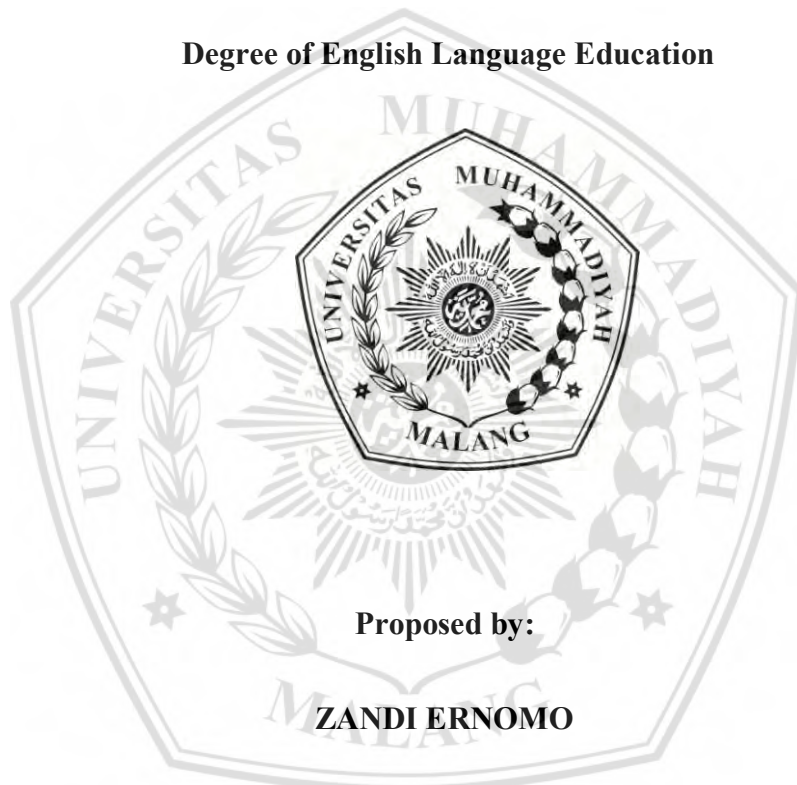


**MOTIVATIONAL STRATEGIES USED BY ENGLISH FOR SPECIFIC  
PURPOSES INSTRUCTORS AT UNIVERSITY OF MUHAMMADIYAH  
MALANG**

**THESIS**

**In Partial Fulfillment of the Requirement for Master  
Degree of English Language Education**



**Proposed by:**

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**December 2018**

**MOTIVATIONAL STRATEGIES USED BY ENGLISH FOR SPECIFIC  
PURPOSES INSTRUCTORS AT UNIVERSITY OF MUHAMMADIYAH  
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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitled: **MOTIVATIONAL STRATEGIES USED BY ENGLISH FOR SPECIFIC PURPOSES INSTRUCTORS AT UNIVERSITY OF MUHAMMADIYAH MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned in bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be assessed by others freely. **NON-EXCLUSIVE ROYALTY)**

Thus, this statement is made truthfully to be used as appropriate.

Malang, 30 December 2018

The Researcher,



**ZANDI ERNOMO**

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Malang, 14 December 2018

Researcher

Zandi Ernomo

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PURPOSES INSTRUCTORS AT UNIVERSITY OF MUHAMMADIYAH  
MALANG**

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**ABSTRACT**

The aim of this study is to seek what motivational strategies done by English for Specific (ESP) instructors at University of Muhammadiyah Malang and how the ESP instructor implements such strategy in the class. Motivating students is crucial in educational setting since it is related to student's achievement. This study applies mixed method in which the researcher used three data collecting tools, namely; questionnaire, observation, and interview.

The first step in collecting the data was distributing the questionnaire online to all ESP instructors. Afterward, the data was analyzed using descriptive statistics. It was found that present task properly strategy was mostly preferred by ESP instructors. Then, the researcher resumed the research by conducting classroom observation and interview with an ESP instructor in order to enrich the findings. Using observation and interview, it was found that the ESP instructors used a variety of motivational strategies, namely; creating a pleasant classroom climate, familiarizing learners with L2 related values, recognizing student effort, increasing learner's goal orientedness, explaining group cohesiveness and group norm, demonstrating proper teacher behavior, increasing the learners' expectancy of success, and involving L1 in classroom instruction.

Key words: *motivational strategies, English for specific purposes*



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**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mencari strategi motivasi apa yang dilakukan oleh instruktur ESP di Universitas Muhammadiyah Malang dan bagaimana instruktur ESP mengimplementasikan strategi tersebut di kelas. Memotivasi siswa sangat penting dalam pendidikan karena berkaitan dengan prestasi siswa. Penelitian ini menggunakan metode campuran dimana peneliti menggunakan tiga alat pengumpulan data, yaitu; kuesioner, observasi, dan wawancara.

Langkah pertama dalam mengumpulkan data adalah mendistribusikan kuesioner secara online kepada semua instruktur ESP. Setelah itu, data dianalisis menggunakan statistik deskriptif. Menggunakan statistik deskriptif, peneliti menemukan bahwa strategi mempresentasikan tugas dengan baik adalah yang banyak dipilih oleh instruktur ESP. Kemudian, peneliti melanjutkan penelitian dengan observasi kelas dan wawancara kepada salah satu instruktur ESP. Dengan menggunakan observasi dan wawancara, ditemukan bahwa instruktur ESP menggunakan berbagai macam strategi motivasi, yaitu; menciptakan iklim kelas yang menyenangkan, membiasakan siswa dengan nilai nilai yang berkaitan dengan bahasa kedua, mengakui usaha siswa, meningkatkan orientasi tujuan belajar, menjelaskan keterpaduan dan norma kelompok, menunjukkan perilaku guru yang tepat, meningkatkan harapan keberhasilan peserta didik, dan menggunakan bahasa pertama dalam pengajaran di kelas

Key words: *strategi memotivasi siswa, bahasa Inggris untuk tujuan yang spesifik*

## **BACKGROUND OF STUDY**

Motivation is the driving force of someone to do something (Lai, 2011; Astuti 2013; Dornyei 2001) and is a potential tool for teachers to keep students concerned about the material being taught. It is important to keep them motivated while learning. If any strategies or techniques applied by teacher fail to promote motivating condition, some students may skip the class (Rumberger, 2011). Therefore, how to set up a highly motivated class is one of the teacher's concerns. Students with high motivation are said to have greater success than those who do not (Zyngier & Saeed, 2012). In 2014, Ayub conducted a study trying to find out the relation between students' motivation and their academic performance. The demographic data showed that the participants' age ranged from 18 to 21 years old from middle and high class family and were at intermediate level of education. Using Pearson Product Moment Correlation Coefficients, the researcher found out that the higher the motivation the better their academic achievement. Therefore, teachers are expected to generate student learning motivation when the learning process is in progress.

There are a lot of studies finding out some factors that motivate students to learn in class. One of the most popular studies is looking for causal relationships (Dornyei, 2009), one of which is trying to find out the relation between teacher's and students' motivation (Ellis, 2008). For example, Alrabai (2011) was keen on finding out the effectiveness of using motivational strategies in EFL classes. The design was experimental study. He had deployed a questionnaire survey to the teacher to pick up their top ten mostly used motivational strategies. After that, fourteen teachers were asked to use those top ten motivational strategies in experimental class. The finding showed that there was a substantial rise in motivational levels in experimental class, as compared to the control class.

In another approach, Kassing (2011) tried to find out the perception of student-teachers and their lecturers concerning motivating instructional strategies applied by the lecturers. Using qualitative research methodology and semi structured interview for data collection, the researcher found that the perception between both groups, student-teachers and lecturers, were mainly different. But,

they agreed that creating and maintaining relationship was the best strategy to motivate students in EFL classroom context.

This study focuses on searching the ESP instructors' motivational strategies at Language Center (LC) University of Muhammadiyah Malang. Seeking instructors' motivational strategies in teaching of English for Specific Purposes offers new understanding of the existing theory since teacher's motivational strategies is strongly related to the students' motivated behaviour (Papi&Abdollahzadeh, 2012). Therefore, this study is trying to reveal some research questions including what motivational strategies the ESP instructor use and how they apply it during classroom instruction.

Theoretically, this study will give contribution to the development of existing theory about motivational strategies and ESP instructors. Previously, some studies seeking motivational strategies were carried out in the context of teaching general English. To broaden the understanding of available knowledge about such concern, it is important to conduct a study in different context like teaching of Specific Purposes.

Practically, as for ESP instructors, they will find the result of the study interesting because they can reflect their own teaching. Moreover, they can internalize some new motivating strategies for their teaching as Dornyei (2001) has stated that applying motivational strategy is simply to strengthen our teaching quality.

## **REVIEW OF RELATED LITERATURE**

### **Motivational Strategies**

Giving motivation is not an instant action in which the result of expected behavior occurs on the next day after being exposed to motivating intervention. motivating students is a process-oriented action in which the main purpose is to promote the individual's goal related behavior (Dornyei, 2001) during which the teacher's role are to consciously generate and enhance students motivation, as well as maintain ongoing motivated behavior (Dornyei & Ushioda, 2011). Motivational strategies refer to some practical actions done by teachers in order to promote motivation toward students.

Dornyei (2001) has shown a detailed description of motivational strategies. The details includes creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self evaluation. It is important to remember that not all strategies work in every context. Some motivational strategies proven to give positive effect in a particular country may not work in other countries.

### **Creating the Basic Motivational Conditions**

Dornyei (2001) has stated three main ideas which are interrelated each other in order to create such condition. One of the most influential topics in this phase is teacher's behavior. The other two topics included in this phase are a pleasant and supportive atmosphere in the classroom and a cohesive learner group with appropriate group norms.

### **Appropriate Teacher Behavior**

The finding of a study conducted by (Dornyei and Csizer, 1998 & Chambers 1999) revealed that teacher's own behavior was the most significant motivational instrument to elevate the level of students' motivation. Teacher should be a model for students, for example, depicting or telling the students how to carry on the task or assignment. Another crucial idea to set a motivated condition in context is to tell students the importance of learning particular material. The students may act positively after realizing the significance of particular lesson.

Overwhelmed by so many assignments, including administrative task set by school, the teacher on some occasion may underestimate to return the student's work after completing certain task or assignment. Showing your commitment by giving back student's assignment is one of many strategies to apply to let students know their learning progress. Showing commitment is not enough for teacher if they want to create a motivated atmosphere. It is highly recommended that the teachers maintain their high expectation over the students, even when working with low achievers. This may lead to negative cycle; low ability groups handled by low expectation may result low achievement.

