ENGLISH TEACHERS' STRATEGIES IN INCREASING STUDENTS' LEARNING MOTIVATION: A CASE STUDY AT CAKE ENGLISH COURSE KAMPUNG INGGRIS PARE MATARAM

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Abstract: This research was conducted to find out and describe English Teachers' strategies in increasing the students' learning motivation. This is a descriptive qualitative study. Data sources were from three English teachers and first level students of Cake English Course Kampung Inggris Pare Mataram. Observation, interview, and questionnaire were used to collect the data from three teachers and students. It also used simple strategies to discuss inquiry strategy, expletory strategy, and instructional strategy applied by teacher in teaching. The results of observation, interview, and questionnaire proved that English teachers' strategies in teaching have motivated the students to learn English. Based on the findings, it can be concluded that strategies used by the English teachers to increase the students' learning motivation in teaching English are: speech strategy, discussion strategy, question and answer strategy, punish and reward strategy, homework strategy, group working, approach method, jokes, games, telling story, and using some media. Among those strategies, it is found that inquiry strategy could be used to increase and motivate their students' learning moderately. The students of Cake English Course Kampung Inggris Pare Mataram have good responses to the English teachers who applied many kinds of strategies in teaching. The responses were shown from the students' motivation – instrumental or innate - in following the teaching and learning activities.

Keywords: English teacher`s strategies, learning, motivation, English course

INTRODUCTION

English is the international language that is used by people in the world. People speak English when they meet to another in international meeting, conference commerce, and so on. Consequently, most countries in the world choose English as one of the compulsory subjects. In Indonesia, English as foreign language is taught from elementary school up to the university. English is learned and used only at school and people do not speak the language in the society. English is really a foreign language for the language learners in Indonesia (Amankulova & Seisembieva, 2011)

Indonesia as one of the developing countries sets national curriculum which include the teaching of English as foreign language. In teaching English, many people realize that understanding students' motivation to learn English by taking extra course is important to do. Understanding students' motivation can help schools and other stakeholders to provide support that can sustain their motivation.

Motivation in this case consists of two cases: (1) to know what will be studied, and (2) to understand why that case is proper to study (Spada, 1997). Nowadays, it is realized that motivating students in the teaching and learning process is not easy thing to do. However, in the teaching process teachers are required to use good and interesting strategies to motivate students. This is a responsibility for a teacher.

Generally, motivation is the driving force in human to achieve their goals. Richard and Rodgers (1987a) mentioned "Motivation as a desire to achieve a goal which combined with the energy to work toward that goal." Gardner (1979) mentioned that "motivation involves four aspects: a goal, an effort, a desire to reach the goal, and a please attitude toward the activity."

In teaching languages, especially English, motivation is an important factor to encourage students in achieving the main goal of studying English in the classroom. In addition, the role of teacher is very important in teaching and learning process. Some of the roles a teacher can perform areas facilitator, assessor, manager and evaluator. By performing various roles, they become an ideal guide in shaping their students' future.

Teacher will determine the success of the learning process since the teacher is really involvedin teaching and learning process. In the sense that in conveying knowledge, of course a teacher must have an interesting strategy. An interesting strategy will make students enthusiastic in learning process. The students` motivation will also increase and will support success in the teaching and learning process. There is no doubt that students` motivation is critical to success in most fields of learning, as we must have desire to do something in order to succeed at it (Thohir, 2017).

In teaching and learning process, motivation is an important factor to encourage students to achieve the main goal of studying English in the class. Problems in learning and teaching are closely related to teachers and students. In this case, part of the learning problem is influenced by the method used by the teachers (Amrullah, 2020). Nevertheless, the students often have very low motivation in learning English. It is realized that influence of the problem is the strategies of English teacher which is not interesting and they do not love English itself. It is a big problem in learning English. In this case, English teacher has a big challenge. If the teacher still lacks in their strategy, the teaching and learning process will not be successful. Richards and Rodgers (1987b) said that a teacher would act as a catalyst, consultant, guide and model for learning in teaching and learning process.

Based on the statements above, a teacher must be ready as a mediator in all situations of the teaching and learning process, so a teacher as an example will show positive energy and will understand the characters of his students. Therefore, the teacher's strategy in increasing student motivation is very important, because this will make students' enthusiasm increase in the teaching and learning process, especially English.

Starting from these phenomena, the writer decided to investigate the English teacher strategies in increasing the students learning motivation at Cake English Course Kampung Inggris Pare Mataram.

