Teacher's Strategies to Sustain Students' Motivation in Online Learning English

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Abstract

Learning in 21st century nowadays is more flexible than learning in the past. It can be done in offline and online learning. Apart from the weakness, online learning has advantages such as learning can be done remotely. However, some lectures have challenges to motivate students in online learning. The study will describe teachers' strategies to sustain students' motivation in learning English and students' preference towards the teaching strategies. A case study with qualitative approach is implemented in the study. Involving D2 students and an English teacher in one of the community colleges in Gresik, the data will be collected in the form of questionnaire using close-ended questions and analysed by the procedure: (1) collecting the data, (2) reducing the data, (3) displaying the data, and (4) drawing conclusion and interpretation. There are some results of this study. First, the teachers applied learning strategies to sustain students' motivation in the beginning activity: listing the attendance of students, knowing the name of students, and asking the problem of students in learning English; whilst activity: the teacher applied various method and instructional media in teaching English; and closing activity: the teacher gave feedback to students after the learning activity. Second, students have positive responds towards the teacher's strategies. The strategies implemented by the teacher could motivate them in learning English.

Keywords*: teachers' strategies, sustaining motivation, online learning*

INTRODUCTION

The technological advancements of 21st century have changed the education (Khoiroh, 2023). Schools have the option to implement online learning due to the development of learning system. Moreover, the different environment influence students' motivation in learning. The learning strategies have been developed in order to sustain their motivation.

Therefore, the study aimed at describing the teachers' strategies in sustaining students' motivation of learning English.

One of the essential parts for students in learning is motivation. Motivation is the desire to achieve something. According to Harmer (2007a), motivation is something that pushes someone to do things in order to achieve something. Without motivation, they will not have the desire to do anything in their life. Motivation is one of the important things for learners to achieve their goal.

For helping students in achieving their goal, especially the goal of the learning, teachers have to sustain their motivation. Harmer (2007b) reveals that there are some teaching strategies to sustain motivation. The teaching strategies are students take part in the learning activity, the teachers select the level of challenge in the subject matter appropriately, the teachers show their quality of teaching to students, and students are given the responsibility in the learning activity. Moreover, there is ARCS Model proposed by Keller (2010, in Turturean, 2013) for sustaining motivation. Thus, there are some strategies that can be implemented by teachers in sustaining students' motivation.

In the 21st century learning, the education system has adapted to online learning. According to Cole (2000, in Ally, 2004), online learning has the flexibility of access from anywhere and anytime. One of the benefits in applying online learning is that the teacher and the students can have real time interaction. Moreover, the learning materials in online learning should engage students in order to achieve the goal of the learning (Ally, 2004). Furthermore, there are several previous studies that describe the teachers' strategies to sustain students' motivation. First, Kong (2009) utters that there were some strategies that were relatively effective to sustain students' motivation in learning English. These strategies were using various and interesting strategies, involving new and effective techniques, using reward appropriately, creating relaxed and positive learning climate, conducting cooperative activity, and providing opportunities for students to experience success. Second, Jang (2008) reveals that providing the rationales of doing some tasks in learning activity helped students generating the autonomous motivation. It also helped them to internalize the value of the task. The last, Hussin et al. (2001) believe that providing activities that were challenging, meaningful, relevant, group-based, enthusiastic, pleasant, save non-threatening, communicative, and interrelated between in-class and out of class language activities were able to sustain students' interest and motivation in language learning.

Hence, the purpose of the study is describing teachers' strategies to sustain students' motivation and students' preference towards the teacher's strategies in learning English. In addition, the teachers' strategies in the class will be discussed into three parts: opening, whilst, and closing activity. The problem of the study can be presented in the following questions. (1) How are the teacher's strategies to sustain students' motivation in learning English? (2) How are the students' preferences towards the teaching strategies in learning English?

The result of this study will contribute to both the theory and the practice of the teachers' strategies in sustaining students' motivation and students' preference towards the teacher's strategies in learning English. For theoretical purpose, the result can enhance the knowledge about teaching strategies in sustaining students' motivation and the preference of students in learning activity. For the teachers' practical purpose, the results help teachers in understanding students' motivation and preference towards the teacher's strategies in order to achieve the goal of the learning. Besides, this study will be used as references for future researchers to conduct similar studies.

Learning Strategies

Learning strategies is a sequence of procedures to accomplish the learning (Schmeck, 1988). According to Brown (2000), the learning strategy is the techniques that teachers apply to solve problems posed by students. Shi (2017) argues that learning strategies that is taken by students helps them to enhance their learning. Besides, it also assists them in control of their own learning by developing the skills, increasing confidence, and motivation in learning process. Oxford (1990, in Shi, 2017) proposes some classification model of language learning strategies. The learning strategies are divided into direct and indirect strategies. Direct strategies involve direct learning and mental processing of the language: (1) memory strategies, (2) cognitive strategies, and (3) compensation strategies. Furthermore, indirect strategies are learning indirectly with the powerful learning process such as metacognitive strategies, affective strategies, and social strategies. Furthermore, the appropriate learning strategies result in greater motivation and confidence (Shi, 2017). Thus, creating appropriate learning strategies by teachers towards the students help students in attaining the goal of learning.