Not only do the teachers have to show their acceptance and care to the students, the other strategy is teachers should also have good relationship with the parents. Although building good relationship with parents seems to have less concern for tertiary level students, it offers a valuable path to motivate students since their parents can serve powerful allies.

### **A Pleasant and Supportive Atmosphere in the Classroom**

It is no longer a secret that foreign language class may be frightening for some students. They likely do not want to participate in every communication because they are afraid of making mistake and being embarrassed by other students (Dornyei, 2001). This is quite common problem in every foreign language class. This should be a teacher's concern to create comfortable situation to support learning process. Another idea to keep a pleasant atmosphere in the class is to apply humor (Dornyei, 2001). Although the skill of being a humorous person is little bit difficult to achieve for some teachers, this is one the best strategy to keep the classroom situation relaxed. However, involving humor element in teacher's teaching style does not mean the teacher have to keep cracking joke all the times. The other technique the teacher can apply is to ask student decorate their own classroom. By letting the students to control the class, their sense of classroom ownership may increase, which will give positive motivation to the students.

### **A Cohesive Learner Group with Appropriate Group Norms**

In order to create a fundamental motivational classroom, the teacher should promote the development of group cohesiveness. Cohesiveness may work like glue, attaching two objects. Sometimes it is demonstrated by providing mutual support, creating a welcome condition within the group, and seeking each other if one of them is absent (Ehrman and Dornyei, 1998). In short, the main point of this strategy is the way how the teacher forms a group having similar passion and commitment to reach a desired goal.

### **Generating Initial Motivation**

In order to pursue classroom effectiveness, teachers for some occasions need to consider students' interest, which sometimes is different with what

teacher's want. if teacher still insist their view point of motivational practices - regardless of whether or not student enjoy it- they may find the classroom a little bit boring (Wong & Csikszentmihalyi, 1991). So, insisting playing a childish game, for example, is unwise and need to be avoided if the students seem to be uninterested with the game.

### **Enhancing the Learner's Language Related Values and Attitudes**

People have their own version to decide whether or not something is valuable for their live. The judgment is subject to their past experience. Since people always try to decide something valuable for their live, it is better to raise their positive feeling or value toward language learning. Dornyei (2011) has stated that there are three kinds of value, such as: intrinsic value, integrative value, and instrumental value. Thus, these values offer an essential insight for teachers if they want to promote motivation in the class.

Intrinsic value is related to creating a positive learning experience at the first time when teacher and students meet. Playing an interesting activity, like telling the truth about me, may build such condition. Integrative value refers an attempt of a language teacher integrating or introducing the culture and community of target toward the students so that they can understand the context of language used. Instrumental value is related to giving reward after mastering the target language. The reward may include money, grade, and promotion.

### **Increasing the Learners' Expectancy of Success**

Students are highly likely motivated to complete particular task set up by teacher if they not only have expectancy of success but positive value to complete the task as well. This is the main tenet of expectancy-value theory stated by Brophy (1999), Eccles & Wigfield (1995). If student feel the task is less valuable, regardless they can finish it easily, the objective of the lesson may not be fulfilled. Moreover, language teacher should give the instruction as clear as possible before giving the task, let student have enough preparation to finish the task, and make sure that the task is slightly difficult.

### **Increasing the Learners' Goal-Orientedness**

Sometimes teachers find their goals are conflicted with the students' goals. In the beginning of the course they may have similar goals to pursue, which is mastering the lesson. However, during the instructional process, the students' goal has shifted from academic to social, satisfying their friends' demand. According to Dornyei (2011), one thing the teacher can do to increase the learner goal orientedness is having discussion on general issue, such as: individual goals, institutional constraints, and success criteria. Individual goals discussion may include the fun element in your class like playing games or utilizing video watching activity from you tube, the procedure of remedial teaching for low achievers, and Institutional constraint concerns about the knowledge mastery during instructional process. Success criteria refer to telling the minimum passing grade to the students.

### **Making the Teaching Materials Relevant for the Learners**

The given curriculum, which is in the form of course book, sometimes can't fulfill the student's interest or need. This happen because the content of the course book cannot blend with the student's and personalize the lesson obtained from the course book with the students real life. Once they sense that the lesson is pointless, in which they may think the knowledge learned has no relation at all with their live, they may feel demotivated. What teachers can do to make the instructional process more relevant is to conduct informal need analysis to find out the ideal learning world for the learners.

### **Creating Realistic Learner Beliefs**

Students may have a variety of belief when learning foreign language. They may think that the ideal way to learn the foreign language is immersing themselves into a society where the target language is an official language, or they may think that they are too late for learning any particular foreign language due to the age barrier - they are not in the golden age of learning language. Those beliefs will decide and influence how long the target language can be mastered (Dornyei, 2011). So it is important to deal with negative belief positively by showing them

there are so many available diverse strategies in order to master the target language.

### **Maintaining and Protecting Motivation**

All teachers may experience watching students having lack of motivation or bored in class. This might be true especially for those working with younger students (Markey et al, 2014). In order to keep the students motivation Dornyei (2011) has offered several ideas to follow.

### **Making Learning Stimulating and Enjoyable**

During their teaching experience, teachers may see their students with lack of energy in the class while in the other time they are fully motivated. To avoid lack-of-energy class and demotivating atmosphere, there are three ideas suggested by Dornyei (2011) to liven up such situation, for example: preventing the humdrum learning situation, creating thought-provoking task, and getting students involved in every activities in the class.

### **Presenting Tasks in a Motivating Way**

Besides telling students what to do to complete a particular task, teachers should be able to present the task in an interesting way. Explaining the purpose of the task, making it keener by whetting the students' appetite and giving hints to complete the task are the ideas the teacher can demonstrate to provoke student's motivation.

### **Setting Specific Learner Goals**

Although researchers have rarely studied the impact of goal-setting strategy, such strategy is considered powerful to elevate students' motivation (Oxford & Shearins's, 1994). The model as to how students use this strategy was proposed by McCombs and pope (1994), in which there were seven steps. Those seven steps included defining the goal clearly, listing steps to take to reach this goal, thinking of problems that might come up that would interfere, thinking of solutions to the problems, setting a timeline for reaching the goal, evaluating the progress, and giving reward for accomplishment.



### **Protecting the Learners' Self Esteem and Increasing Their Self Confidence**

This idea suggests that teacher should be able to raise the students' self confidence level. Dornyei (2001) has shown the possible ways to increase students' confidence in class. The idea involves giving student opportunity to gain success, pushing students to the positive way, lowering the level of anxiety in the class, showing how to tackle the given tasks. Giving opportunity to gain success is impossible if the teacher sets the task which is almost impossible to solve. Here, it is wise for teacher to follow Krashens' idea with his comprehensible input theory (1985). The theory suggested that the input should be slightly beyond the student's current level. Another potential strategy build students' confidence is to push them toward the positive way, meaning we give them encouragement in persuasive manner so that the students are keen on to complete every task the teacher has created. The teachers can convince the students by showing his or her strengths.

Next, researchers have shown in their study that language anxiety is one of essential factors that downgrade the students' motivation (MacIntyre, 1999). Therefore, reducing language anxiety has to be the main concern for teachers. Some fundamental strategies to create free anxiety environments are not comparing the successful and unsuccessful, creating cooperation instead of using competitive classroom, like using games, giving selective correction of students mistakes, and teaching learning strategies (Oxford, 1990).

### **Allowing Learners to Maintain a Positive Social Image**

School is not only an environment for students to enhance their academic-related knowledge, but also to fulfill their social goals. Maintaining a positive social image is students' social goal. To make it come true is to avoid any actions that make students lose their face in front of others. This anti-losing-face strategy involves avoiding criticism and correction in front of other students. It is much better when done privately, avoiding bringing students to the spotlight without their notice.

### **Promoting Cooperation among the Learners**

Students team achievement division (STAD) is one of examples regarding putting learners into cooperative learning framework (Slavin, 1995). Such method is the one of the oldest method in cooperative learning (Slavin, 1995) and has been extensively researched using experimental design. Referring to the result of current experimental study, in which STAD is given to experimental group, carried out by Ishtiaq et al (2017), the score of experimental group was far higher than the control group. Although STAD is the oldest method in cooperative learning approach, it still shows positive effect to the development of students' language competency.

### **Creating Learner Autonomy**

Maximizing the student's free choice in educational setting by letting them decide what to do and when and how to do it is the fundamental idea in promoting learner's autonomy (Good and Brophy's, 1994). Thus, Dornyei (2001) offers two points of view in order to create autonomy supporting environment in the class, those are increasing learner involvement in organizing the learning process and changing teacher's role.

### **Promoting Self Motivating Learner Strategies**

Dornyei (2001) proposed the five types of self motivating strategies; those are commitment control strategies, metacognitive control strategies, satiation control strategies, emotion control strategies, environmental control strategies. A commitment control strategy is conscious technique projected to preserve, or even enhance the original goal commitment. Metacognitive control strategies refers to students' strategy to keep their concentration under control and stop procrastination. Satiation control refers to the addition of more attractive activities in the class. Another strategy is emotion control strategy. Using such strategy allows students to avoid disruptive mood while learning and be able to generate conducive atmosphere in the class. Finally, strategy student can apply is having surrounded environment controlled, for example; avoiding to get involved in noisy situation in the class.

### **Encouraging Positive Self Evaluation**

The final stage of such process based motivational strategy is encouraging positive self evaluation, that is, letting them know how to reward and react to what they have done in the past Dornyei (2001). This is important because they may have different interpretation concerning their action in the past. One may regard their work is good enough and is fully motivated, even though his/her work is just an average product. On the other hand, we may one who always feels unsatisfied about their work; nonetheless he/ she produce a high quality product. To avoid this Dornyei (2001) has proposed some notions to follow; those are promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, offering reward and grades in a motivating manner.

### **Promoting Motivational Attributions**

Attribution denotes an account people have concerning their successfulness and failure in the past Dornyei (2001). In Psychology, there is a theory called attribution theory. Such theory help teacher or educators interpret students' claim like 'I can't do Math' and use the factor behind such claim to change students' thought Dornyei (2001).

Of all attribution set in school environment (Graham, 1994), including ability, effort, task difficulty, luck, mood, family background, and help or hindrance from others, ability and effort are the most influential causes in western culture Dornyei (2001). Having been realized that encouraging students' effort attribution is more effective than student's ability, teachers may deal with some issues to encourage effort attributions, for example; providing effort feedback, giving the suitable learning strategies to face their problem, showing model effort outcome linkage, encouraging learners to offer effort explanation, and conducting a discussion with student regarding the role of effort and persistent determination toward overcoming failures and producing productive work.