RESEARCH METHOD

This is a descriptive qualitative study. The data had been collected by using observation, questionnaire and interview in order to know what strategies the English teacher or tutor apply to improve the student motivation to learn English. The sources of the data were three tutors of Cake English Course Kampung Inggris Pare Mataram. The data taken are strategies and how the tutors applied those strategies to the students in English teaching to increase the students` motivation. In addition, students studying at CEC Kampung Inggris Pare Mataram were involved for conducting this research. They were purposively selected. There were 18 students who studied on first step participated. Their ranges of age are 15-21 years old.

The data gained through the observation during the teaching -learning process and interview for the tutor`s strategies on teaching learning process were investigated using the total answer of the interview and questionnaire. In addition, the questionnaire was used to know about student`s motivation in English teaching learning process.

Thereare four steps used in analyzing data including data reduction, data display, verification, and conclusion. The researcher selects, focuses, and simplifies the data during the

data reduction process. In this case, the researcher reduced the information from the research activities if the data were irrelevant or did not support the requirements. The researcher defines a "display" as an organized and action-taking visual representation of what is happening and what the researcher intends to do based on that understanding.

Displaying data entails describing the data in the form of a description or narration. The technique is used in organizing information, description, or narration in order to draw the conclusion of presenting important data that led to the conclusion. Each of the important data arranged in the research findings was followed or completed by a code referring to the serial number of the field note which was then followed by the number of event or sequence in it. Verification and conclusion drawing are the final stages of analysis activity. It denotes that the researcher has reached a conclusion based on the data.

In addition, the questionnaires were used to find out the student`s motivation in learning English. The data from the questionnaires were analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Whereas:
        P   = percentage
        F   = frequency of respondents
        N   = number of samples
        100 = constants value

The formula was used to calculate the percentage of students' motivation to learn English based on the questionnaires. After calculating the percentage, the tendency of students' motivation included factors on learning English.

FINDING AND DISCUSSION
Finding from Observation and Interview

There were three English teachers who have been taught English at Cake English Course Kampung Inggris Pare Mataram participated in this research, i.e. Elysa Supiani, Muhammad Gilang Aksa Perdana, and Nisfatun Mubarakah. They were interviewed about their strategies in increasing the students' learning motivationand about their profession as a teacher. The teaching and learning process they performedwere also observed in to know the strategies and method that they applied.

The teachers were also asked about their students in the teaching and learning process in classroom. They divided their students into two main groups - the active and non-active students. The active students were the students who had full participation in teaching learning process. They often gave some questions to the teacher, can speak in English, viewed about the material and participated in all course activities which meant they submitted assignments and replied to discussion. The non-active students were the students who had low participation in teaching learning process. The students never gave question to the teacher. In addition, they rarelyspoke in English and did not view about the materials and had no participation in all course activities.

Mrs. Elysa`s Class

Based on the findings from the observation on Mrs. Elysa`s class, it can be summarized that Mrs. Elysa used several strategies to increase her students` learning motivation. These strategies were punishment strategy, memorizing strategy, homework strategy, personal strategy, and also used some media in the teaching-learning process.

While, based on the interview results, Mrs. Elysa used some strategies in increasing her students' learning motivation. She explained that the important things in increasing the students learning motivation are the power of the sound in greeting activity and having good energy until the end. She explained that she used some strategies to motivate their students in the teaching-learning process depending on the characters of her students, level of students` English, and situation. This is the application of strategy she used in the teaching-learning process in the classroom.

The first one is speech strategy. Mrs. Elysa used speech strategy to motivate her students in learning English in free activity. She used this strategy in every meeting. She understood the student characters that the students need to remember about their goal, the benefit of English in the future to increase their motivation to learn English. She believed that this strategy was very important for the students who have low motivation in learning English. Therefore, she always used this strategy in the teaching-learning process in the classroom.

Second is punish strategy. Mrs. Elysa used this strategy because this can made the students happy and enjoy learning English. She gave the students punishment when the students came late, did not finish their works, and overset. The types of punishment that she gave to the students were very interesting, entertain the other students and decrease their nervousness such as dancing with music in front of their friends, getting lipstick on their face and using a helmet and introducing themselves in the other class.

The third is play games. To overcome the students' boredom in learning English, she usually used this strategy in the main activity. It is very important to make the students' spirit rises again to study. In addition, the game that she played with the students is related to the material. Therefore, she played games with their students as well as increases the students understanding of the material.

The last is homework strategy. In closing activity, she gave their students homework to make the students study in their house. She said that this strategy was very important for students to encourage their understanding of the material that they require in the classroom. However, the weaknesses of this strategy sometimes made the students lazy if the homework was not interesting or difficult. Therefore, she gave the students interesting homework such as making a video in English related to the material and shared to social media to make them excited for doing the homework and studying.

