EXPLORING THE MOTIVATIONAL TEACHING PRACTICES IN ENGLISH INTENSIVE PROGRAM

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ABSTRACT

The aim of this research was to explore the application of motivational teaching practices used by instructors and their impact on the students' motivation. The researcher applied case study that conducted in English Intensive Program of UIN Alauddin Makassar namely Pengembangan Intesifikasi Bahasa Asing (PIBA) in academic year 2017/2018. The data sources were 2 instructors and 72 first semester students that taken through purposive sampling. The first instructor taught Guidance and Counseling C Department students that consisted of 30 students and the second instructor taught Nursing A Department that consisted of 32 students. In collecting data, the motivational teaching Practices by instructor was taken through interview and observation. While, the impact of the application of motivational teaching practices on the students' motivation was taken through questionnaire. In brief, it could be concluded that there were two kinds instructors' perception about motivational teaching practices, they were Strongly Motivating Instructor (SMI) and Weakly Motivating Instructor (WMI). Besides, there were two kinds of instructors' motivation teaching practices implementation, they were Highly Implemented Motivational Teaching Practices (HIMTP) and Lowly Implemented Motivational Teaching Practices (LIMTP). Thus, the impact on the students' motivation was also different. The Strongly motivating instructor who implemented motivational teaching practices highly had more self-confidence students in learning English. While, the weakly motivating instructor who implemented motivational teaching practices lowly had less self-confidence students in learning English. Even though it could not be denied that all of the students from both classes still had high anxiety and low intrinsic motivation. Therefore, it was suggested for the instructor to applied personal approach to decrease the anxiety of the students and to increase their satisfying in learning English.

Keywords: Motivation, motivational practices, English intensive program

INTRODUCTION

English is one of the most important languages which are being spoken globally (Mansor, Badarudin, & Mat, 2011). It occupies a unique position among the languages of the world (Husain, 2011). Even though English is difficult, it still takes societies attention, Because in all life aspects, it has been determined a requirement to gain many things such as going abroad, continuing study, even looking for a job. Therefore, that is not wonder, if there are many people use this opportunity to prepare some course institutes for the people to learn English.

Not only course institutes but also in Universities, English become a subject that must be learnt by the students. For instance, in Universitas Negeri Makassar (UNM), there is an English intensive program for new students, called Intensive Integrated English Course (IIEC) which has twelve credits which will improve the students' profieciency in English. The other university that has similar program is Universitas Islam Negeri Alauddin (UIN) Makassar, called Pengembangan Intensifikasi Bahasa Asing (PIBA) that must be followed by the new students for two semesters. After joining in this program, the students will obtain a certificate which will be used in their final examination.

In PIBA, all of students have opportunity to master English just like in IIEC. There are many instructors who have different background education like bachelor graduation, Magister graduation, and doctoral graduation and also, they who have studied abroad. They are ready to transfer their knowledge and enrich the students' proficiency in mastering English. However, it does not have credits, thus some of the students underestimate this program. Sometimes, in some classes there are only 20 until 25 students, whereas actually there are 30 – 35 students in every class. Besides, if they come to the program, as if they just want to break down their obligation as students. They conduct undesirable behaviors such as making gossip with their friends, playing gadget, lying down on the floor when their instructor delivers the material. This situation gives description that almost the students' lack of motivation in learning English.

Whereas as Alrabai (2014) argued that motivation is a key factor in the acquisition of second and foreign languages. It influences how and why people learn as well as how they perform (Pintrich & Schink in Rahmat, 2016). Evidence for this relationship is the strong positive correlation between motivation and achievement: Students with higher motivation to learn are more likely to learn and achieve as compared to those with lower motivation to learn because when people are motivated, they are responding to situations that are a function of factors within and outside of them (McKenna's in Kiangura and Nyambegera, 2012).

