place, in the business world, in the academic world and in the technological world. Anglin and Goldman (1982:143) stated that students are generally introduced to all four modes of communication (listening, speaking, reading, and writing) rather quickly and are given ongoing practice. A good command of English provides students with increased opportunities for enjoyable leisure activities, such as reading or writing for pleasure and watching television and movies. There are many aspects that can influence our success in learning English as a foreign language. Martin and Standler (2002:1) stated that classroom and teaching condition also may affect the child's or student's motivation to learn.

Effective teaching strategies to encourage learning behavior. Getting students' attention as a way to engage them in learning activities poses a challenge to teacher. Various strategies have been used to make their learning effective. Based on these issues, this study was carried out to investigate the ways strategies are used by a teacher in encouraging students learning motivation. Some teaching strategies were identified and observed in this study.

Students come to school with different backgrounds, culture, language, interests and attitude towards learning. Some of them come from Teachers are trying as hard as they could to meet students' needs in their learning. Some of them come from educated families, entrepreneurs, farmers, laborers who certainly have an influence on students' learning motivation. In addition to family background, culture is also very influential, for example students from the family who adhere to a culture of accelerating marriage, also greatly affect students' learning motivation. That is why

the role of the teacher is needed to build student motivation. Teachers must apply teaching strategies that are appropriate to the students' conditions. Same with students in Bone, based on my observations as a teacher in one of the high schools in the bone district, student motivation in the learning process are varies. So, greatly need the teacher's role to apply the teaching strategy to generate student motivation

Based on the discussion in the background, the present researcher focused her research on English teacher teaching strategies and the impact on students' motivation. Referring to this focus, the researcher formulates the research questions as follows:

1. What are the strategies used by the teachers in teaching English language to students?
2. How are those strategies impact students' motivation in learning English in the classroom?

The significance of this research can be useful contribution to the improvement and effectiveness of English teaching and learning that the teaching strategies of the English teachers has impact to the students' motivation in language learning. The researcher hopes the result of this research will be a valuable input for teachers of English, for the students who want to pursue to be a teacher of English, and to improve the quality of Language teaching, especially related to proper teaching strategies.

## **LITERATURE REVIEW**

In term of teachers' strategies, Khurshid and Urusa (2012) conducted research which is entitle "Effect of innovative teachers' strategies on students' performance" in this research they had investigated about whether the effect of innovative teaching strategies on the performance of students of grade 1. A sample of 50 students (boys and girls) was selected randomly out of the population of 100 students in grade 1 from English medium school of Islamabad. Two groups of 25 students each were made. In this research the researcher used pre-test and post test in collecting data. In addition, in this research the researcher focus on the teacher who used conventional method of teaching while the other group was taught by the teacher who used innovative teaching strategies. As the conclusion of this research, the researcher found that after on month time of teaching, a post-test was conducted. It was found that after one month the students (n=25) who were instructed using modern teaching techniques achieved significantly higher scores on science test than did the students (n=25) whose instructions were done on traditional/conventional method.

FAN Xuerong (2012) reported a case study on Excellent English Teachers' Classroom Strategies in China. The study focused on teachers' classroom strategies in four aspects : interaction management, questioning, teachers' feedback and error treatment. The findings showed that the excellent teachers use some classroom

strategies to stimulate students to speak at class in order to create an interactive classroom.

Dk Yusimah Pg Hj Amjah (2014) conducted study to explore a study of teachers' strategies to develop students' interest towards learning English as a second language. Teaching English as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to grasp better in learning

Kistner, Saskia (2015) conducted study to investigated the role of instructional context and teacher beliefs for teachers' promotion of learning strategies. Twenty mathematics teachers were videotaped for five lessons in the ninth grade. Three lessons on the Pythagorean Theorem (introductory unit) and two lessons on word problems (practice unit) represented the two different instructional contexts. An observation instrument was used to code the teachers' promotion of cognitive strategies (organization, elaboration) and metacognitive strategies (planning, monitoring and evaluation). Teacher beliefs were captured by questionnaire. Results show a tendency to teach cognitive strategies more in introductory lessons compared to practice lessons, while planning strategies are more often taught in practice lessons.

Gage and Berliner (1984:374) stated that for teacher, the motivation of students is important because motivation can serve as both an objective in itself and a means for furthering achievement of other educational objectives. As an objective, motivation becomes one of the purposes of teaching. We want our students to become interested in certain intellectual and aesthetic activities and stay that way after formal teaching has ended. As a means, motivation becomes one of the factors like intelligence or previous learning that determine whether students will achieve the knowledge, understanding, or skill that we want them to have.

In the success of teaching-learning process in the classroom is supported by the students' motivation in learning which is built by the teaching style used by the teacher. The students' motivation is one of purposes of teaching. Students' motivation will influence their achievement of knowledge, understanding, or skill that the teacher wants them to have.