### **Providing Motivational Feedback**

Sometimes teachers may find themselves guilty after giving feedback to students because they feel that the feedback does not give any contribution to

student's motivation. This is certainly true if the teacher gives feedback in particular situations, for example: giving feedback after students have completed an easy task, showing a feeling of sorrow after students has failed completing the task, and unasked offers of help (Graham, 1994).

Therefore, teachers have to be selective when they want to give a valuable feedback. Such feedback has to be constructive, where in psychology field is termed positive information feedback. According to Dornyei (2001), "positive information feedback involves positive, descriptive feedback regarding student strengths, progress and attitudes."

### **Increasing Learner Satisfaction**

Dornyei has argued in his book (2001) that it is wise to celebrate the current success because it strengthen the whole learning process and encourage students to face the next challenge. The other ideas besides offering a reward to fete the students' success are monitoring and recognizing the learner's accomplishment, giving applause and standing ovations, reviewing what the student has already achieved, involving tasks which involve the public display or performance, make the progress tangible, and providing a reinforcing event for positive closure at the end of significant units of learning.

### **Offering Rewards and Grades in a Motivating Manner**

Although using grade and reward leads to polemical situation within the class and has been a debatable topic among psychologists, the use of reward and grade wisely may boost their motivation while learning. Dornyei(2001) has proposed some particular strategies in terms of using both in motivational context. As for reward, there are some hints to remember

1. do not overuse reward
2. do not be too confidence that the reward may work well with particular group
3. make sure the reward is eye-catching, for example a certificate
4. make sure that the reward is meaningful
5. given in unexpected situation after students have completed the task successfully

6. will be given in a difficult and challenging task
7. will be given after completing the tasks which have never been done by students
8. will be given after completing engaging task that gradually increase the students' knowledge and success.

Another tool that may elevate the motivational level among students is using grades in a motivating manner. Dornyei (2001) has shown some hints so that the teachers can use such tool effectively.

1. make the assessment system completely transparent, and incorporate mechanisms by which the students and their peers can also express their views
2. make sure that grades also reflect effort and improvement and not just objective level of achievement
3. apply continuous assessment that also relies on measurement tools other than pencil and paper test
4. encourage accurate student self assessment by providing various self evaluation tools

### **English for Specific Purposes (ESP)**

English for Specific Purposes is merely the practice of English Language Teaching with specification on particular areas, for example; teaching how to read manual for a mechanic, teaching how to communicate with buyers for salesman or saleswoman, teaching university students how to write correctly in academic basis and so on (Hutchinson & Waters, 1987). The basic principle of teaching ESP is based on the learners' specific needs (Evan & St. John, 1998) so that it will be one of factors to increase students' motivation in class (Hutchinson & Waters, 2010). The other characteristics of ESP have been comprehensively shown by Evan & St. John (1998). Here is the complete explanation:

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves

3. ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to these activities.
4. ESP may be related to or designed for specific disciplines
5. ESP may use, in specific teaching situations, a different methodology from that of General English
6. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level
7. ESP is generally designed for intermediate or advanced students.

Because of globalization, the demand of mastering foreign language like English is getting higher among workers. Therefore, offering an ESP program, that focus on English for Academic Purposes (EAP) and English for Occupational Purposes (EOP), has been a recent trend among so many universities, particularly in Asian country (Anthony, 2015).

For example, University of Muhammadiyah Malang (UMM) has been offering ESP program, which is mandatory for freshmen and transferred students of UMM, since 1999. One of purposes of teaching ESP to UMM students is to equip UMM students with a crucial tool for global competition.

The teaching of ESP program involves six subjects, those are; Reading I, Speaking I, Listening, Reading II, Speaking II, and Writing. Reading I, Speaking I, and Listening are thought in the first semester while the others - Reading II, Speaking II, and Writing - are thought in the second semester. The students can join ESP graduation ceremony if they meet the requirements. The requirements are the students at least get the lowest passing grade, which is grade C, and there is no grade D or E for all subjects. In ESP graduation ceremony students will receive ESP certificate and transcript which is as the same level as 1 year English language training.

## **RESEARCH METHOD**

The study applied mixed method; quantitative-qualitative method. This study followed quantitative preeminent since the design allowed the researcher to

find out and to analyze the quantitative data in the first step. Afterward, the researcher pursued the qualitative data in order to reveal more information from the quantitative one. So, the general picture of quantitative data could be then elaborated using the qualitative data. This was in line with Creswell's idea (2012) stated that collecting quantitative data prior to qualitative one was described as one of mixed method designs, which was termed explanatory sequential design. According to Creswell and Plano Clark (2011), "a mixed method research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem."

Determining research participants, the researcher followed Cohen's guideline (2005). If population of study consisted of 100 participants, the sample taken from population were around 80 percent to 100 percent. Following this guideline, the researcher took all population of ESP instructors as participant since the total number of all ESP instructors were 93. In short, the researcher applied population study.

Web based questionnaire was used to gather quantitative data. This questionnaire is popular (Creswell, 2012) to use because it offers some advantages. For example, it is always available in the internet 24 hours so that the participant can fill in the questionnaire wherever and whenever they want. Another advantage of using web based questionnaire is it is more than capable to reach large population. Those rationales made the researcher believed that the questionnaire was the best instrument to dig out the quantitative information. The questionnaire was administered once as the researcher had a limited amount of time.

The researcher used *Google Forms* in order to generate the web based questionnaire. This procedure is favorable since it is free and the participants' responses are kept safely in an online spreadsheet. The questionnaire contained slight modification from Dornyei and Cheng study in 2007. The formation of questionnaire item was based on the work of Dornyei (2001b). In the very beginning the items included in the questionnaire consisted of more than 100 items, and the items were reduced into 48 items after being piloted to the English

postgraduate students at the University of Nottingham. The likert-type scale response anchors in the self-reported questionnaire has five choices namely; never, almost never, sometimes, almost every time, everytime (Vagias, Wade M, 2006).

After quantitative data collection, the researcher conducted observation and interview in order to know the implementation of motivational strategies used by ESP instructors. The role of researcher when conducting an observation was non participant or the researcher will only be an observer. To ease the process of analysis, the researcher recorded and transcribed every talk and captured action occurred in the class. Afterward, the researcher analyzed the data whether or not the subject under study implemented strategy that was capable of increasing student's motivation.

The other tool to gather qualitative data was interview. The main purpose of conducting an interview was to explore the use of motivational strategies applied by ESP instructor. The application of interview was inspired by Tuckman's opinion (1972). According to him, "interview makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs). In this study, the researcher used semi-structured interview to explore the way how ESP instructors use particular motivational strategies.

The analysis of quantitative data was using descriptive statistics, from which the highest average (mean) score of motivational strategies used by the instructors became obvious. Determining the mean score is a popular way to describe trends or tendencies in the data (Cresswell, 2012). Therefore, to find out the highest (mean) score, the researcher used Microsoft Excel.

Meanwhile, the *google form* the researcher used to collect the data provides a useful facility, which is able to turn the document in the web into a spreadsheet file. The main purpose of finding out the highest average (mean) score was to seek a central tendency of motivational strategies used by ESP Instructor.

The main purpose of analyzing the qualitative data was to check whether the instructors use the motivational strategies as reported in questionnaire or



quantitative data. To analyze the qualitative data, the researcher followed Miles and Hubberman's idea (2014). They have proposed three stages of analyzing qualitative data - data condensation, data display, and conclusion drawing or verification. Data condensation is the process of selecting the relevant data. Selecting the relevant data, the researcher did several steps as Miles and Hubberman suggested, coding, generating categories, and matching with the existing theory, in this case was motivational theory developed by Dornyei (2001). After that, the researcher took conclusion and verified it.

Table 3.2 Guidelines for data analysis

TYPES OF DATA	ACTIVITY
Quantitative data analysis	<ol style="list-style-type: none"> <li>1. The researcher administers the questionnaire via internet.</li> <li>2. The researcher will remind the participants to complete the questionnaire by sending message via „what's up“ in order to get high response rate. The higher response rate the better the finding.</li> <li>3. The researcher will use Microsoft excel to help researcher find the highest average (mean) score of particular strategies used by ESP instructors</li> </ol>
Qualitative data analysis	<ol style="list-style-type: none"> <li>1. The researcher selects one participant, which is chosen based on the finding from quantitative data analysis, to be interviewed.</li> <li>2. The interview data is stored and then transcribed.</li> <li>3. The researcher gives a code in the transcribed the interview data.</li> <li>4. The researcher generates a category.</li> <li>5. The researcher is matching with the existing theory.</li> <li>6. As for data obtained from observation, the researcher first prepares a video recorder.</li> <li>7. The researcher transcribes the captured talk between ESP instructor and students and gives a code afterward.</li> <li>8. The researcher generates a category.</li> <li>9. The researcher is matching with the existing theory.</li> </ol>

## RESEARCH FINDINGS AND DISCUSSION

In the first part of explanation which is addressed to answer the first research question, what motivational strategy do the ESP instructors use, the researcher presents quantitative data and qualitative data sequentially. The use of quantitative data in this research is only meant to seek the general tendency among ESP instructors in terms of the use of motivational strategy applied in the classroom. Meanwhile, the qualitative data will give extra information.