Mr. Gilang

Based on the description from observation on Mr. Gilang`s class, it is concluded that the strategies that Mr. Gilang used in the teaching-learning process were punished strategy, joke strategy, telling a funny story, question-answer strategy, and discuss strategy. Mr. Gilang employed several tactics in the teaching-learning process based on the students' levels. He stated that identifying the student personalities and then selecting the appropriate method for them in the teaching-learning process is critical in enhancing students' learning motivation. He said that this is the first step in enhancing the student`s enthusiasm to study. Based on the interview, here is the implementation of some of the tactics he employed to increase the student` learning motivation.

The first one is personal strategy. Mr. Gilang used personal strategy to know his student's character in learning English. He used this strategy in the first week of the teaching-learning process. He believes that this strategy will help him to increase the students' learning motivation. In addition, he could choose a suitable strategy in the next week until the last meeting. He also used this strategy to make good relationships with his students and make his students enjoy learning English with him.

The second is speech strategy. He used a speech strategy to increase the students' spirit in learning English and remember their purpose in learning English on introductory activity.

He believes this strategy could motivate his students in learning English and increase the student learning motivation. He understood the students' need to remind about their purpose in learning.

The third is joke technique. He made many jokes to decrease his students' boredom in learning because there are many subjects that they study in school. He understood that his students need entertainment to fresh their minds and enjoy learning. He believed that this strategy was very important and effective in increasing the students' learning motivation.

The fourth is telling story. He used this strategy on the main activity. He said that this strategy was very useful and effective in increasing the students' learning motivation and improving their speaking. He utilized some media and things for using this strategy. He instructed his students to tell what they saw and to describe it.

The last is homework strategy. He gave his students homework to increase the student's understanding of the material on the closing activity. The homework that he gave to the students is not difficult. The homework made the students excited about finishing it because it was interesting homework and simple to do. He said that this strategy was suitable to motivate their students, to encourage their students understanding about the material, and to make the students repeat the material that they have studied previously.

Mrs. Nisfa

Based on the description from observation on Mrs. Nisfa`s class. It can be summarized that Mrs. Nisfa's strategies in the teaching-learning process to motivate her studentswere personal strategy, speech strategy, jokes, question and answer strategy, and discuss strategy. Based on the interview, Mrs. Nisfa used some strategies in the teaching-learning process related to the student`s character on learning. She said that a teacher has to understand the students' character in learning. In addition, she said the strategy that the teacher uses must make the students active in the learning process. She believed that strategy would make the teaching and learning process successful. The following is the application of some strategies that she used in the teaching and learning process.

The first is personal strategy. This strategy is very important for Mrs. Nisfa to make the students enjoy the learning process. She used this strategy for the students who have low motivation on learning. In addition, she used this strategy to know the students' character on learning and make good relationships with her students. She said this strategy helped her to determine a good strategy, make the teaching and learning process enjoy, make the students are comfort on learning, and increase the students' learning motivation. She uses this strategy for free activity.

The second is play games. Mrs. Nisfa spared her time to play games with her students to make them enjoy the learning process. She believed that this strategy is effective in increasing student learning motivation. She played games with her students to encourage the students understand the material that they learned. Furthermore, she used this strategy to overcome the students' boredom in the learning process.

The last is jokes. She always used this strategy to make the students happy and comfort on learning with her on free activity. She utilized this strategy to make a good atmosphere in the teaching and learning process. The atmosphere in the teaching and learning process is very fun because of this strategy that she used. For the non-active students, she said this strategy was very useful to make them comfortable in the learning process and confident.

Data Analysis

The data from questionnaires can be presented and analyzed in the following tables:

Table 1. I like learning English

No	Response	Frequency	Percentage
1	Strongly Agree	6	33.33%
	Agree	11	61.11%
	Neutral	1	5.55%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 1 shows that the most of students (61.11%) like learning English. This shows that all of students join in learning English because on their intrinsic motivation. It means that the students have internal factor on learning English. In addition, 33.33% of the student strongly agree with the statement on Table 1. This percentage explains that the students really learnt English because of themselves. Then only 5.55% neutral on learning English. This may mean that he/she learn English because of extrinsic motivation or external factors. While 0% of student chose disagree with the statements.

Table 2. I am happy on learn English

No	Response	Frequency	Percentage
2	Strongly Agree	6	33.33%
	Agree	10	55.55%
	Neutral	2	11.11%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 2 shows that 55.55% of students are happy on learn English. While the students who areneutral in learning English only 11.11%. It means that the majority of students arehappy on learn English which mean that they have a huge interest in learning English.