Therefore, the researcher formulates a title that related to motivational practices "Exploring the Motivational Practices in English Intensive Program" The result of this research is intended to help the educators to identify the components of instruction that either increase or decrease students' motivation to learn. It also provides motivational strategies which an educator can incorporate into the instruction plan to make it responsive to the interests and needs of the students. Using motivational design to create motivational strategies and then incorporating these into the instruction can result in complementary enhancement of student learning and achievement.

Based on the previous explanation, the main objectives of this research were:

1. To explore the perception of the instructors about their motivational teaching practices in teaching English as Foreign Language in English Intensive Program
2. To describe the instructors' motivational teaching practices in their class in teaching English as Foreign Language in English Intensive Program
3. To find out the instructors' motivational teaching practices impact on the students' motivation in learning English as Foreign Language in English Intensive Program

REVIEW OF LITERATURE

Some Pertinent Ideas

Motivation

Motivation is a concept that explains why people behave as they do rather than how successful their behavior will be (Csizér & Dörnyei, 2005). According to Santrock (2005) Motivation involves the

processes that energize, direct, and sustain behavior. While Harmer (2001) state that "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something". The word motivation is derived from motive that means anything that encourages person to act to do something (Purwanto, 2011). As addition, Wongwiwatthananukit and Popovich (2000) stated that Motivation is something that gets a person going, keeps the person moving, and helps the person to get the accomplished jobs. The motivated individual will enjoy the task of learning the language (Wesely, 2010). Kubanyiova in Weda (2016) stated that the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but it is also influenced by complex motivational and affective factors. Motivation is a crucial aspect of teaching and learning. In fact, some experts have argued that learning and motivation are so interdependent that it is impossible to understand learning without understanding motivation (Moreno, 2010).

Based on the explanation above, the researcher can conclude that motivation is the desire and effort which drive people to do anything act to achieve the goal. Motivation is an essential factor in learning because it has an influence toward students' success or failure as language learners.

Theories of Motivation

Brown's Theory

There are three different perspectives emerge based on Brown's theory. First, from a behavioral perspective, motivation drive to acquire positive reinforcement, and driven by previous experiences of reward for behavior, we act accordingly to achieve further reinforcement. Second, in cognitive terms, motivation places much more emphasis on the individual's decisions. Third, in constructivist term means each person is motivated baseg on his or her environment in ways that are unique which carried out within a cultural and social context. (Santrock. 2005).

Keller's Theory

In education, one particular model developed by Keller the Attention, Relevance, Confidence, and Satisfaction (ARCS) Model, focuses on creating, stimulating, and maintaining motivational strategies used for instructional design. It is a systematic meant of improving the motivational appeal of instructional materials, of educator behavior, and of the way in which lessons or modules and courses are designed. It helps an educator to identify the component of instruction that either increases or decreases students' motivation to learn and also provides motivational strategies which an educator can use to make instruction responsive to the interests and needs of students. This model was created because of the lack of guidance that presently exists for improving the motivational quality of instruction. There have been many writings about how to design instruction that will be effective if students want to learn, but there is relatively little that demonstrates to an educator how to make the instruction more appealing (Wongwiwatthananukit & Popovich, 2000).

1. Attention

The attention mentioned in this theory refers to the interest displayed by learners in taking in the concepts being taught. This component is split into three categories: perceptual arousal (using surprise

or uncertain situations); inquiry arousal (offering challenging questions and/or problems to answer/solve); and variability (using a variety of resources and methods of teaching) (Poulsen, Lam, Cisneros, & Trust, 2008).

2. Relevance

Relevance results from connecting the content of instruction to important goals of the learners, their past interests, and their learning styles (Keller, 2000). According to Wongwiwatthananukit and Popovich (2000) Relevance refers to the student's perception that the instruction is related to personal/career needs or goals. While Relevance, according to Keller in Poulsen et al. (2008) must be established by using language and examples that the learners are familiar with. The 3 major strategies Keller presents are: goal orientation, motive matching, and familiarity.

