

TEACHERS' STRATEGIES TO MOTIVATE STUDENTS IN LEARNING ENGLISH AT A VOCATIONAL HIGH SCHOOL IN RIMBO BUJANG

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Abstract. The purpose of this descriptive qualitative study were to get deeper understanding about teacher's strategies to motivate vocational students in learning English and how to apply the strategies at a vocational high school in Rimbo Bujang. Data in this thesis were collected through interview with English teachers and observation in the classrooms. Data from interview section were analyzed by transcribing the data, becoming familiar with the data, coding, theming and reporting (Darlington & Scott 2002). There were four major themes about strategies to motivate vocational students in learning English in this case study which included create relax atmosphere in the class, having awareness to the students' characteristics, connecting the teaching process to the real life and more creative in the teaching process. The significant of this research are as a source of information for teachers and teacher to be about strategies to motivate vocational students in learning English.

Keyword: *Teachers' Strategies, Motivation, Vocational High School Students*

Introduction

Teaching is an effort to create conditions or surrounding system that contributes and enable to continue on learning process (Sardiman, 2012). Then, in the education context, strategy is defined as a planning process which include some activities that has been designed well to reach the goal of education (Hartono, 2013). In learning process every students has own way to reach the goals that she/he sets. Therefore, the teacher has to be able to create a comfortable and conducive class environment to make the students enjoy the class. Because the students have different characteristics and background knowledge, the teachers must be selective in choosing a good strategy to motivate the students so they could achieve the learning goal.

Regarding to these matters, the researcher interest to investigate teachers' strategies to motivate vocational students in learning English at SMKN 2 Tebo, where it is one of the vocational high school in Rimbo Bujang. The reason of the researcher chooses this school because this school is one of the oldest vocational high school in Rimbo Bujang. So the researcher want to know and investigate how the teachers strategies to motivate students to learn English well in this school.

Review of Related Literature

Teaching strategies can be an influential factor of successful teaching as (Bahous, 2011) stated that teaching strategies can also enhance students' engagement or involvement in the learning process. So, as a teacher, he/ she must have some strategies in teaching, it depends on the students' characteristic. Because strategies' that is used in teaching can influence of success in teaching. So, the teachers must be creative to use or change strategies in teaching every day.

As stated earlier, learning takes place more effectively when the learner's attitude towards learning and the target language is positive. Kuhlemeier, Van Den Bergh, & Melse (1997) add that attitude may not be visible during school life, but educators have a responsibility to assist students develop a positive attitude towards a foreign language. So, positive attitude toward the language will make the students success in learning a foreign language. And to be motivated, it is crucial that the students enjoy learning foreign languages. Teachers have the most influence in this. Classes should be interesting and

teachers can do this by creating materials that are relevant to the students' interests. With this interest in mind, sometimes teachers can make games and activities that the students find challenging and enjoyable. Using materials and participating in activities that are relevant to their interests will bring about more enjoyment in the classroom and a greater motivation to learn foreign language.

This is because learners' motivation has been widely accepted as a key factor which influences the rate and success of second or foreign language learning (McDonough, 1983; Ellis, 1994 as cited in Al Tamimi 2009). McDonough (1983) as cited in Al Tamimi (2009) states that "motivation of the students is one of the most important factors influencing their success or failure in learning the language". So, if the students have motivation in learning the process of teaching and learning will be success. Then Dornyei (2000) as cited in Ziyuen argues that motivation is often considered as the key learners variable because without it, nothing much happens. It means that motivation is a soul or something that can make learners keep going to do something or learning. In connection to learning process, (Biggs and Moore, 1993, p 110) stated that motivation is the starting point for language. How a student is motivation determines whether or not that he or she will attempt to learn and how the task is approach. In conclusion, motivation can be said as someone reason to do something. If someone has motivation he or she will be spirit to do anything because he or she has a goal at the end. If the students have motivation so they will be success in learning the languages.