Hasim in Aniantati (2009:4) who conducted a research at SMA Negeri Cakke Kabupaten Enrekang concluded that the students lacked motivation and guidance from the teachers was not adequate. He also concluded that some factors influenced the motivation of students in teaching and learning processes, those are the external factors covering the students' background, the lecturer's performance and personalities, the materials, and the classroom atmosphere, and the internal factors

involves the students' perception on asking in the classroom and the students feeling when they want to ask question.

Students' motivation at SMA Negeri Cakke Kabupaten Enrekang in learning process in the classroom is influenced by some external factors covering the students' background, the lecturer's performance and personalities, the materials, and the classroom atmosphere, and the internal factors involves the students' perception on asking in the classroom and the students feeling when they want to ask question.

## **METHODS**

In this research, the researcher applied a descriptive study. The study of this research was used to describe teaching strategies used by the teachers of English at SMA Negeri 7 Bone, to describe the impact of teaching strategies on students motivation at SMA Negeri 7 Bone, and to describe teaching strategies used by the teachers of English impact the students' motivation in learning English in the classroom. The school is SMAN 7 Bone. It is located in Wiyatamandala street, Lonrae. It is one of the best Senior High School in Bone. The school has good learning facilities completed by language and computer laboratories. The classroom completed by LCD and Wi-fi. In this study the population will be the teacher and students of tenth grade of SMAN 7 Bone in the academic year 2018/2019 and the subject of the study is an English Teacher and 12 students at tenth grade besides that the purposes of selecting subject in this study used to get required information clearly and deeply.

The researcher applied the purposive sampling technique in getting data researcher choose sample based on the professional teacher based on the result of the teacher competence test (UKG) and has good performance in the learning process. The researcher choose the participant using specific criteria of effective teacher selection are teaching experience, mastery of content subject, background of education and recommendation. The effective teacher must hold a relevant background of education degree in English or English education. Additionally, an effective teacher must have at least 8 years teaching experiences and work permanently. Sugiyono (2001) argued that the consideration are, these people are considered to know more about what we hope from this research and it was easier by the research in getting data. Based on the purposive sampling technique, the researcher's participants are 2 English teacher as the representative of four English Teacher and 2 students from each class that are teach by English teacher in SMAN 7 Bone.

The researcher would be non-participant observation. The researcher attended the class, then observed and recorded, but she will not participate in the teaching-learning process. The observation entailed by video recording, observation checklist, and field notes. The observation will hold to once for EFL teacher's classroom.

The research would be semi-structured interview for each individual interview. Semi-structure interview is included in category of in-depth interview. Its purpose is to find out the open information about a problem by asking the opinion and idea of the interviewee (Sugiyono, 2014: 320). In the interview guide, the questions will be use to explore the use of each kinds of teaching strategies that produce by the teacher in teaching. The researcher use Bahasa Indonesia in conducting interview.

The instruments were observation in the teaching and learning activities by recording, taking field notes, doing interview to the teachers and students. Observation in a setting requires good listening skills and careful attention to visual. The researcher observes the activity and even in the teaching learning in the class while taking a note. Gay et al (2011) mentioned that field notes are the best way to collect and document what the researcher observes which can be taken in the actual setting or recorded as soon as possible after leaving the setting

The interview that will be used by the researcher is semi-structured interview. Following Mackey and Gass (2005) idea of semi-structured interview, the researcher will use a list of question as a guide. The interview will make directly after the observation. The interview will record then transcribe. In doing interview the researcher is necessary to hear and to write the respondent's answer. The interview will conduct to the teacher to get more information about teachers' teaching strategies in getting students' motivation. Beside that the researcher will conduct the interview to the students about what are the impact of teachers' strategies on students' motivation.

The interactive model propounded by (Miles, Huberman & Saldana, 2014), the data analysis is carried out through the some steps; Data collection is the systematic approach to gathering and measuring information from variety of sources to get a complete and accurate picture of an area interest. In this research, observation and interview are primary instruments for data collection methods. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview, transcripts, documents, and other empirical materials. After the reduction, the coded data, which are the the teacher and students' perspectives on the implementation of blended learning in teaching English as a foreign language and the process on the implementation of blended learning in teaching English as a foreign language, are displayed in the form of narrative text. As the final step, the conclusions are confirmed through verification.

## FINDING AND DISCUSSION

### 1. English Teachers' Teaching Strategies Applied by the English Teacher at SMAN 7 Bone

The analysis data of the researcher found some teachers' teaching strategies during in the learning process from the first meeting until the last meeting.