### The motivational strategy used by ESP instructors

Analyzing the data by looking for the mean score, it was found that „present task properly“ had the highest mean score of 4.58 as presented in table 4.1. Such strategy was chosen by 60 percent respondents of ESP instructors. Obtaining 60 percent respondents attests that the finding is an acceptable since Creswell (2012) suggests obtaining at least 50 percent respondents or better in educational paper in order to avoid response bias. The present task properly showed the general tendency of motivational strategy implemented by ESP instructors

Table 4.1 Final rank order of motivational strategies used by ESP lecturers

No	MACRO AND MICRO STRATEGIES	MEAN
1.	<b>Proper teacher behavior.</b>	<b>4,53</b>
	<i>(ms 23)</i> Establish a good rapport with students	4,8
	<i>(ms 2)</i> Show students you care about them	4,7
	<i>(ms 17)</i> Show your enthusiasm for teaching	4,6
	<i>(ms 40)</i> Share with students that you value English learning as a meaningful experience	4,5
	<i>(ms 47)</i> Try to be yourself in front of students	4,1
2.	<b>Recognise students' effort</b>	<b>4,05</b>
	<i>(ms 46)</i> recognise student's effort and achievement	4,2
	<i>(ms 8)</i> Monitor students' progress and celebrate their victory	3,3
	<i>(ms 15)</i> Make sure grades reflect students' effort and hard work	4,6
	<i>(ms 42)</i> promote effort attributions	4,1
3.	<b>Promote learners' self confidence.</b>	<b>4,49</b>

	<i>(ms 34)</i> Provide students“ with positive feedback.	4,5
	<i>(ms 36)</i> Teach students learning technique	4,3
	<i>(ms 28)</i> Encourage students to try harder	4,6
	<i>(ms 11)</i> Design tasks that are within the learners“ ability	4,4
	<i>(ms 33)</i> Make clear to students that communicating meaning effectively is more important than being grammatically correct	4,7
<b>4.</b>	<b>Creating a pleasant classroom climate.</b>	<b>4,30</b>
	<i>(ms 30)</i> Create a supportive and pleasant classroom climate that promote risk-taking	4,7
	<i>(ms 1)</i> Bring in and encourage humour	3,9
	<i>(ms 41)</i> Avoid „social comparison	4,7
	<i>(ms 21)</i> Use short and interesting opening activities to start each class	3,9
<b>5.</b>	<b>Present task properly.</b>	<b>4,58</b>
	<i>(ms 6)</i> Give clear instructions by modelling	4,6
	<i>(ms 25)</i> Give good reasons to students as to why a particular activity is meaningful	4,5
<b>6.</b>	<b>Increase learners’ goal orientedness.</b>	<b>3,58</b>
	<i>(ms 20)</i> Help the students develop realistic beliefs about English learning	3,9
	<i>(ms 26)</i> Find out about students“ needs and then build them into curriculum	4,0
	<i>(ms 10)</i> Encourage students to set learning goals	3,9
	<i>(ms 31)</i> Display the „class goals“ on the wall and review it regularly	2,6
<b>7.</b>	<b>Make the learning tasks stimulating.</b>	<b>4,02</b>
	<i>(ms 18)</i> Break the routine by varying the presentation format	4,1
	<i>(ms 12)</i> Introduce various interesting topics	4,2
	<i>(ms 45)</i> Present various auditory and visual teaching aids	4,4
	<i>(ms 43)</i> make tasks attractive by including novel and fantasy element	3,3
	<i>(ms 27)</i> Encourage students to create products	4,2
	<i>(ms 13)</i> make tasks challenging	3,9
<b>8.</b>	<b>Familiarise learners with L2 related values.</b>	<b>3,56</b>
	<i>(ms 39)</i> Increase the amount of English you use in the class	4,6
	<i>(ms 38)</i> Encourage students to use English outside the classroom	4,3
	<i>(ms 4)</i> Familiarise students with the cultural background of the target language	3,7

<i>(ms 32)</i> Introduce authentic cultural materials	4,4
<i>(ms 9)</i> Remind students of the benefits of mastering English	4,5
<i>(ms 7)</i> Invite senior students to share their English learning Experience	1,9
<i>(ms 19)</i> Invite English speaking foreigners to class	1,5
<b>9. Promote group cohesiveness and group norm.</b>	<b>4,34</b>
<i>(ms 5)</i> Explain the importance of the class rules	4,6
<i>(ms 44)</i> Encourage students to share personal experiences and thoughts	4,2
<i>(ms 3)</i> Allow students to get to know each other	4,6
<i>(ms 35)</i> Ask the students to work toward the same goal	4,4
<i>(ms 16)</i> Let students suggest class rules	3,9
<b>10. Promote learner autonomy</b>	<b>4,13</b>
<i>(ms 37)</i> Adopt the role of a facilitator	4,4
<i>(ms 24)</i> Encourage peer teaching and group presentation	4,6
<i>(ms 14)</i> Teach self-motivating strategies	4,1
<i>(ms 48)</i> Allow students to assess themselves	3,9
<i>(ms 29)</i> Give students choices in deciding how and when they will be assessed	4,2
<i>(ms 22)</i> Involve students in designing and running the English course	3,6

The researcher used Microsoft Excel to analyze the quantitative data derived from questionnaire. The researcher added all score of microstrategies reported by all ESP instructors, 65 instructors out of 93. As for the mean score of macrostrategies, the researcher calculated the the sum of all microstrategies scores and the researcher divided the scores by the number of microstrategies listed in each ten macrostrategies.

In addition to presenting the quantitative data, the analysis is also completed with qualitative data. Interviewing a selected ESP instructor, the researcher found qualitative data to describe more varieties of motivation strategies being used in the class. Those strategies are creating a pleasant classroom climate, showing proper teacher behavior, familiarizing learners with L2 related values, increasing learner's goal orientedness, and promoting effort attribution

Some strategies I usually do to motivate student are encourage students to answer the questions (Interview. line.11-12, 27/08/2018 )

Based on the qualitative data above, the ESP instructor under study used creating a pleasant classroom climate by encouraging students to answer questions given by the teacher. When asked about the way he encourages students, the ESP instructor tried not only to convince the students that making mistake is common in foreign language class but also to give them an analogy or illustration.

Telling them (that) making mistake is natural in learning foreign language like English. So I told them to make mistake and learn from their mistake (Interview, line.14, 27/08/2018)

Moreover, the ESP instructor creates a pleasant classroom climate by freeing the students from the fear of making mistakes and giving a sharpening-knife illustration.

Also sometimes I give them an illustration. For example, making mistakes is like a process of sharpening a knife, and a sharpened knife is much easier to cut than a dulled one (Interview, line.16, 27/08/2018)

The second motivational strategy used by the ESP instructor was familiarizing learners with the L2 related value. A value is an important role to make someone automatically do what they want to do. In short, people would not do anything if they regard a particular activity is lacking in value or worthless. The ESP instructor said that he told the students that learning English was as important as learning mathematics (Interview, Line.12, 27/08/2018)

Beside two previous strategies, the ESP instructor utilized promoting effort attribution strategy.

I told the students that I am like them. When I was a learner I realized that I wasn't good enough and needed to repeat so many times to understand particular material shared by the teacher (Interview, Line.20, 27/08/2018)

Based on the qualitative data above, the researcher concludes that the ESP instructor used promoting effort attribution strategy by telling the ESP instructor's

experience when becoming a learner. The ESP instructor promoted effort attribution to the students to not to easily go down when facing some difficulties.

The fourth strategy used by the ESP instructor was increasing learner's goal oriented by finding out students need and build them into curriculum.

I usually find my students feel happy if the learning activities more or less reflect what the student wants, for example; watching film or fun games activities (Interview, line.24-26, 27/08/2018)

Based on the qualitative data above, the way ESP instructor increases learner's goal oriented is by having a movie watching activity and by playing fun games. The other finding is quite interesting as the strategy used by the ESP instructor is not included in existing theory.

I think, it's 50-50 (using Indonesian and English). The purpose is to make students more interested in participating within classroom activity (Interview, line. 35-36, 1/10/2018)

Based on the qualitative data above, the strategy employed by the ESP instructor was using Indonesian language in classroom instruction. When asked about the reason the ESP used L1 in the class, the ESP instructor said it was meant to increase student's participation during classroom instruction.

#### **The way an ESP instructor use motivational strategy in the class**

Unlike the previous section 4.1.1 where the finding is based on questionnaire and interview, the finding in this section is related to a class observation. As a result, the researcher found even more motivational strategies practiced by the ESP instructor. The complete result findings done using three data collections, namely questionnaire, interview, and observation, are presented in table 4.2

The first motivational strategy used by the ESP instructor in the class was creating a pleasant classroom climate by bringing in a joke or humor with students. The ESP instructor used mother tongue to make a joke which is in this case the ESP instructor used the word *„sunduk'* instead of stick (observation, line.25 – 28, 17/09/2018). In the other class, the researcher found the similar sense of humour. At that time, the ESP instructor was discussing the place of birth of one of Indonesian prominent figures, Anis Baswedan, which was from

*'kuningan'*. The students started laughing after the ESP instructor mentioned that Anis baswedan was from *'Yellow'* (observation, line. 109, 24/09/2018)

As with other ESP instructors usually do in the class, particularly in the very early meeting, the ESP instructor also discusses the class norm. To create group norm, the ESP instructor explained the class rules to obey, one of which was the maximum time for coming late to the class. Such rule has been a common rule among ESP instructors. Giving 15 minutes for being late, the ESP instructor still accepted for students coming more than 15 minutes, but he told the students that he would not tick the attendance list (observation, line. 44, 17/09/2018).

Not only the ESP instructor did cracking jokes and setting up class norm, the ESP instructor also depicted good behaviour to students. The ESP instructor attempted to have good rapport by, for example, walking around the class while asking students a how-do-you-do question (observation, line. 1-6, 17/09/2018) and by smiling at them when one student made fun toward the instructor's question (observation, line. 103 – 108, 24/09/2018)

Another captured motivational strategy in the class used by the ESP instructor was stating usefulness of mastering L2 by telling the possible outcome or result after mastering L2. For example, the students could communicate their ideas in interview section when applying for a vacant job or building communication with speaking English customers (observation, line. 42, 17/09/2018).

Another motivational strategy used by the ESP instructor was increasing the learners' expectancy of success by telling to the students about factors of success as clear as possible, such as; talking English frequently in the class, responding friends' questions, and discussion (observation, line. 42, 17/09/2018).

Table 4.2 the Findings Using Three Data Collections

INSTRUMENTS	WHAT (MACRO)	HOW (MICRO)
QUESTIONNAIRE	A. Presents task properly	<ul style="list-style-type: none"> <li>• Give clear instructions by modelling</li> <li>• Give good reasons to students as to why a particular activity is meaningful</li> </ul>

<b>INTERVIEW</b>	A. Creating a pleasant classroom climate	<ul style="list-style-type: none"> <li>• Create a supportive and pleasant classroom climate that promote risk-taking</li> </ul>
	B. Familiarize learners with L2 related values	<ul style="list-style-type: none"> <li>• Telling the intrinsic value</li> </ul>
	C. Recognize student effort	<ul style="list-style-type: none"> <li>• Promoting effort attribution</li> </ul>
	D. Increase learners' goal orientedness	<ul style="list-style-type: none"> <li>• Find out about students' needs and then build them into curriculum</li> </ul>
<b>OBSERVATION</b>	A. Creating a pleasant classroom climate	<ul style="list-style-type: none"> <li>• Bring in and encourage humor</li> </ul>
	B. Explain group cohesiveness and group norm	<ul style="list-style-type: none"> <li>• Explain the importance of the class rules</li> </ul>
	C. Proper teacher behavior	<ul style="list-style-type: none"> <li>• Establish good rapport with students by using proximity control</li> <li>• Smile at the students when student attempts to make a fun</li> </ul>
	D. Familiarize learners with L2 related values	<ul style="list-style-type: none"> <li>• Remind students of the benefits of mastering English</li> </ul>
	E. Increasing the learners' expectancy of success	<ul style="list-style-type: none"> <li>• Make the success criteria as clear as possible</li> </ul>
	F. Involve L1 in classroom instruction	<ul style="list-style-type: none"> <li>• Use Indonesian language</li> </ul>

### Discussions

The table 4.2 shows the complete result of study and proves that the ESP instructor uses variety of motivational strategies. It is good to avoid monotonous way of teaching. In this section, the researcher tries to discuss the findings of as presented concisely in table 4.2.