3. Confidence

The third requirement in ARCS Model is to build Confidence**.** This is accomplished by helping students establish positive expectancies for success (Keller, 2000).The confidence aspect of the ARCS model focuses on establishing positive expectations for achieving success among learners. The confidence level of learners is often correlated with motivation and the amount of effort put forth in reaching a performance objective. For this reason, it's important that learning design provides students with a method for estimating their probability of success. This can be achieved in the form of a syllabus and grading policy, rubrics, or a time estimate to complete tasks. Additionally, confidence is built when positive reinforcement for personal achievements is given through timely, relevant feedback (Poulsen et al., 2008). Keller in Poulsen et al. (2008) offers learning designers the following confidence building 3 strategies namely performance requirements, success opportunity and personal control.

4. Satisfaction

Finally, learners must obtain some type of satisfaction or reward from a learning experience. Satisfaction refers to positive feelings about one's accomplishments and learning experiences (Keller, 2000). This satisfaction can be from a sense of achievement, praise from a higher-up, or mere entertainment. Feedback and reinforcement are important elements and when learners appreciate the results, they will be motivated to learn. Satisfaction is based upon motivation, which can be intrinsic or extrinsic. Keller in Poulsen et al. (2008) suggests three main strategies to promote satisfaction namely intrinsic reinforcement, extrinsic rewards and equity. Intrinsic Reinforcement means encourage and support intrinsic enjoyment of the learning experience. *Example: The teacher invites former students to provide testimonials on how learning these skills helped them with subsequent homework and class projects.* Extrinsic Rewards means provide positive reinforcement and motivational feedback. *Example: The teacher awards certificates to students as they master the complete set of skills.* While Equity means maintaining consistent standards and consequences for success. *Example: After the term project has been completed, the teacher provides evaluative feedback using the criteria described in class* (Poulsen et al., 2008). To keep learners satisfied,

instruction should be designed to allow them to use their newly-learned skills as soon as possible in as authentic a setting as possible.

METHOD

Respondents

This study employed case study design that conducted in English Intensive Program in academic year 2017/2018. The data sources were 2 instructors and 72 first semester students that taken through purposive sampling. The first instructor taught Guidance and Counseling C Department students (IA) that consisted of 30 students and the second instructor taught Nursing A Department students (IB) that consisted of 32 students.

Instruments

Interview Guide

In interview section, there were 12 questions that use to figure out about the perception of the instructors about their motivational teaching practices in teaching English. The interview questions was adopted from Keller's ARCS Motivational Design (Deemsey & Jhonson, 2008).

Observation Guide

The type of observation that researcher conducted was nonparticipant observation, where the observer was not directly involved in the situation being observed. In other words, the researcher observed and recorded behaviors but did not interact or participate in the life of the setting under study (Gay et al., 2012). This activity was very useful to find out the instructors' performance related to their motivational practices in delivering the material in the program by checking the Keller's ARCS Motivation design (See Appendix B).

Questionnaire

There were 67 items questionnaire that were employed. They were rated on a five-point Likert scale ranging from "Strongly disagree" to "Strongly agree" with the following values assigned to the rating options: "Strongly disagree" = 1, "Disagree" = 2, "Neither agree nor disagree (Undecided)" = 3, "Agree" = 4, "Strongly agree" = 5 (Alrabai, 2014) (See appendix C).

Procedure

The researcher interviewed the two instructors about their belief toward the motivational practices. The next step, the researcher attended the classes to observe the instructors' performance using Keller's ARCS Motivation. After that, the researcher gave questionnaire sheet about the students' perception about motivational practices. The last step was analyzing the qualitative and quantitative data.