#### a. Active Learning

From the observation, it was found that the teachers possessed some teaching strategies based on Santrock's teaching strategies. In teaching-learning process, the active learning improves students' understanding and retention of information that can be very effective in developing higher order cognitive skills such as problem solving and critical thinking. Teachers taught the students by displaying detailed knowledge and by challenging students to enhance their competence by asked some directly questions.

Extract

- T :MasyaAllah, give applause. Well students We come to the last material for this semester. Who knows our material last meeting? Siapa yang tau pelajaran kita pertemuan yang lalu?*
- SS :Narrative text*
- T :Ya narrative text, ya Who knows Maling Kundang? Have you heard Maling Kundang story? Ya Who knows Maling Kundang? Don't you know Maling Kundang Story?*

From the extract above, it can be identified that the teacher tried to improve the students understanding by asked the students about last material. Teachers taught the students by displaying detailed knowledge and by challenging students to enhance their competence by asked some directly questions.

#### b. Collaborative

Another teaching strategy found from the recording and observation is collaborative strategy. The teacher guide the students to work together in small groups to accomplish a common learning goal. The students need to be carefully planned and executed but they do not require permanently formed groups.

Extract

- T : Ok give applause for Resty. Toba has a magic fish, a fish become a human. There are stories will be talk. We are going to talk about Narrative text. Show your note book! We have found a little bit about three kinds of story. Malin Kundang,*

*Toba Lake and Cinderella. Three stories. These are the kinds of narrative text. I divide you into three groups, Group Malin Kundang, Toba Lake and group Cinderella. Right? Who wants to be...raise your hand who wants to be the first group? Malin Kundang. Raise your hand!*

*SS : Me Sir. Me Sir*

*T : ok good. We call you group Malin Kundang story. Who wants to be the second group? Toba Lake.*

*SS : Me Sir, Me, Me,....*

*T : Good. The last who wants to be Cinderella group?*

*SS : Me, me,....*

Based on the data above, it can be identified that the teacher divided the students into some small groups.

- c. Another teaching strategy found from the recording and observation is critical thinking strategy. In this strategy the teacher collect the students' mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

Extract 10

*T : MasyaAllah, give applause. Well students We come to the last material for this semester. Who knows our material last meeting? Siapa yang tau pelajaran kita pertemuan yang lalu?*

*SS :Narrative text*

*T :Ya narrative text, ya Who knows Maling Kundang? Have you heard Maling Kundang story? Ya Who knows Maling Kundang? Don't you know Maling Kundang Story?*

*S : Yes Sir, I know*

Based on the data above it can be identified that the teacher tried to collect students' mental and ability to give answer reflectly. It shows that activity enables the students to question what knowledge exists.

#### d. Discussion Strategy

Another teaching strategy found from the recording and observation is discussion strategy. This sampling of strategies provides ideas for helping students prepare for discussions and for collaborating with others to develop those ideas. In this strategy the teacher is engaging students in discussion depends their learning and motivation by propelling them to develop their own views and hear their own voices.



e. Simulation Strategy

Another teaching strategy applied by the English teacher in SMA 7 Bone is simulation strategy. Simulation can be rich learning environments for students. They using interactive tools such as the internet, phones and another applicens. Simulation enable students to solve real-world problem in a safe environment and enjoy themselves while doing so.

Extract

*T : well students, do you agree (setujukah kalian) if we start from Toba lake story?*

*SS : Yes Sir*

*T : ok. Well students lest watch the show of Toba Lake. Toba Lake group come forward! Please come forward! Give applause for them! Who wants to be Samosir? Ya Good, ee Toba? Ee the wife of Toba? Ya the wife. Ee Narator? And the others, what you are going to do? As sociaty ya. Ok students, let's enjoy the strory of Toba Lake. Time is yours!*

Based on the data above shows that teacher give chance to the students to show up their act about narrative text in a playing drama. So the students enjoy themselves while doing so.

f. Humor

Another teaching strategy found from the recording and observation is humor strategy. The English teachers in SMAN 7 Bone applied humor strategy in teaching. According to Santrock (2012) Humor in the classroom can enhance student learning by improving understanding and retention. When teachers share a laugh or a smile with students, they help students feel more comfortable and open to learning. Using humor brings enthusiasm, positive feelings, and optimism to the classroom.

## **2. The Impact of English Teachers Teaching strategies towards Students'**

### **Motivation at SMAN 7 Bone**

From the data observation, students feel interested if the class is fun and the explanation is clear. Teacher also should give opportunity to the students to get involved actively in the class. Therefore, the most influential teaching strategy toward students' motivation at SMAN 7 Bone is active learning strategy which is emphasizes the learning process involved teacher-student interactions. Teacher leads students by asking questions, exploring options, suggesting alternatives, encouraging them to develop criteria to make informed choices, and focusing on students' needs and goals.