The finding resulted from the self-reported questionnaire shows that the present-task-properly strategy has the highest average score of 4.58. The present-task-properly strategy, which was preferred by 60 percent of all ESP instructors, comprises two micro skills, one of which is giving good reasons to students as to why a particular activity is meaningful. Therefore, Dornyei (2001) suggested every teachers, or ESP instructors in this sense, tell the introduction of learning



task. By doing so, it is expected that the students are more interested to complete the task.

The other findings in this study involve qualitative data taken from interview and observation. While interviewing the subject of study, the first strategy used by the ESP instructor was creating a pleasant classroom climate by encouraging students to involve in risk-taking learning atmosphere and giving a sharpened knife illustration. Dornyei (2001) has argued that those strategies are good at removing language anxiety in the class. It is anxiety that hinder someone blooms in the foreign language (Cepon, 2016) and has been a topic of discussion among motivation researcher (MacIntyre, 1999).

Another strategy used by the ESP instructor was familiarizing learners with L2 related values by telling the intrinsic values. The intrinsic value refers to increasing students' motivation by associating L2 instruction with interesting activity students may want to involve in (Dornyei, 2001), in which in this case the ESP instructor told the students that learning English is as important as Mathematics. The ESP instructor also used recognizing students' effort strategy by sharing the ESP instructor's experience dealing with the difficulty when he was still a university student. By doing so, it was expected that students showed positive attitude although they thought English was moderately difficult to learn

The other strategy that came up during interviewing subject of study was increasing learners' goal orientedness. As for this, the ESP instructor tried to include students' need as part of learning activity, which were about watching movie and playing dun games. Giving visible context while learning English, watching movie activity was said to have significant effect to understand and improve English skill (Ismaili, 2013). Meanwhile, playing fun games like twister is worth-trying activity (Gozcu & Caganaca, 2016) but what every teacher should consider before using game is whether it would create unhealthy situation since playing game always announce a few students to be winners, while the others might think they are worthless (Dornyei, 2001).

Besides collecting data through interview, the researcher also enriches the finding by conducting classroom observation. The fist strategy that the researcher captured was creating a pleasant classroom climate by bringing in humor. Humor

is essential element to raise students' motivation. However, there are still few studies about it (Dornyei, 2001). Although the use of humour is effective to polish students' learning ability and to reduce students' anxiety, what every instructor has to bear in mind is not turning cracking jokes into bullying. According to Smith (2016), "bullying is repetitive aggressive behaviour with an imbalance of power". In this case an ESP instructor could be an agent of bullying in the class, which might influence badly students' discipline and personality (Akhter & Shumaila, 2015).

Another motivational strategy portrayed was explaining group cohesiveness and group norm. In order to do so, the ESP instructor explained the importance of the class rules. Telling rules explicitly are essential as students are expected to behave like what the instructor wants. Thus, the desired behaviour practiced by the students creates classroom effectiveness (Evertson & Poole, 2003)

During observation, the ESP instructor also depicted proper teacher behavior. By using the walking-around-the-class strategy, the ESP instructor attempted to establish good rapport with the students. Such strategy is usually called proximity control and is one of powerful strategies in classroom management. The use of proximity control, like walking around the class, not only works best for misbehaved students in the class (Allday, 2011), but also it is good strategy to encourage student to respond the ESP instructor's how-do-you-do question (observation, line.1-11, 17/09/2018).

The next motivational strategy was familiarizing learners with L2 related values by reminding students of the benefits of mastering English. What the ESP instructor did, as presented in the findings section, was called using instrumental value. It is one simple thing as what instructor can do is to think the usefulness of L2 in the most current real life. This is what Dornyei stated as creating a link. According to Dornyei (2001), "the more direct this link is and the more valuable the consequences are, the more effective the strategy is."

The fifth motivational strategy was increasing the learner's expectancy of success by making the success criteria as clear as possible. According to Dornyei (2001), "a potentially fruitful area of motivating learners is to increase their

expectancies by consciously arranging the conditions in a way that they put the learner in a more positive or optimistic mood.” In other hand, those three factors should be reachable within students’ range.

The last strategy captured on the field was involving L1 in classroom instruction, which was about using Indonesian language during classroom instruction. Such technique is usually called code-switching. Code-switching strategy is the use of other language, in this case is Indonesian language, within a sentence. (Romaine, 1992). Concerning to using Indonesia, one study conducted by Puji (2013) reported that one student wanted the teacher used Indonesian as the student found it difficult if the teacher under study mostly used English.

## **CONCLUSION AND SUGGESTIONS**

The researcher concludes that the ESP instructor under study applies motivational strategies in the class. Those motivational strategies includes presents task properly. To do so, the ESP instructors gave clear instructions by modeling and gave good reasons to students as to why a particular activity is meaningful.

Another strategy used by ESP instructor was creating a pleasant classroom climate. Creating a pleasant classroom climate, the ESP instructor encouraged students to take a risk, showing no fear of doing mistake in asking a questions or taking a part in class discussion. Also, the ESP instructor utilized a humor in the class to support such climate. Another strategy was familiarizing learners with L2 related value by means of telling the instrinsic value of learning English and reminding the students the benefit of mastering English

The ESP instructor also suggested the students to use effort attribution in which the main purpose was the students would do the same as what the ESP did in the past. Next, motivational strategy used by ESP instructor was increasing learner’s goal oriented. The instructor tried to integrate students’ need in the curriculum. Explaining group cohesiveness and group norm were also used by the instructor. Showing proper teacher behavior by means of establishing proximity control and smiling at the students was also used. The other motivational strategy applied was the use of Indonesian language in the class.

Of all motivational strategies found in observation, the use of L1 was regarded as a new finding since it was mentioned neither in Dornyei framework (2001) nor in Dornyei study in the Asia context (2007). However, the previous study conducted by Puji (2013) reported that the use of L1 was a potential factor to increase students' motivation and participation

### **Suggestions**

The suggestion is addressed to English instructor and further researchers who are going to conduct a study in similar vein. After reading this, ESP instructors particularly working at LC can implement similar motivational strategies and start experimenting with all motivational strategies found in this paper. Conducting experiment research allows the ESP instructor test whether motivational strategies are effective enough or not.

As for the next researchers, it is much better for the subsequent research is not only keen on finding out the motivation strategy from instructor's perception, but it also seeks the impact of motivating strategies done by the ESP instructor. By doing so, the next researcher will understand which motivational strategies that have significant impact to students. Another issue that has to be paid attention is the procedure of the proper survey study. The higher response rate the better finding in survey study. In this study it is clear that the response was only 60 percent. By conducting three phase survey administration, it would probably increase the response rate from respondents so that the study will be more valid.

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## APPENDIX I

### THE ENGLISH VERSION OF INTERVIEW TRANSCRIPTION

**Date** : August 27, 2018  
**Place** : UMM Malang  
**Interviewer** : Zandi Ernomo  
**Interviewee** : ESP instructor  
**Position of interviewee** : Subject of research

- 1 Researcher : Assalamualaikum
- 2 ESP Instructor : Waalaaikumsalam
- 3 Researcher : Nice to meet you
- 4 ESP Instructor : oke
- 5 Researcher : So you don't have class today?
- 6 ESP Instructor : actually I have, only one class, but I've changed the schedule
- 7 Researcher : oh, is that because of this interview (*giggling*)
- 8 ESP Instructor : hehe.. partly
- 9 Researcher : sorry to bother you with your teaching schedule. Is it fine to continue the interview?
- 10 ESP Instructor : it's fine bro. No need to worry hehe. Glad to help you
- 11 Researcher : thanks, ok I won't waste the time. Let's go to the first question?  
Please mention some actions you have done so far to motivate students?
- 12 ESP Instructor : Errmm... some strategies I usually do to motivate student are encourage students to answer the questions, hmm.. and then telling the students that English is important like mathematic.
- 13 Researcher : Would you like to specify the way you encourage the students, I mean telling the students to not to be afraid of speaking?
- 14 ESP Instructor : Of course,, telling them (that) making mistake is natural in learning foreign language like English. So I told them to make mistake and learn from your mistake, and... by doing so you (the students) will progress
- 15 Researcher : Is there anything you want to say?
- 16 ESP Instructor : Also sometimes I give them an illustration hmm.., for example.. like..... this one is something I say to the students ,making mistakes is like a process of sharpening a knife, and a sharpened knife is

much easier to cut than a dulled one“

- 17 Researcher : So you tell this statement to your student
- 18 ESP Instructor : yes
- 19 Researcher : Are there any additional strategies you want to say?
- 20 ESP Instructor : Oh ya... telling the students that I am like them, I mean I am also a learner. When I was a learner I realized that I wasn't good enough and needed to repeat so many times to understand particular material shared by the teacher
- 21 Researcher : So you share this experience to your students
- 22 ESP Instructor : Exactly, I think so
- 23 Researcher : Is that all?
- 24 ESP Instructor : well, yeah, and I usually find my students feel happy if the learning activities more or less reflect what the student wants?
- 25 Researcher : hmm, can you explore more about it?
- 26 ESP Instructor : I mean things like hmmm,, watching film or fun games activities should be included in the class
- 27 Researcher : oh I see...that's truly fun for them
- 28 ESP Instructor : yeah for sure hehe
- 29 Researcher : is there any additional information you want to tell me?
- 30 ESP Instructor : well I think that's all.
- 31 Researcher : Ok thanks for your time. I'll let you know if there is further information I need.
- 32 ESP Instructor : okay just text me a day before if you want to interview me again
- 33 Researcher : okay. Assalamualaikum
- 34 ESP Instructor : Waalaikum salam

#### **FURTHER INTERVIEW SECTION CONDUCTED AFTER OBSERVATION**

- Date** : **October 1, 2018**
- Place** : **UMM Malang**
- Interviewer** : **Zandi Ernomo**
- Interviewee** : **ESP instructor**
- Position of interviewee** : **Subject of research**



- 35      Researcher      I saw you using Indonesian while teaching, what is the purpose of using it in your class
- 36      ESP Instructor    yeah, I think, it's 50 50 (*using Indonesian and English*). The purpose is to make students more interested in participating within classroom activity.