Data Analysis

There were two kinds of data analysis in this research, namely qualitative data analysis and quantitative data analysis. Data from interview and observation analyzed using qualitative data analysis which employed flow model from Miles et al (2014) that consisted of three concurrent flows

of activity after the data collection, they are (a) data condensation, (b) data display and (c) conclusion: drawing or verification. While data from questionnaire was analyzed using qualitative data analysis below:

Table 3. The Questionnaire Score of students' perception that adopted from (Alrabai, 2014)

Statements	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
Descriptive statistics for the motivational variables in students' questionnaire and their items	5	4	3	2	1

The collected data from questionnaire tabulated and dropped into percentage by using the following formula:

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

With: P = Percentage

F = Frequency

N = Amount of sample

(Gay, Geoffrey, & A., 2006)

FINDINGS AND DISCUSSION

The Instructors' Perception about Their Motivational Teaching Practices

Table 4. Matrix of the Instructors' Perception on Their Motivational Teaching Practices

IA/ Strongly Motivating Instructor (SMI)	
Features	Manifestation (Evident)
Knowing the students need	*e:: in this case e:: we have to e:: make the student able to speak (0.1) in English but e:: in my class there are some e:: student really e:: lack in speaking (0.1) because of e::: lack of vocabulary so >for example<*
Inspiring	*yeah haha of the are not really confidence with their self for example oh my god I cannot e:: be success because my English is really:: down is lack of anything in English. So:: I just give them motivation that e::you can do you can do anything that someone do for example a student A can speak well students B also can speak well because you are in the same but it's just e:: it just about time*
Respect	*If they are good students in my class. We have to:: reward them. To make them more motivate. For example if they got e:: A or one hundred score e:: give them e:: reward like a gift just little like candy:*
	or thing or maybe just like how to say just word that will the motivation for example ᵒᵒoh very goodᵒᵒ or nice and also actually when we give a motivation for the students who e:: get e:: high score- actually e:: this the other students will:: motivate also-
IB/ Weakly Motivating Instructor (WMI)	

Features	Manifestation (Envident)
Worried	*Okey e::: it's really challenging actually because they are not from education department- so:: and then this is just like obligation for them to study in CBT program it's frightening but I can see their responsibilities from that (0.2) ya' they do assignment (0.1) most of I think it works (0.1) they*
Underestimate	*e:: ya' it's hard for them to answer the question (0.1)*
Considering the time	*Okey (0.1) meaningful opportunities for learners e:: actually in fact yah about my class here my nursing department the:: how to say my obstacle is most of the time are used for their practical practical*
Doubt	*iya the reinforcement for the students' success (0.1) em:: (0.5) e:: it based on intrinsic ya intrinsic reward (0.1) intrinsic reward maybe I am sorry I forgot some ssstt halo ssttt from the intrinsic reward I when the students do good things or maybe just a little achievement in their study try to praise them.*

Table 1 shows kinds of perception about motivational teaching practices that occured when the instructors were interviewed. There are two kinds perception that can be claimed, they are Strongly Motivating Inctructor (SMI) and Weakly Motivating Instructor (WMI) that will be elaborated below:

Strongly Motivating Instructor (SMI)

1) Knowing the students' need

In order to establish an effective and productive teaching learning process, the instructor not only must know about the students' name or where they come from but also they must know what the students need in their class. By knowing the students' needs, it can make the students realize that their instructor care to them. That case can be an indicator to increase the students' interest. It has been known that, an interest is a response of linking which is present when the people aware of their set or disposition toward the object (Slavin, 2003).

Besides, knowing the students' need can help the instructor to create the relevance material with their goals. The instructors perceive that the students can be motivated to learn if the instruction related to their personal goal and motives. It is in line with what Molden and Dweck in Elliott, Hufton, Willis, & Illushin (2005) opinion that examining people's goals may help us gain greater insights into different views of the means to achievement, the reasons for success or failure and the importance, to the individual, of achieving the desired outcome.

2) Inspiring

In teaching process, the instructors must be an inspirator. They must convey motivation to the students in order they can be motivated well in learning. Based on SecEd (2014) There are some traits of inspiring teacher, namely:

- Genuine warmth and empathy towards all students in the classroom.
- Respect for the students both in his/her behavior and use of language.
- Praising the students for effort towards realizing their potential.

- Seeking and honoring student choice and input.