Table 3. My opinion English is the important to learn

No	Response	Frequency	Percentage
	Strongly Agree	15	83.33%
	Agree	1	5.55%
3	Neutral	2	11,11%
	Disagree	0	0%
	Strongly Disagree	0	0%
Total		18	100%

Table 3 shows 83.33% of students assume English is the important to learn. It explains that the all students have high need in learning English. In addition, this table shows the internal motivation that pushes the students in learning English. While the students who disagree with the statement is 0%. This shows that the English is very important to learn.

Table 4. I do not feel to spend my money in learning English at the Course

No	Response	Frequency	Percentage
4	Strongly Agree	12	66.66%
	Agree	4	22.22%
	Neutral	2	11.11%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	18	100%

Based on the table above, it is found that 66.66% of the students strongly agree with the statement while no the students disagree with the statement. This table explains the course is the suitable place in learning English. This means the course overcome the students'problems in learning English and students get motivation from the course. In addition, this shows the external factor that influenced the students learning motivation.

Table 5. My opinion learning English is difficult

No	Response	Frequency	Percentage
5	Strongly Agree	1	5.55%
	Agree	5	27.77%
	Neutral	7	38.88%
	Disagree	4	22.22%
	Strongly Disagree	1	5.55%
	Total	18	100%

Table 4.5 showsthat 38.88% of the students are neutral about the statements. 27.77% students agree with the statements and 22.22% students disagree with the statements. This explainsthat the students felt learning English is difficult but sometimes easy. This may be caused of the material and the strategies of the English teacher or they have low self-confident.

Table 6. I get many strategies the way in learning English at CEC

No	Response	Frequency	Percentage
6	Strongly Agree	12	66.66%
	Agree	4	22.22%
	Neutral	2	11.11%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	18	100%

Table 6 above shows that most of students or 66.66% strongly agree with the statements. This percentage explains that the tutor`s strategies overcome the students' problems on learning English. The tutors` strategies have big influence to motivate the student motivation. However, 22.22% of students agree with statements. This explains also the strategies of tutors overcome to motivate the students on learning English. While 0% of students are disagree with the statement.

Tabel 7. I study English because I want to speak with foreigners

No	Response	Frequency	Percentage
	Strongly Agree	11	61.11%
	Agree	4	22.22%
7	Neutral	3	16.66%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	18	100%

Tabel 7 shows that 61.11% students strongly agree with the statements. It meanscommunication with foreigners pushes the students in learning English. It has a big influence for the students in learning English. However, 22.22% of the students agree with the statement above. This explains that the students have external motivation on learning English. Furthermore, 0% the students disagree with the statement. This explains that all students have motivation on learning English.

Discussion

Based on the research findings, it can be seen that some strategies that the teacher used in increasing the students learning motivation. Teachers combined inquiry strategy, expletory strategy, and instructional strategy to make the teaching and learning more interesting at CEC Kampung Inggris Pare Mataram. To motivate the students in learning English, teacher used inquiry strategy and expletory strategy because it is suitable to make successful in the teaching learning process.

All tutors of CEC Kampung Inggris Pare Mataram used inquiry strategy in teaching learning process to motivate their student on learning English. Most of them used this strategy. They used this strategy because it is effective to motivate the students, in accordance with student character, student level, and situation in that place. They also used this strategy because of the target language and students' need on learning English. Inquiry strategy consists of speech strategy, personal strategy, question and answer strategy, and punish strategy.

In addition, some of the tutors used expletory strategy in teaching learning process to motivate their students on learning English. They used this strategy because it can make the students feelenjoyable, comfort, and happy on learning English. This strategy makes good atmosphere in the teaching and learning process in the classroom. It is a supporting strategy to be successful in teaching learning process because the tutor is more proactive to give motivation to their students. The tutors also used instructional strategy to motivate their students in teaching and learning process. This strategy can help tutor to motivate their students on learning English as well as overcome their boredom. Based on the observation and interview, there is one tutor used this strategy to motivate their students in learning English.

Based on the questionnaire, there are two main factors that successfullyinfluenced in this study and increased the students' learning motivation in learning English. They are internal factors and external factors. Internal factor is the motivation that comes from the student themselves, in which the internal factors found from the questionnaire are intelligence, interest, need, goal and aptitudes. While,external factors come from outside the students themselves, in which external factors found from the questionnaire are family, course, English zone, English teacher and social factors.

CONCLUSION

The strategies that the tutors used in increasing the students learning motivation are speech strategy, discussion strategy, questions and answer strategy, punish and reward strategy,

homework strategy, joke, games, telling story, group working and the use of some media. Most of them motivated their students using inquiry strategy which is very helpful to increase the students' learning motivation in learning English. Their ability to use the available facilities and media is expected to get the students attention.

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