Motivation

Motivation is an important thing for people in doing something. Without motivation, they will not have the desire to do anything in their life. According to Griffiths (2008), motivation is something that moves a person to make

choices, to engage, and to persist in action. Furthermore, there are two types of motivation which are intrinsic and extrinsic motivation. Harmer (2007a) shows that intrinsic motivation comes within the individual. It is self-perceived needs and goals (Brown, 2000). Besides, someone who had intrinsic motivation believes that there is no apparent reward except the activity itself (Edward Deci, 1975, in Brown, 2001). Thus, it is a desire to do something without external rewards.

Sustaining students' motivation is an essential for teachers to achieve the learning goal. For helping students to be good learners and achievers, teachers have to sustain their motivation. Keller (1987) reveals that ARCS Model (Attention, Relevance, Confidence, Satisfaction) applied in the class could remain students' motivation. Motivation is a sequence of events consist of attention, relevance, confidence, and satisfaction. Attention can be gained in two ways: (1) perceptual arousal: giving surprise or uncertainty to students to gain interest; and (2) inquiry arousal: stimulating students' curiosity by giving challenging questions or problems to be solved. Besides, relevance activities are described in the six major strategies: (1) experience: tell learners how the new learners will use their existing skill; (2) present worth: what will the subject matter for learners today; (3) future usefulness: what will the subject matter do for learners tomorrow, (4) needs matching: take advantages of achievement, affiliation, and power; (5) modelling: teachers become what the learners' want to be; and (6) choice: allowing learners to use different methods to organize their work. Furthermore, learners' confidence can be achieved by providing clear objectives and prerequisites, allowing for meaningful success, providing feedback and support, and feeling the degree of control over learners' learning and assessment. Lastly, learners' satisfying can be gained by explaining to them that the skill is useful or beneficial for them.

According to Harmer (2007b), there are several strategies for teachers to sustain their motivation. First strategy is that the teachers ask students to take part in the activity and involve them. Second, the teachers select the appropriate level of challenges in the activity. Besides, the teachers display appropriate teacher qualities to students. Lastly, giving students to take responsibilities for themselves can sustain their motivation. Thus, sustaining students' motivation by creating learning strategies is important for achieving the goal of learning.

Online Learning

An online learning is divided into two main areas which are learning and technology (Aparacio et.al, 2016). Learning is a cognitive process for

achieving knowledge and technology is the tool for support the learning process. According to Arbaugh & Duray (2002), the growth rate of online learning is 35.6% with lots of failure cases. The main factor of online learning failure implementation is the students' satisfaction. Malik (2010) reveals that students, teachers, and technology factors are the main point that leads towards students' satisfaction in online learning. Students positive attitude towards the technology such as computer efficacy will positively enhance their satisfaction. In addition, the teacher role also essential in online learning. Group interactions initiated by teachers are very effective and students enjoy the learning. Moreover, teachers' attitude towards the technology like uploading course materials and taking online classes effect students' satisfaction. Hence, the teachers should concern with the students' satisfaction in online learning by creating the strategies that help them in achieving the goal of learning.

METHOD

The research method used in the study is a case study with descriptive qualitative approach proposed by Miles and Huberman (1994). There are some rationales of adopting qualitative approach: (1) the collected data was in the form verbal: the teacher's strategies in sustaining students' motivation and students' preference towards the teachers' strategies in learning English, (2) the study was inductive: the results of the study were obtained from the field of study based on the theories, (3) the study is concerned in results as well as processes, (4) the study employs the deep analysis: it is used for getting the deep theories, and (5) the study wants to obtain the meaningful results. Hence, qualitative approach proposed by Miles and Huberman was suitable for the study based on those characteristics. Participants in the study were 27 D2 students and an English teacher.

The key instrument of the study is the researcher. The researcher plays the important role in designing, collecting the data, and analysing the data to find the results. Another instrument of the data collection used in the study is questionnaires. There are 10 close-ended questions for teachers' questionnaire. The teacher's questionnaire can be seen in Appendix 1. Moreover, the questionnaires for students consist of 18 close-ended questions (see Appendix 2). The content of the questionnaire is divided into three categories based on the teaching activity: opening, whilst, and closing activity. Other instruments are the blueprint of data analysis. The blueprint of data analysis is applied as a guide in analysing the data.