## APPENDIX II

### TRANSKRIPSI INTERVIEW DALAM BAHASA INDONESIA

**Tanggal** : 27 Agustus 2018

**Tempat** : UMM Malang

**Pewawancara** : Zandi Ernomo

**Yang diwawancarai** : Instruktur ESP

**Posisi yang diwawancarai** : Subjek penelitian

- 1 Peneliti : Assalamualaikum
- 2 Instruktur ESP : Waalaaikumsalam
- 3 Researcher : senang bertemu dengan anda
- 4 Instruktur ESP : oke
- 5 Peneliti : apakah tidak ada kelas hari ini?
- 6 Instruktur ESP : sebenarnya ada. Satu kelas tapi sudah saya ganti jadwalnya
- 7 Peneliti : oh apakah karena ada interview ini
- 8 Instruktur ESP : hehe.. sebagian
- 9 Peneliti : saya minta maaf kalau kegiatan ini mengganggu jadwal ngajar anda. Apakah tidak mengapa kalau saya melanjutkan?
- 10 Instruktur ESP : ok tidak apa bro. Tidak ada yang harus dikhawatirkan. Saya sangat senang bisa membantu
- 11 Peneliti : terima kasih, ok saya tidak akan berlam lama. Mari langsung ke pertanyaan pertama. Tolong sebutkan beberapa kegiatan yang anda lakukan ketika mengajar untuk memotivasi mahasiswa
- 12 Instruktur ESP : Errmm... beberapa strategi yang saya biasanya lakukan untuk memotivasi adalah menyuruh siswa berani menanggapi sebuah pertanyaan, hmmm dan memberitahu mereka bahwa bahasa inggris sama pentingnya dengan matematika
- 13 Peneliti : tolong anda spesifikkan bagaimana cara anda menyuruh siswa berani menanggapi pertanyaan, maksud saya tidak takut untuk berani berbicara
- 14 Instruktur ESP : baik, dengan cara member tau bahwa membuat kesalahan adalah hal yang alamiah dalam setiap kelas bahasa asing. Jadi saya member tau mereka untuk membuat kesalahan, jangan takut dan belajarlah dari kesalahan tersebut. Dengan begitu mereka akan maju
- 15 Peneliti : apakah ada hal lain yang ingin anda sampaikan?
- 16 Instruktur ESP : dan juga ini, saya biasanya memberikan sebuah ilustrasi kepada

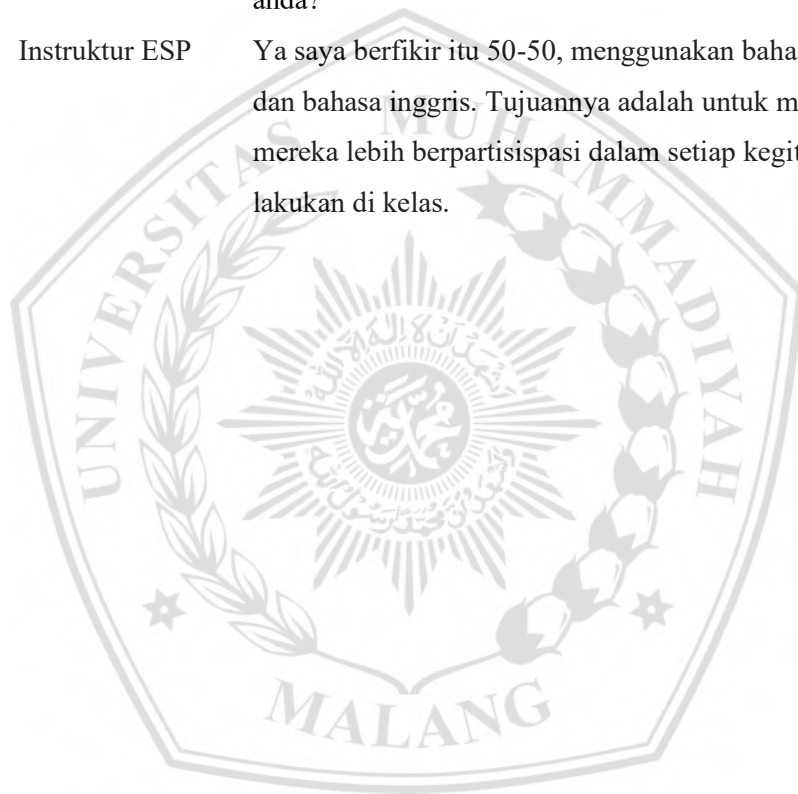
mereka. Contohnya, seperti....ini sesuatu yang saya katakan kepada mereka. Membuat kesalahan adalah seperti proses membuat pisau menjadi tajam, dan pisau yang tajam tersebut sangatlah mudah memotong ketimbang pisau yang tumpul

- 17 Peneliti : jadi anda mengatakan demikian kepada mahasiswa
- 18 Instruktur ESP : ya
- 19 Peneliti : apakah ada strategi tambahan yang ingin anda katakan?
- 20 Instruktur ESP : oh ya... mengatakan kepada mahasiswa bahwa saya ini sama seperti mereka, maksud saya saya juga belajar. Ketika saya mahasiswa seperti kalian saya menyadari bahwa saya tidak cukup baik dan perlu belajar berulang kali untuk memahami materi pembelajaran yang diberikan oleh dosen
- 21 Peneliti : jadi anda menceritakan pengalaman anda waktu itu kepada mahasiswa
- 22 Instruktur ESP : ya tentunya
- 23 Peneliti : apakah hanya itu
- 24 Instruktur ESP : well iya. dan biasanya juga mahasiswa merasa senang jika aktifitas pembelajaran merefleksikan apa yang mereka mau
- 25 Peneliti : hmmm, bisakah anda menjelaskan lebih jauh tentang itu?
- 26 Instruktur ESP : maksud saya sesuatu seperti hmmm, melihat film atau bermain game yang menarik seharusnya dijadikan bagian dalam pembelajarannya.
- 27 Peneliti : oh oke saya mengerti, hal tersebut pastinya sangat menyenangkan bagi mereka
- 28 Instruktur ESP : ya pastinya hehe..
- 29 Peneliti : apakah ada hal lain yang ingin anda katakan?
- 30 Instruktur ESP : saya rasa itu saja
- 31 Peneliti : Ok terima kasih atas waktunya. Saya akan member tahu anda jika ada hal yang akan saya tanyakan kembali.
- 32 Instruktur ESP : oke. WA saya sehari sebelum jika mau ada interview lagi
- 33 Peneliti : oke. Assalamualaikum
- 34 Instruktur ESP : Waalaikum salam

**INTERVIEW LEBIH LANJUT YANG DILAKSANAKAN SETELAH  
OBSERVASI**

**Tanggal** : 1 Oktober 2018  
**Tempat** : UMM Malang  
**Pewawancara** : Zandi Ernomo  
**Yang diwawancarai** : Instruktur ESP  
**Posisi yang diwawancarai** : Subjek penelitian

- 35 Peneliti Saya melihat anda menggunakan bahasa Indonesia ketika mengajar. Apa tujuan anda melakukan hal tersebut di kelas anda?
- 36 Instruktur ESP Ya saya berfikir itu 50-50, menggunakan bahasa Indonesia dan bahasa Inggris. Tujuannya adalah untuk membuat mereka lebih berpartisipasi dalam setiap kegiatan yang saya lakukan di kelas.



## APPENDIX III

### THE TRANSCRIPTION OF CLASSROOM OBSERVATION 1

**Date** : September 17, 2018

**Place** : UMM Malang

**Observer** : Zandi Ernomo

**Object of observation** : ESP instructor

- 1 Instruktur ESP : Assalamualaikum warrahmatullah wabarakatuh
- 2 Mahasiswa : waalakum salam warrahmatullah wabarakatuh
- 3 Instruktur ESP : how do you do?
- 4 Mahasiswa : I'm fine
- 5 Instruktur ESP : how do you? (*showing gesture of inviting sts to participate in responding 'how do you do?ESP instructor do this while walking around the class*)
- 6 Mahasiswa : I'm fine
- 7 Instruktur ESP : How do you do? (*pointing another student*)
- 8 Mahasiswa : I'm fine
- 9 Instruktur ESP : *pointing another student, asking one Sts to respond such question*
- 10 Mahasiswa : fine
- 11 Instruktur ESP : fine... good. Ok once more. How do you do? (*asking to the whole class*) all ya, all of you answer.
- 12 Mahasiswa : I'm fine
- 13 Instruktur ESP : I'm fine hmm,, I'm fine. Ok now I ask you how are you today?
- 14 Mahasiswa : I'm fine
- 15 Instruktur ESP : fine. how are you?
- 16 Mahasiswa : fine
- 17 Instruktur ESP : how do you do?
- 18 Mahasiswa : how do you do?
- 19 Instruktur ESP : yeah that's it (*give applause to students responding to the question correctly*) ok if we someone ask you how do you do? [so you have to reply] how do you do? Thank you. So you don't have to answer I'm fine now. But if someone ask you how are you today, [the reply is] I'm fine. So this is just reciprocal. It doesn't need specific answer. It is the same as hello, Hi. If I say Hi, what is your response?
- 20 Mahasiswa : hello

- 21 Instruktur ESP : Hello kan (*switching to Indonesian saying 'kan'*)  
: but if I ask you how are you today? Your response should be I'm fine, I'm good. I'm okay, I'm not so good, but for this one (*pointing written message on whiteboard 'how do you do'*) usually this is to hmm, greet someone that you never met before, jadi kepada orang yang belum pernah kita temui, just same as Hello. Ok how are you today?
- 22 Mahasiswa : I'm fine
- 23 Instruktur ESP : fine means not 100 percent okay. I'm good. Oh I'm good. Oh I'm well. (*class instruction interrupted by the other speaking instructors*). (*after a few minutes teacher starts*) ok how do you do?
- 24 Mahasiswa : How do you do?
- 25 Instruktur ESP : ok first of all my name is (*teacher walk toward WB and starts writing*) is there any *sunduk*?
- 26 Mahasiswa : *laughing*
- 27 Instruktur ESP : is there anyone who has '*sunduk*'?
- 28 Mahasiswa : *laughing*
- 29 Instruktur ESP : ada yang punya penggaris?..... No
- 30 Mahasiswa : No
- 31 Instruktur ESP : ok here's my name, you can call me pak geng. Pak geng,
- 32 Mahasiswa : Mr. Geng
- 33 Instruktur ESP : Mr. Geng, ustad geng sama, not Pak su
- 34 Mahasiswa : *laughing*..... Mr. Su
- 35 Instruktur ESP : yeahh.. It sounds grief ya. Mr. Su, it sounds Su!!!
- 36 Mahasiswa : *laughing*
- 37 Instruktur ESP : apalagi ada tambahan AAA
- 38 Mahasiswa : *laughing*
- 39 Instruktur ESP : ok, the class will be divided by two. Me and Mr bla bla bla (*pointing the other ESP speaking instructor*) ok starting from Muhammad Ari,, where is Muhammad Ari? Until Dinda
- 40 Mahasiswa : dinda siapa? Dinda tok,, Dinda doang (*the other students starts laughing*). Mulai NIM saja
- 41 Instruktur ESP : Ok Mulai NIM 256 ya,, 256 sampe 282 stay here  
*some students starts leaving the class to join the other speaking class, while NIM 256 to 258 stays in the class with Instruktur ESP*