- Making clear that all students know that he/she expects their best efforts in the classroom.

Some of traits above are in line with the way the instructors inspire her students' in the class.

3) Respect

In teaching process, respect or giving appreciation to the students achievement will increase their confidence and satisfaction in learning. By respect their achievement, inderectly, the instructor helps the students in building a positive expectation for success, to support or enhance the learner belief in their competence and to know their success is based upon their efforts and abilities (Poulsen et al, 2008). As the result, the students can be more confidence to reach their goal like work opportunity, being the best student, or even going abroad.

There are some ways that the instructors can conducted to show their respect to their stduents like in verbal way by saying positive words such, *excellent,very good, hmm it's good, etc.* The other ways by giving them some small prizes like pen, book, or candies. *Smiling and Nodding* is also the way to show respect on the students' achievement. It can be an incentive for the students. Incentives are positive or negative stimuli or events that can motivate a student's behavior. Advocates of the use of incentives emphasize that they add interest or excitement to the class and direct attention toward appropriate behavior and away from inappropriate behavior (Emmer & Evertson, 2009).

Weakly Motivating Instructor (WMI)

1) Worried

In this case, the instructor feels worried about her students ability in learning English. Worry tends to be more focused on thoughts in our heads(Winch, 2016). When conveyed the perception, the instructor tends to feel that her students cannot improve their proficiency in English. This kind of worried can give impact on the application of motivational teaching practice in the class.

2) Underestimate

Underetimate is estimate (something) to be smaller or less important than it actually is. When conveying the perception about the motvational teaching practice, the instructor tends to think that her instructor cannot be like the English education students. It is because they are from non-english department. This perception can give impact on the application of motivational teachin practice in the class.

3) Considering the Time

Many public-school teachers or lecturers work in environments that hinder them from doing their best to meet the needs of individual students in their classrooms. One of the reason is the lack of time that is prepared by the institution to teach in large class. One of the perception that the instructor conveyed is considering the time. There is a certain department in university that needs long time to learn because the classes are the large class.

4) Doubt

Doubt is a psychological state of mind which shows something that is flimsy and unclear (Sheth, 2018). In this case, the instructor feel doubt about her students' ability. The case can make the instructor feel doubt on her motivational teaching practices.

The Application of Motivational Teaching Practices of the Instructor in the Class

Table 5. Matrix of the Instructors'classroom Motivational Practices

IA / Highly Implemented Motivational Practices (HIMTP)	
Features	Manifestation (Evident)
• **Active**	*She walked and mastered the class area. She always showed her spirit in front of her students.*
• **Varied activity**	*Besides, she served varied activity that made her students keep spirit to learn English.* *The first activity, the instructor cheched the stduents' attendence list, then giving simple question about the previous material.* *The second activity, Giving the chance for the stduents to mention things and their position in her home* *The Third activity was the Instructor split the class into five groups. Each student counted number one until two.* *The fourth activity, the instructor asked the representative for each group to come forward and they describe a map to their friends/ group, then they must drew it.* *The fifth activity, the instructor began to introduce about the lesson at the day namely "Direction.*
• **Enthusiasm**	*If there is some of the students did not understand the material, she tried to explain again.*
• **Creative**	*She always prepared a media for teaching like a map for describing place and direction.* *The other media was making a vocabulary list for the stduents to make them easier to speak.* *If she did not have media, she use the tool in the class like whiteboard to play game.*
IB/ Lowly Implemented Motivational Teaching Practices (LIMTP)	
Features	Manifestation (Evident)
• **Less active**	*She just write down in the whiteboard*
• **Less varied**	*She just applied two kinds of teaching activities, namelt write in the whoteboard and exlpaining what have been written*
• **Less reinforcement**	*In interview section, she said that she will give reinforcement if the stduents have a good answer whether verbal or non verbal. But in the class she did ot applied it.*
• **Less creative**	*She just use whoteboard as a media*