The data were collected in November, 20th, 2020 by conducting several steps. The first step was distributing online questionnaires using

Google Form through WhatsApp to students and the teacher. Second, the students and the teachers were given one day to fill in the questionnaire. The last, the result of questionnaire were taken from Google Drive. The data were analysed by using the descriptive qualitative. Steps of descriptive qualitative were adopted by Miles and Huberman (1994): (1) collecting the data, (2) reducing the data, (3) displaying the data, and (4) drawing conclusion and interpretation. First, collecting the data were employed by collecting the information from the questionnaire that are fulfilled by the teacher and students. Second, reducing the data was implemented by selecting, classifying, and coding the data. Third, the data were displayed in the form of the table and descriptive verbal. The last, drawing conclusion were employed to find the meaningful result. In addition to this, the results were interpreted by correlating the theories.

RESULT AND DISCUSSION

Teacher's Strategies to Sustain Students' Motivation in Online Learning English

The teachers' strategies were discussed into three parts of activity: (1) opening activity, (2) whilst activity, and (3) closing activity. In opening activity, the teacher had some strategies in learning English such as listing the attendance of students, knowing the name of students, and asking the problem of students in learning English. These strategies applied by the teacher are relevant with Keller's point (1987) that the teachers could sustain students' motivation by giving attention to students. Moreover, it is in line with Harmer (2007b) that the teachers should care and support them so they are far more to be motivated to learn. In addition, the teacher told the students about the topic and the purpose of learning English before learning the new material. According to Keller (1987), the strategy can help them in building their confidence in learning English. Furthermore, the students were told about the benefits of learning English in the beginning of the learning. It helps them to get the values in the learning (Harmer, 2007b). Besides, the teacher also asks the students to do individually or in groups learning activities. It is relevant with Keller and Harmer that the students' choice in learning is important in order to sustain their motivation.

For whilst activity, the teacher applied various method in teaching English such as giving lectures, presentation, giving assignments to students, having discussion, playing games, making projects, and having problem solving activity. Moreover, the teacher also used several instructional media in teaching English. The instructional media used by the teacher were video,

powerpoint, online class application like Google Classroom or Edmodo, and video conference application such as Zoom or Google Meet. These strategies are in line with Keller (1987) that applying different methods and instructional media in learning could engage students' attention. Besides, the teacher always involves the students in delivering the materials. According to Harmer (2007b), involving students in learning activity provoke their curiosity and help them stay interested in the subject. However, students were not allowed to choose the topic or activities in learning activity. Furthermore, challenging tasks were also given to students and it is appropriate with Harmer's point (2007b) in sustaining students motivation. For the closing activity, the teacher gave feedback to students after the learning activity. The strategies help them in gaining satisfaction in the learning activity (Keller, 1987). Furthermore, direct and indirect strategies applied in learning (Oxford, 1990, in Shi, 2017). Telling the topics and benefits, giving tasks individually and in groups, having discussion, and applying instructional media are categorized as direct strategies. In addition, indirect strategies are giving attention to students.

Students' Preference Towards the Teaching Strategies in Learning English

Based on the findings, the teacher' strategies applied by the teacher could motivate them in learning. Many students felt happy in learning English. However, there were some students who felt in average. Besides, students have positive respond towards the teacher's strategies in telling the benefit of learning English. Students also like to learn individually or in groups. Furthermore, many students liked to have discussion in learning English. Some students enjoyed having presentation, problem solving, and playing games. Addition to this, quite students liked lectures method, giving assignments, and making projects. In applying instructional media, many students chose video conference application as their preference in learning English. Some students were enjoyed powerpoint, and video. Quite students chose podcast, online quiz application, WhatsApp group, and online class application as the media used in the learning. Moreover, many students were happy to be involved when the teacher delivered the materials. Besides, all students agreed that they got the benefits of learning English. Most students claimed that they got the benefits of learning English for preparing their future career and getting pleasure and learning satisfaction. Some students stated that learning English help them in getting the good score and problem solving in their life. Furthermore, getting the new knowledge and grammar of English language were other benefits for quite students when learning English. It is in line with Kong (2009) that some strategies were relatively effective to sustain

students' motivation such as using various and interesting strategies, involving new and effective techniques, using reward appropriately, creating relaxed and positive learning climate, conducting cooperative activity, and providing opportunities for students to experience success. Hence, teachers' strategies are essential for sustaining students' motivation in online learning.

CONCLUSION

The result of the study reveals that the teacher sustains students' motivation in the class by applying some strategies in opening, whilst, and closing activity. The strategies could motivate them in learning English by ascertaining students' preference in the teacher strategies. The most interesting strategies for students are doing tasks individually and in group, discussion activity, implementing video conference application while learning, and involving students in learning.

Based on the result of the study, the teacher could apply different strategies to sustain students' motivation in the beginning, whilst, and closing activity. For the future researcher, the result can be used as the reference in conducting the research with the different subject and developing the various indicators of teachers' strategies in sustaining motivation.

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