42      Instruktur ESP      Ok this one ya (*pointing to presentation slide*) today we are going to learn or study about FLSP. What is the FLSP? This is the program. Actually for the first time, starting from this year we use FLSP but the term before is ESP jadi sebelumnya ESP. What's ESP? English for specific purposes, that's English. But starting from this semester the term has changed into FLSP. So it's not only English but Chinese. Why should be FLSP given to you all? This is the product of UMM. Designed for 1<sup>st</sup> and 2<sup>nd</sup> semester students only. To you. The 1<sup>st</sup> semester is called FLSP 1 while FLSP 2 is given at the 2<sup>nd</sup> semester. What's inside FLSP 1 speaking, listening, and reading 1 jadi ada 3 skill yang diberikan di FLSP 1. Three subjects. Every faculty every department. Every major must take this program. This is a must. Wajib ya. Fardhu ain ya or compulsory. For the 1<sup>st</sup> and 2<sup>nd</sup> semester students. It's automatically, what's it, printed in your KSM. And not we have speaking 1. In the speaking the class is divided into two. Every classes. Ok speaking one . ok what FLSP? Ok this is the objectives FLSP speaking one. The students are expected to be active in speaking and using English in daily activities. After you finish. Setelah selesai menempuh mata kuliah ini, it depends on you ya. Hopefully you can be active in speaking especially in using English ... interview, misalkan job interview dalam misalkan apa hmmm dunia kerja, meeting client or bertemu dengan klien, you are expected ya, diharapkan siswa aktif dalam speaking ngomong dalam bahasa inggris cap cus, khususnya dalam percakapan sehari hari. This is actually the objective of speaking. And about this one, kegiatannya nanti depends on the situation ya, this is daily activities, perform self introduction, introduce yourself and then informing friends or third person point of view, jadi yang tiga itu berhubungan dengan hmmm,, asalnya dari mana, la terus apakah boleh bilang how do you do dalm konteks ini? This is introduction actually, itu simple ya, Hi itu introduction sebenarnya, perkenalan but not specifically, bisa itu dianggap sebagai perkenalan, permisi mbak, halo mbak, nah itu sebenarnya mulai perkenalan sebenarnya. So this is all general outline ya what you are going to this semester but once again it depends on the time,

situation. We can select this as the first, and this one for the second, or maybe jump so based on the situation because this is just an outline. So here in the class here kelas ini speaking what's you doing evaluate pasti itu yang harus kita lakukan. this is actually the assessment. Penilaian dari sini. The student's success based on the performance present the activity above (*presented in the outline*) jadi di speaking banyak banyak ngomong misalkan sering nanya, and then responding to friend's questions or something. For example discuss something and then you response ..... Ok pak saya mau ijin pulang karena mau dilamar (*talking about classroom rules*)

- 43 Mahasiswa : *Laughing*
- 44 Instruktur ESP : That's the principle, please be there. Ok this time absent. And 15" late this is the maximum time for being late. What if more than 15". Lebih dari 15. Suppose our class this one ya (*writing the time when the class should be started and finished on WB*) so the class should begin at 16.20 or enam belas dua satu lah. Basically I compromise 15" if you're late more than 15". Kalau lebih dari 15 menit apa. What should you do?. Kalau di sekolah dulu mungkin terlambat 15 menit mungkin lebih ditinggalkan kelasnya dan nongkrong di stasiun. What should you do? Apa yang harus kalian lakukan? Balik ke kostan? Atau wes kemana gitu? Ndak jaman sekarang apalagi kalau cewek, sudah mandi, mandi susu, pake brush on dan segalanya
- 45 Mahasiswa : *Laughing*
- 46 Instruktur ESP : if you come more than 15 minutes, you may come to the class, it's fine. silahkan masuk saja. But, we have agreement. Please obey the rule. ok now who's the captain now? Siapa yang bertanggung jawab dalam kelas ini? ... Who's the captain here?
- 47 Mahasiswa : *one of students raise his hand*
- 48 Instruktur ESP : Ok if you want to ask for permission, just text me. You do not have to call. Just sms or mms
- 49 Mahasiswa : *Laughing. One student says what's mms?*
- 50 Instruktur ESP : it's miscall miscall saja.
- 51 Mahasiswa : *Laughing*
- 52 Instruktur ESP : ok just text me, and saya ndak punya garis ya. Jadi just WA (whatsup). Jadi garis itu line



- 53 Mahasiswa : *laughing*
- 54 Instruktur ESP : jadi saya ndak punya garis, line itu loh maksud saya. So you may text me through WA or SMS. Simple and clear. In English is preferable. For example askum pak, I'm..... I cannot join your class because I'm sick (*modelling of texting when students want to ask for permission*)
- 55 Instruktur ESP : ok now I'll give you my number, it's oh-eight-five-six. Oh-eight-five-six-three-five. Three-five-double three- five
- 56 Mahasiswa : double?
- 57 Instruktur ESP : double three-five. *Instruktur ESP repeats the cellphone number to students*
- 58 Mahasiswa : tiga lima tiga lima berapa tadi? (*talking to her friends*)
- 59 Instruktur ESP : *repeating the cellphone number*
- 60 Mahasiswa : Sir what do you miscall?
- 61 Instruktur ESP : kosong lapan satu tiga tujuh .....
- 62 Mahasiswa : Sir what about next, kita di kelas ini?
- 63 Instruktur ESP : tetep di kelas ini, actually it's difficult to find the room. *Instruktur ESP turn on the lamp.* ok now let's check the attendance list. Muhammad Hanif Fahsya, where are you from?
- 64 Mahasiswa : borneo
- 65 Instruktur ESP : borneo. Borneo? Febrina .... where are you from?
- 66 Mahasiswa : *unclear student's talk*
- 67 Instruktur ESP : what's your nickname?
- 68 Mahasiswa : *unclear student's talk*
- 69 Instruktur ESP : the topic is about (*Instruktur ESP gives clues about learning activity next week*) self introduction. Self introduction includes name, origin, and maybe your nickname. This is actually important ya. For example what's your nick name? Panggilannya apa. So if you want to introduce your name, someone will call you. It's possible to call your whole name? Masa seperti ini Hi Sugeng Hariadi. It's too long right? Kurang kerjaan kalau orang bilang seperti itu. So this one is something you gonna do next week. One by one. Maybe your friends do not know who are you. So this is simple information not too difficult..... so next week we meet jam (*Instruktur ESP set up the schedule for next meeting*).....ok

thank you for your coming. See you motorow

- 70 Mahasiswa : see you tomorrow (*some laughing*)  
71 Instruktur ESP : Assalamualaikum warrahmatullah wabarakatuh  
72 Mahasiswa : waalakum salam warrahmatullah wabarakatuh



## APPENDIX IV

### THE TRANSCRIPTION OF CLASSROOM OBSERVATION 2

**Date** : September 24, 2018

**Place** : UMM Malang

**Observer** : Zandi Ernomo

**Object of observation** : ESP instructor

- 73 Instruktur ESP : Assalamualaikum warrahmatullah wabarakatuh
- 74 Mahasiswa : waalakum salam warrahmatullah wabarakatuh
- 75 Instruktur ESP : (*checking students attendance*) so far so good
- 76 Mahasiswa : so far so good
- 77 Instruktur ESP : how are you today
- 78 Mahasiswa : I'm fine, and you
- 79 Instruktur ESP : good...(modelling the pronunciation of greeting response like *fine, good*). Ok today I'm going to, no we're going to learn biography text. You know biography text?
- 80 Mahasiswa : *silent no response*
- 81 Instruktur ESP : this is biography, now what is autobiography?
- 82 Mahasiswa : *silent no response*
- 83 Instruktur ESP : autobiography or biography, bedanya apa? Autobiography itu?
- 84 Mahasiswa : menulis orang lain
- 85 Instruktur ESP : menulis orang lain, kalau biography?
- 86 Mahasiswa : diri sendiri
- 87 Instruktur ESP : diri sendiri..... kalau autobiography tulis sendiri, tapi kalau biography menulis orang lain. Ok auto dari kata auto. Auto itu apa seh? Otomatis itu loh. Automatic matic itu apa auto itu sendiri matic itu jalan jadi automatic itu jalan sendiri. Jadi autobiography itu kita.... bio.. biography. Dari kata bio. What is bio? Bioi adalah kehidupan. Graphy
- 88 Mahasiswa : tulisan
- 89 Instruktur ESP : tu-lisan. Autobiography means tulisan ya. Tulisan orang lain kehidupan,,, auto,,, yang ditulis... ya. Jadinya ya. He or she important person ya. Kalau orangnya ndak penting ya ndak perlu nulis biography. At least, she or he public figure. She or he is famous. She or he can be artist, or so on. One example is Anis

Baswedan. You know Anis Baswedan?

- 90 Mahasiswa : Yes
- 91 Instruktur ESP : tau ya
- 92 Mahasiswa : tau
- 93 Instruktur ESP : kenal
- 94 Mahasiswa : kenal (*mocking*)
- 95 Instruktur ESP : itu bedanya kenal sama tau. If you are not public figure, boleh ya menulis biography... ya boleh tapi hmm. What is the purpose?..... ok back again to Anies Baswedan. Who is he now? What is his job now?
- 96 Mahasiswa : Gubernur
- 97 Instruktur ESP : Gubernur.. betul?
- 98 Mahasiswa : yes
- 99 Instruktur ESP : Gubernur apa?
- 100 Mahasiswa : *unclear talk*
- 101 Instruktur ESP : yes he is a governor of DKI Jakarta. He was a minister of .....
- 102 Mahasiswa : Indonesia
- 103 Instruktur ESP : Yeah he was a minster of Indonesia. Now he is a governor of Jakarta. Now where is he from?
- 104 Mahasiswa : from Tulungagung (*making a joke*)
- 105 Instruktur ESP : ada yang tahu?? (*with smiling*)
- 106 Mahasiswa : Indonesia (*making a joke*)
- 107 Instruktur ESP : where`s he from?
- 108 Mahasiswa : Jakarta
- 109 Instruktur ESP : actually he isn't from Jakarta ya. He is from Kuningan, west Java. From yellow
- 110 Mahasiswa : from yellow! (*laughing*)
- 111 Instruktur ESP : ok now, this is the most important thing ya, what is his achievement? Apa sih karyanya? Prestasinya? This is the purpose of writing biography
- 112 Mahasiswa : *unclear talk*
- 113 Instruktur ESP : yeah first he was a rector of universitas paramadina, and he has ya, released a program of Indonesia
- 114 Mahasiswa : Indonesia mengajar .....
- 115 Instruktur ESP : kalau autobiography.... his name is baswedan, anis rosyid

baswedan (*giving example of answering the task in ESP book*).