Table 2 shows kinds of implementation of motivational teaching practies by the instructors in the class, they are Highly Implemented Motivational Teaching Practices (HIMTP) and Lowly Implemented Motivational Teaching Practices (LIMTP) that will be elaborated below:

Highly Implemented Motivational Teaching Practices (HIMTP)

Highly Implemented motivational teaching practices occored when the instructor applied many motivational teaching practices in the class. Those motivational teaching practices are:

- Capturing the students' Interest by giving some inspiring story or greet the students before the class is bagun.
- Stimulate inquiry by giving some direct quiz or direct question when the instructor checked the attendance list
- Maintain the students' attention by making rule for the first meeting.
- Considering the students' Goals by combining English and Bahasa indonesia in the class when the instructor explain the material.
- Match interest by giving the students chance to finished the assignment based on their favorite format whether written, or type
- Tie to experience by giving example of the material based on the reality or the situation that related to the students' life.
- Preparing succes opportunity for each students. In this case, all of students have chance to practice their langauge in the class.
- The quality of the students work by saying good or excellent
- Giving rewarding outcome like pen or candies.
- Grouping, where the instructor always split the class into some group. It is in line with what Dörnyei et al inKubanyiova (2016) argued that Peers appear to be influential in numerous ways, which has been documented in studies examining task motivation, learners' willingness to communicate and learner engagementand achievement

Lowly Impelemented Motivational Teaching Practices (HIMTP)

The quality of learning engagement in the classroom does not depend on students' cognitive abilities alone, but is also influenced by complex motivational and affective factors (Kubanyiova, 2016). Thus the instructors have a big role in deciding the best motivational practices for their students. However, if the application of motivational teaching practice in the class are low, the impact on the students' motivation also will be low. The motivational teaching practices that are categorized as lolwly implemented motivational teaching practices are the situation where the instructor only applied a few motivational teaching practices, like: *Just write down on the whiteboard, Explain the material, Giving question to the students, Smiling to the students and Giving score for each correct answer.*

The Impact of Instructors' Motivational Teaching Practices on the Students' Motivation

Table 6. The result of the Guaidance and Counseling Department Students' Questionnaire

No.	Indicators	Positive	Negative
1.	Instrumental orientation	√	
2.	Integrative orientation	√	
3.	Intrinsic motivation		√
4.	Attitudes towards English language teacher	√	
5.	Group cohesiveness	√	
6.	Linguistics self-confidence	√	
7.	Motivational intensity		√
8.	Learners' language anxiety		√
9.	Learner autonomy		√

Table 6 shows the result of the Guaidance and Counseling Department Students' Questionnaire. From nine indcators that related to motivation, the students tended to have positive impact on intrumental orietation, integrative orientation, attitudes toward english language teacher, group cohesivenessm and linguistic self-confidence. While, they tended to have negative impact on intrinsic motivation, motivational intensity, language anxiety and their autonomy.

Table 7. The result of Nursing Department Students' Questionnaire

No.	Indicators	Positive	Negative
1.	Instrumental orientation	√	
2.	Integrative orientation	√	
3.	Intrinsic motivation		√
4.	Attitudes towards English language teacher	√	
5.	Group cohesiveness	√	
6.	Linguistics self-confidence		√
7.	Motivational intensity		√
8.	Learners' language anxiety		√
9.	Learner autonomy		√

Table 7 shows the result of the Nursing Department Students' Questionnaire. From nine indcators that related to motivation, the students tended to have positive impact on intrumental orietation, integrative orientation, attitudes toward english language teacher, and group cohesivenessm. While, they tended to have negative impact on intrinsic motivation, linguistic self-confidence motivational intensity, language anxiety and their autonomy.

Basically, students' perception about the instructors' motivational practices consists of nine indicators that will be elaborated below:

The first indicator is instrumental orientation which shows the importance of learning English from the students' point of view. In this case, there are many students who agree or have positive view to those statements. Those are a proof that the application of motivation practices by their instructors' success to foster the students' interest and build positive perception about English.