There were two types of motivation such as instrumental motivation and integrative motivation (Gardner and Lambert 1972 as cited in Beckman 2010). The two different kinds of motivation which are vital to know when it comes to learning a foreign language are referred to intrinsic and extrinsic motivation. Motivation was a very important factor which determines the success or failure in foreign language learning because motivation can directly influence the frequency of using learning strategies, will power of learning, goal setting, and achievement in learning Li & Pan, (2009) as cited in Choosri (2011). Then, Lifrieri (2005) as cited in Al Tamimi (2009) points out that "when asked about the factors which influence individual levels of success in any activity such as language learning, most people would certainly mention motivation among them". It seems that motivation is a soul for someone to do something.

Vocational school as a special school that teaches the students the skills needed to perform a particular job has long been the attention of the government. There were several

differences between teaching English in vocational high schools and teaching English in senior high schools. Teaching English in vocational high schools refer to the program of study of students who were being thought. The English teachers of vocational schools have to teach about the language of English that is closely related to the students major of study, for example, the teachers both explain and give information about the English expressions of handling guess to the hotel accommodation students. In addition, the teachers also give the information about the special terms that were used by mechanics to the engineering students. According to Mulyasa (2006: 14) the teachers of vocational high schools have to consider the specific needs of the learners. The considerations are: material, time and activities. There are previous research which related to this study such as Rima Bahous (2011), Inayah (2011), and Novia Maya Susinta (2015).

Method

To conduct the research, researcher uses qualitative research design to explore the teachers' strategies to motivate vocational students in learning English at one vocational high school in Rimbo Bujang. It is in line with (Creswell, 2008, p 46) theory that to answer a research problem which the variables are not known and need to be explored, qualitative method is suitable. And qualitative research is kind of research that emphasis on holistic description that is on describing in detail all of what goes in particular activity or situation" (Fraenkel & Wallen, 2009, p. 422).

The site for this research was at one vocational high school in Rimbo Bujang Jambi Province. The researcher chooses this school because she has an access to do the research in this school and then this school is the oldest vocational high school in Rimbo Bujang. Automatically the teachers have experiences about strategies to motivate the students. And then, the participants in this research were three English teachers in that school. There are two male and a female teacher.

In collecting the data, the instruments are interview and observation. In this research, there are eleven questions for interview section. After finishing the interview then the researcher observed in the class. When the process of collecting the data, researcher asks the willingness of participant to joined in this study. Before giving interview and observation, researcher contacted them first. This research is run by the following procedures to make the trustworthiness of this study. After collect the all data and transcribing, researcher used member checking to check the accuracy of data and findings.

Findings and Discussion

The process of interviewing was in an formal situation. So to doing the interview the researcher came to school. The interview was done in order to get deeper understanding about the research questions below:

1. What strategies do English teachers use to motivate vocational high school students in learning English?
2. How do the teachers apply the strategies to motivate students in teaching and learning English at vocational high school?

Regarding to answer the research questions, the researcher developed some questions related to it. The researcher also developed the questions based on the review of related literature. They were understanding of teaching strategies, the importance of motivating in learning English, the role of teacher in motivating the students, challenges in teaching vocational students, they way to motivate students and also how to apply.

As stated in the previous chapter, the process of interview with the participants was in formal situations. So, the researcher came to the teacher A's, teacher B's and teacher C's school. In the process of interviewing there were some interruptions so the interview sometimes paused. And the result of strategies used by the teacher A, teacher B and teacher C from the interview and classroom observation described below:

1. Strategies Used by the Teachers to Motivate the Students

Major Themes	Subthemes (Teacher's Strategies)	Teacher A	Teacher B	Teacher C
Create Relax Atmosphere in the Class	-More Friendly to the Students	✓	✓	✓
	-Using Humor			✓
Having Awareness to the Students' Characteristics	-Using Personal Approach			✓
	-Being Kind Teacher	✓		
	-Encouraging the Students by Giving Rewards	✓		

Connecting the Teaching Process to the Real Life	-Explain to the Students about the Useful of English	✓		
	-Giving Topic Related to Students' Life	✓	✓	✓
More Creative in the Teaching Process	-Using Media	✓	✓	
	-Giving Vocabularies	✓		✓
	-Using Games	✓	✓	

2. The Way Teachers Apply the Strategies

A. Create Relax Atmosphere in the Class

- More Friendly to the Students

Teacher A, teacher B and teacher C preferred to be a friendly teacher rather than a serious teacher in teaching the students.