Based on the findings of this research, it discovers that the teacher applied some teaching strategies based on the materials delivered. The researcher found that the most teaching strategies used in the classroom were active learning strategy, collaborative strategy, critical thinking, discussion, and simulation strategy. Moreover, the researcher found teacher using humor in the classroom. The researcher classified the strategy as an entertainer strategy. However, the researcher found that the teaching strategy dominantly applied by the first teacher were active learning and discussion strategy. The teachers taught the students by the explanation and provide some examples to make the students understand and give the students some question about material. There was interaction between teacher and students in the classroom. The dominant teaching strategy used by the second teacher was critical thinking in which possessing knowledge and expertise that students need by displaying detailed knowledge.

The researcher analyzed students' motivation through observation and interview and it classified six categories. It was found that indicators of students' motivation at SMA Negeri 7 Bone. they are energized, direction, intensity, selective, and satidfiying needs. As having been discussed above, the most influential teaching strategies toward students' motivation at SMA 7 Bone is active learning which is emphasized the learning process involved teacher-student interactions. Teacher guides students by asking questions, exploring options, suggesting alternatives, encouraging them to develop criteria to make informed choices, and focusing on students' need and goal.

## **CONCLUSION**

The result of the finding indicated that the English teachers at SMA Negeri 7 Bone applied four teaching strategies, namely active learning strategy, collaborative strategy, critical thinking strategy, discussions strategy, simulation and humor. The dominant teaching strategy used by the first teacher were active learning strategy and discussions strategy and the dominant teaching strategy used by the second teacher was critical thinking in which possessing knowledge and expertise that students need by displaying detailed knowledge. Besides, the teachers attempted to make a fun learning through using humor that can be effective to attract students' motivation. The researcher classified the strategy as a humor strategy.

The finding shows that teaching strategy can be varied based on the situation of the cl Based on the interview, the most influential teaching style toward students' motivation at SMA Negeri 7 Bone is active learning strategy in which focusing on teacher-student interaction. The students are motivated in learning if the students are actively involved in learning process and the teacher uses various kinds of teaching strategy.

The students feel motivated to learn when the teachers teach in various strategies of teaching and students are actively involved (active learning strategy) in

learning process. So, the English teachers are expected to teach using various teaching strategies and modify the teaching strategy.

It is expected that the teachers realize to use appropriate teaching strategy and adjust what the students' need and situation in the classroom in order to create a fun learning environment in which students are motivated and comfortable to study.

## REFERENCES

- Amjaha, H.J & Yusimah, P. G. 2014. *Study of Teachers' Strategies so Develop Students' Interest Towards Learning English as a Second Language*. Brunei Darussalam : Article of University Brunei Darussalam.
- Ausubel, D. P. 1968. *Educational psychology: A cognitive view*. New York: Holt, Rinehart and Winston.
- Baloche, L. 1997. *The Cooperative classroom*. New York: Prentice Hall.
- Bean, J. 1996. *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey Bass.
- Browne, M. N., and S. Keeley. 1997. *Asking the right questions: A guide to critical thinking (5th Edition)*. New York: Prentice Hall.
- Brown, H.Douglas. 1994. *Teaching by Principles*. New Jersey: Prentice Hall Regents Inc.
- Buehl, D. 2001. *Classroom strategies for interactive learning*. Newark, DE: International Reading Association.
- Byrne, Donn. 1986. *Teaching Oral English*. England: Longman Publishers.
- Calkins, L. M. 2000. *The art of teaching writing*. New York: Longman.
- Dawes, L. (2001). *What stops teachers using new technology? In M. Leask (Ed.), Issues in Teaching using ICT*. London: Routledge.
- Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Halonen, J.S & Santrock, J. W. 2011. *Your Guide to College Success : Strategies for Achieving Your Goals*. Canada : Nelson Education
- Herman. 2008. *Teacher's Questioning Strategies in Teaching Speaking*. Makassar : Thesis of FBS UNM

- J. Raths, and M. C. Wittrock. 2000. *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Pearson Allyn and Bacon.
- Krashen, S. D. 1987. *Principles and practice in second language acquisition*. New York: Prentice-Hall.
- Littlewood, W. 1995. *Foreign and second language learning*. Cambridge: Cambridge University Press.
- Miles, Huberman & Sandana. 2014. *Qualitative Data Analysis : A Method Sourcebook*. Los Angeles : Sage
- Nunan, David. 1992. *Design Task for the Communicative Classroom*. Australia: Great Britain by Bell and Bain Ltd.
- Oxford, R. L. 1990. *Language Learning Strategies: What Every Teacher Should Know*. Boston, MA: Heinle & Heinle.
- Santrock, J.W. 2012. *Educational Psychology : Theory and Application to Fitness and Performance*. New York : McGraw-Hill Education