The Second indicator is integrative orientation. Whivh means how the students realize the importance of learning English to their daily life. This indicator is just similar with the first indicator, that there are many students agree that English is importance in their daily life. It means that the instructor has built their belief that English will be part of their life.

The third indicator is intrinsic motivation that can be found the students' willingness to learn English from their heart. If the students have intrinsic motivation, they will be sincere to join the learning process.

The fourth indicator is attitudes toward English language teacher. The instructors perform in the class whether character and attitude very comfortable for the students. It is in line with what Weda (2016) said that the lecturer or instructor should have interesting personality like be decisive, friendly, intelligent, humor, professional, enthusiastic, unadorned, joke, discipline, kind-hearted, sense of smiling, relaxed, and easy going. Those motivation teaching practices can improve students' learning outcome.

The fifth indicator is group cohesiveness that means how the students' perception about their friends or their peer in the class. It is known that students' need for affiliation or relatedness is reflected in their motivation to spend time with peers, their close friendships, their attachment to their parents, and their desire to have a positive relationship with their teachers (Grolnic et al in Santrock 2005).

The sixth indicator is students' linguistic self-confidence, means that this indicator related to the students' self-confidence or their understanding about the lesson. The confidence level of learners is often correlated with motivation and the amount of effort put forth in reaching a performance objective (Poulsen, Lam, Cisneros, & Trust, 2008).

The seventh indicator is students' motivational intensity. It means that how often motivation of the students' increase. This one is important to be detected because the quality of learning engagement in the classroom setting does not depend upon students' cognitive abilities alone, but is also influenced by complex motivational and affective factors (Kubanyiova in Weda 2016). Even though the instructor had do their best but it cannot be denied if the situation occurs in the class because basically Motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer 2001).

The eight indicator is students' language anxiety which contained of the students' perception about their own language anxiety when learning English in the class taught by the instructor. Anxiety

is part of emotion. According to Goleman (2003) said that emotion as "each activity or thinking flaming, feeling, desire, or each mental condition that flares up. This kind of emotion can affect the students' motivation or even achievement. It can be seen that some of the students tended to have high language anxiety.

The last indicator is students' autonomy. It contained of the students' perception about their autonomy when conducting learning process are running on in the class. It is known that the students will be more focus when they learn about their needs. As Ryan & Deci in Santrock (2005) stated that students should be given more opportunities and responsibility for controlling their own achievement outcomes according to this perspective.

CONCLUSION

From the findings and discussion, there are three cases that will be concluded namely the perception of instructors about their motivational teaching practices, the implementation about their motivational teaching practices in the class and the impact of their motivational practices on the students' motivation.

The perception of instructors about their motivational practices consisted of two categories. The first is strongly motivated instructor (SMI) who showed the enthusiasm to convey the perception about the motivational practices and sure that the motivational practices that conducted in the class will increase the students' motivation. The second is weakly motivated instructor (WMI) who also showed the enthusiasm but sometimes convey the weakness of the program for example the program is not balanced because there are many students and the time is limited. Besides, the weakly one compares herself with the other instructor. The implementation of motivational practices in the class has conducted well and divided into two categories. The first is highly Implemented Motivational Practices (HIMTP) where the instructor applied all of indicators of Keller's theory namely, attention, relevance, confidence and satisfaction and suitable with the perception that has been conveyed before. The second is lowly Implemented motivational practices (LIMTP) where the instructor did not apply all of indicators of Keller's theory namely, attention, relevance, confidence and satisfaction and was not suitable with the perception that has been conveyed before. The impact of motivational practices on the students' motivation showed that high levels of instrumental and integrative motivations, positive attitudes toward their English teachers, and motivational intensity. But it could not be denied that they have low levels of autonomy, intrinsic motivation, and self-confidence and high levels of anxiety when learning English.

Thus, the stronger the instructors perceive on the motivation practices, the higher the implementation of motivational practices in the classroom teaching practices, the better the impact on the students' motivation in learning English.

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