“I want to be a friend for my students. I make the condition inside and outside the classroom as a friend for my students. So, I can do everything, I can help them, I can share about my English science.” (TA)

“Sometimes I ask them to playing a game or just making a joke like that. And sometimes when teaching English we should not be too uptight, so just enjoy and friendly in learning and teaching so the students will welcome ask in their class.”(TB)

“I prefer to be a friendly teacher rather than serious teacher, there is a place where I must be serious teacher. When they do not bring a dictionary, I will give punishment to make the students memorize the vocabulary.”(TC)

It seems that more friendly to the students was a dominant strategy used by the teachers. Because by using this strategies the students become enjoy and was not worried to ask for the teacher about the topic.

-Using Humor

Teacher C preferred to use humor in the class. The researcher found the strategies in classroom observation.

B. Having Awareness to the Students' Characteristic

-Using Personal Approach

Using personal approach to motivate the students was also only used by teacher C.

“Everybody is different, so in this condition if the students who do not want to motivated they will call the students one by one. For example, when the students lazy to learn we founding. We call the students and asked what is the problem? And then we try to solve the problem.”(TC)

-Being kind Teacher

In the interview section of teacher A, the researcher found something different from the teacher A strategy. Actually the things were simple but it was important in the teaching and learning English process. In the interview section, teacher A said that he always brought more pens, it was to anticipate the students who did not bring it. Because sometimes the reason why they did not want to write when in the learning process was because they did not bring a pen.

-Encouraging the Students by Giving Rewards

One of the strategies that was often used by teacher A is giving rewards to the students. Teacher A was often gave rewards to the students who got high scores. The teacher gave it when the students can answer all of the exercise correctly. As stated below:

“I often give rewards to my students. When the students can answer all the exercise correctly I will give them a pen, especially in the beginning of the semester. Due to the appreciation of the students who get high scores.”(TA)

C. Connecting the Teaching Process to the Real Life

-Explaining to the Students About How Useful of English

One of the strategies was often used by teacher A to motivate the students was the teacher always said to the students that English is useful everywhere, whenever because English is important.

“Strategy that I often used is explained the important of English to find a job after their graduation.”(TA)

-Giving Topic Related to Students’ Live (Personalization)

Teacher A also like to personalize the topic.

“He’em sometimes I give a real sample in their live. For example in vocational school have a program that make different with every student. So, sometimes the students practice or searching the material out of the school and the students make video. Because I want the students practice, so the students understand with the material.”(TA)

D. More Creative in the Teaching Process

-Using Media

Based on the finding in this research, this strategy was only used by teacher A and teacher B.

“If I want to take the score of speaking and listening, I would play video.”(TA)

-Giving Vocabularies

Giving vocabularies in teaching English to the students in the class was used by teacher A and teacher C. He likes to give vocabularies to motivate them in learning English.

As stated below:

“Sometimes I ask my students to memorize vocabulary. And then I give vocabularies have the same meaning.”(TA)

While teacher C always asked the students to collect many vocabularies and brought dictionary to found the meaning of words.

“I always ask my students to collect many vocabularies and bring dictionary to find the meaning of words. It can help the students add vocabulary to speak English.”(TC)

-Giving Games

Games also one of motivating tools in the learning process that used by teacher A and teacher B.

“Then I also give games for my students like memorize vocabulary but it is not every day.”(TA)

While teacher B said that she was often gave games to the students. It was to make them not stress about the topic.

“Sometime we play a game to make them not to stress about the topic.”(TB)

Conclusion

Based on the discussion in the previous chapter it can be concluded that there were 10 strategies at SMKN 2 used by the teachers to motivate the students in learning English such as: more friendly to the students, giving topic related to students' life, using humor, using personal approach, explaining to students about the useful of English, using media, giving vocabularies, using games, encouraging the students by giving rewards and being kind teacher. Where it can be classified in to four major themes in this research such us: create relax atmosphere in the class, having awareness to the students' characteristics, connecting the teaching process to the real life and more creative in the teaching process.

From all of the strategies that was used by the teachers, the dominant strategy to motivate the students used by third of the teacher were more friendly to the students and giving topic related to students life. Because third of the teacher was used this strategies in the classroom observation. Then based on the findings, it showed that teachers had their different strategies to motivate the students. It was because their students also different so the way to motivate must be different.

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