Kalau autobiography?

- 116 Mahasiswa : I...
- 117 Instruktur ESP : yeah My name, bukan his name , so my name is anis rosyid baswedan, and many people call??
- 118 Mahasiswa : call me
- 119 Instruktur ESP : me anis baswedan or baswedan
- 120 Mahasiswa : (*trying to answer the sequene of question*) he was born...
- 121 Instruktur ESP : I was born.... I was born on may 7<sup>th</sup> 1969. Itu kalau bulan didulukan American style. Kalau british style tanggalnya dulu baru bulan
- 122 Mahasiswa : American style...
- 123 Instruktur ESP : jadi American English. Ok May 7<sup>th</sup> 1969. Currently I....  
(*Interrupted by student coming late, knocking the door*)
- 124 Mahasiswa : masuk
- 125 Instruktur ESP : come in
- 126 Mahasiswa : come in
- 127 Instruktur ESP : Currently I
- 128 Mahasiswa : was born.... is
- 129 Instruktur ESP : I is??
- 130 Mahasiswa : oh I am
- 131 Instruktur ESP : Currently I am
- 132 Mahasiswa : is
- 133 Instruktur ESP : ndak usah is lagi, I am one of the boss ....(*unclear talk*) of Indonesia because
- 134 Mahasiswa : I am....my
- 135 Instruktur ESP : my achievement Indonesian Indonesia. Aku lahir tanggal 7 mei 1969. Currently ya, currently maksudnya. I am one of. Aku salah satu diantara orang orang yang influential. Ber..?
- 136 Mahasiswa : berpengaruh
- 137 Instruktur ESP : berpengaruh..... He is?
- 138 Mahasiswa : I am the one
- 139 Instruktur ESP : I am the one who establish, aku adalah orang yang mendirikan. Establish. One of the most popular program in Indonesia. Salah satu program pendidikan yang paling popular di Indonesia. Yang

disebut diberi nama

140 Mahasiswa : Indonesia mengajar

141 Instruktur ESP : so this is biography, jadi orang lain menuliskan. Siapa menuliskan? If you're writing biography you have to state your name the writer. Kemudian resource. This one i have another example (*this time hellen keler text depicting through LCD*).



## APPENDIX V

**Di bawah ini adalah daftar strategi motivasi yang mungkin digunakan oleh beberapa instruktur English for Specific Purpose (ESP) dalam memotivasi mahasiswa. Saya meminta bantuan anda dalam menentukan seberapa sering anda menggunakan beberapa strategi di bawah ini dalam praktik pengajaran anda sendiri. Terima kasih atas bantuannya**

Nama :  
 Nomor Telpn :  
 Jenis Kelamin : Laki-laki/ wanita  
 Berapa lama anda mengajar :

No	Items	Never (1)	Almost never (2)	Sometimes (3)	Almost every time (4)	Every time (5)
1	Sering menciptakan humor dan membangkitkan canda dan tawa dalam kelas					
2	Menunjukkan kepada para mahasiswa bahwa anda menghormati, menerima, dan peduli terhadap mereka					
3	Memberikan kesempatan kepada mahasiswa agar bisa membaaur dan saling mengenal satu sama lain dengan lebih baik					
4	Mengenalkan kepada mahasiswa tentang latar belakang budaya bahasa Inggris					
5	Menjelaskan pentingnya aturan kelas yang bersifat wajib dan bagaimana peraturan tersebut berdampak pada proses pembelajaran. Kemudian meminta					

	persetujuan mereka terkait aturan tersebut					
6	Memberikan instruksi melaksanakan tugas yang jelas dengan cara mencontohkan apa saja yang perlu dilakukan					
7	Mengundang mahasiswa senior yang antusias belajar bahasa Inggris untuk berbicara tentang pengalaman positifnya dalam belajar bahasa Inggris					
8	Memantau prestasi mahasiswa, dan meluangkan waktu untuk merayakan keberhasilan dengan mereka					
9	Sering mengingatkan mahasiswa bahwa penguasaan bahasa Inggris sangat berguna bagi masa depan mereka (mis. mendapatkan pekerjaan yang lebih baik)					
10	Mendorong siswa untuk melakukan kegiatan pembelajaran yang tujuannya spesifik, realistis, dan tidak membutuhkan waktu lama (mis. belajar 5 kosakata bahasa Inggris setiap hari)					
11	Merancang tugas yang sesuai dengan kemampuan mahasiswa sehingga mereka sering merasakan keberhasilan					
12	Memperkenalkan berbagai konten					



	dan topik menarik bagi para mahasiswa dalam pembelajaran (mis. program TV dan bintang pop)					
13	Membuat tugas yang menantang dengan cara memasukkan unsur pemecahan masalah dan penemuan dalam tugas tersebut (mis. teka teki)					
14	Mengajari mahasiswa strategi memotivasi diri sehingga mereka tetap termotivasi walaupun menghadapi gangguan					
15	Memastikan nilai yang mereka dapat tidak hanya mencerminkan prestasi mahasiswa tetapi juga usaha yang mereka lakukan dalam mengerjakan tugas tersebut					
16	Meminta mahasiswa untuk memikirkan peraturan kelas yang ingin mereka rekomendasikan agar berguna dalam proses belajar mereka					
17	Menunjukkan antusiasme dalam mengajar bahasa Inggris dengan cara berkomitmen dan memotivasi diri sendiri					
18	Memberikan berbagai macam format penyampaian pembelajaran (mis. tugas tata bahasa yang dilanjutkan dengan kegiatan pelafalan kata)					
19	Mengundang orang asing (penutur					

	asli bahasa Inggris) sebagai tamu pembicara di kelas					
20	Membantu siswa agar mempunyai keyakinan yang realistis terhadap aktifitas pembelajaran mereka (mis. menjelaskan jumlah waktu yang dibutuhkan secara realistis dalam perkembangan kemampuan bahasa Inggris )					
21	Selalu memulai kelas dengan aktifitas yang singkat dan menarik (mis. permainan yang menyenangkan)					
22	Sering melibatkan mahasiswa dalam merancang pembelajaran (mis. memberikan pilihan tentang kegiatan dan topik yang ingin mereka bahas)					
23	Membangun hubungan yang baik dengan mahasiswa					
24	Mendorong mahasiswa dalam kegiatan yang memerlukan keterlibatan aktif (mis. melakukan presentasi grup)					
25.	Memberikan alasan yang masuk akal kepada mahasiswa mengapa kegiatan yang dilakukan bermakna atau penting					
26.	Mengetahui kebutuhan, tujuan, dan minat mahasiswa untuk kemudian di satukan dalam kurikulum					

	pembelajaran anda					
27.	Mendorong mahasiswa membuat produk yang dapat mereka tampilkan dan tunjukkan (mis. poster)					
28.	Mendorong mahasiswa agar berusaha lebih keras dengan cara menyampaikan keyakinan anda bahwa mereka dapat mengerjakan tugasnya					
29.	Memberikan pilihan terhadap mahasiswa tentang kapan dan bagaimana penilaian dan evaluasi dilakukan					
30.	Menciptakan suasana kelas yang mendukung dan menyenangkan di mana mahasiswa bebas dari pelecehan dan cemoohan					
31.	Menampilkan 'target belajar' di dinding dan meninjaunya secara berkala sesuai dengan perkembangan pembelajaran					
32.	Menggunakan berbagai macam materi autentik (mis. majalah, koran, atau lirik lagu) ketika mengajar sebagai materi tambahan					
33.	Menjelaskan kepada mahasiswa bahwa hal terpenting dalam belajar bahasa Inggris adalah mengkomunikasikan makna secara efektif bukan merasa khawatir					

	membuat kesalahan dalam tata bahasa					
34.	Memperhatikan kontribusi dan kemajuan mahasiswa dan memberikan masukan positif					
35.	Memberikan kegiatan yang membuat mahasiswa bisa bekerja bersama dalam kelompok (mis. merencanakan pertunjukan drama)					
36.	Mengajarkan berbagai macam teknik belajar yang membuat proses belajar menjadi lebih efektif dan mudah					
37.	Mengadopsi peran sebagai fasilitator (yaitu, membantu dan mengarahkan mahasiswa untuk berpikir dan belajar dengan cara mereka sendiri daripada memberitahukan pengetahuan secara langsung					
38.	Menekankan pentingnya bahasa Inggris dan mendorong mahasiswa agar menggunakannya ketika diluar kelas (mis. mengobrol lewat internet menggunakan bahasa Inggris )					
39.	Memotivasi mahasiswa dengan meningkatkan komunikasi bahasa Inggris di dalam kelas					
40.	Mengatakan pada mahasiswa bahwa anda menghargai pembelajaran bahasa Inggris					

	sebagai pengalaman yang memberikan kepuasan dan dapat menjadikan anda orang sukses					
41.	Menghindari perlakuan membanding bandingkan antar satu mahasiswa dengan yang lain (mis. membandingkan nilai satu mahasiswa dengan yang lainnya)					
42.	Memberitahu mahasiswa bahwa sebab utama kegagalan adalah karena mereka tidak melakukan usaha yang cukup bukan karena kemampuan berpikir yang kurang					
43.	Membuat tugas yang menarik dengan memasukan unsur novel dan fantasi agar rasa ingin tahu mereka bangkit					
44.	Mendorong mahasiswa untuk berbagi pengalaman dan pikiran mereka dan menjadikan hal tersebut sebagai bagian daripada tugas belajar					
45.	Memberikan berbagai macam media pembelajaran seperti gambar, kaset, dan film					
46.	Memberitahu kepada mahasiswa bahwa usaha belajar dan hasil capainnya terus dipantau					
47.	Menjadi diri sendiri dan berbagi informasi mengenai hobi, kesukaan dan apa yang tidak disukai					

48.	Memberikan kesempatan kepada mahasiswa untuk menilai diri mereka sendiri					

