An Analysis Of Teaching Strategies Used By English Lecturers In Increasing Students’ Motivation At Fourth Semester In STKIP Taman Siswa Bima In Academic Year 2018/2019

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Abstrak
The purpose of research were to analyze teaching strategies used by English lecturers and to analyze students responses of teaching strategies used by English lecturers in increase students’ motivation. This research were descriptive qualitative research method. The subject of this research were the lecturers in English Education Program, Teacher Training and Education. To collect the data, the researcher used video recording, interview, questionnaire and document to added the data. Based on the result finding the researcher can be concluded that the teaching strategies used by English lecturers can increase students’ motivation at fourth semester. English lecturers at fourth semester used same strategies in teaching based on video record and different strategies of the result interview. The first lecturer by applying always used discussion strategies and the second lecturer sometimes used cooperative strategies but dependent on the lesson different lesson different strategies his used but he always used strategies in teaching. Of the 21 students 18 students gave good responses to the first English lecturer while 3 students gave bad responses. If the second English lecturer of the 24 students all of the students gave good responses.

1. INTRODUCTION

Teaching strategies are plans, methods, or series of activities designed to achieves a particular, JR. David (1976: 15). David, as quoted by Gulo (2008: 3), states that teaching strategies for college class room is a plan, a method designed to achieve a particular educational goal. While for Nasution in BS Sidjabat, "teaching strategies are common in teaching and not so detailed and varied". From the explain that can conclude, teaching strategies are method designed not so detail and varied used by lecturers in teaching at classroom for educational goal. English lecturers have a good teaching strategies that is different from other lecturers in STKIP Taman Siswa Bima. From teaching strategies used by the lecturers can increase the motivation of English students’ especially students’ in the second and fourth semester.

David Myers (1996: 297) states that "motivation as a need or desire that serves to energize behavior and to direct it towards a goal". Hamer (1988: 51) states that motivation is a kind of internal drive which pushes someone to do things in order to achieve something or to research the goal. According to Jennifer George (2000: 927) motivation is "psychological force that determines the direction of a person ’s behavior, a person ’s level of effort and a person ’s level of persistence in the face of obstacles". Motivation is very need by students in each learning process beside the students’ have internal motivation but external motivation also very need by students, because without motivation the students will tend to want to learn. Based on my experience, if students do not feel motivated by their lecturers, the students will be lazy to learn and even lazy to take the lecturer course. Therefore, lecturers are highly required to be able to use a variety of teaching strategies that can increase the motivation of their students. Based on background above the researcher interest in
conducting a research entitled “An Analysis of Teaching Strategies Used by English Lecturers in Increasing Students’ Motivation at Fourth Semester in STKIP Taman Siswa Bima in Academic Year 2018/2019.

Definition of Teaching

Teaching is an ability that must be possessed by teachers, and the knowledge learned to be able to increase the ability to teach is an ability to deal with students who all have different characteristics, abilities and desires. Teachers or educators are required to be able to accommodate all the wishes of their students. Every teacher who teaches is expected to be able to understand the character of each student taught so that the child is able to capture the lessons given.

Oemar Hamalik (2009: 44-52), there are 4 opinions teaching that we view as more prominent opinions: 1) Teaching is conveying knowledge to students or students at school. This criterion is in line with the opinions of educational theories that behave on subjects called formal or traditional; 2) Teaching is inheriting culture to the young generation through school education. This formulation is more general than the first formulation, but between the two is in the mind in rhythm; 3) Teaching is an effort to organize the environment so as to create learning conditions for students. This formulation is considered more advanced than the formula and the learning process. This formulation is in line with the opinion of Mc. Donald points out the following: Education, in the sense used here, is a process or activity that is directed at producing desirable, changes in the behavior of human beings; and 4) Teaching is a process of helping students deal with people’s lives everyday. This view is supported by experts who are oriented towards the life of the community. Which view states that school and society are an integration. Said G.E. Olsen: Education is here and now.

Learning Strategies

According to Gulo (2008: 3), states that learning strategies are plans and methods of teaching so that all basic principles can be implemented and all teaching goals can be achieved effectively. The methods of teaching are a pattern and general sequence of teacher-student actions in the realization of teaching and learning activities. The pattern in the general sequence of teacher-student actions is a general framework of teaching and learning activities arranged in a series towards the stated goals.

Definition of Motivation

Motivation has been central in both education and psychological research. It plays a significant role in several theories of human development and learning. There are some expert who define the word motivation. According to Krause, Bochener, and Duchesne (2003) the word motivation refers to getting someone moving. Or someone else, we develop incentives that start or stop the behavior. Believes that Brown (2001: 75) states motivation is a factor of high or low of the goal.

2. RESEARCH METHOD

Research Design

In this research, the researcher used the descriptive qualitative method. Descriptive research describes and interprets events, condition, or situation, of the present. On the other hand, qualitative research is research method based on post-positivism and naturalist paradigm. It has some characteristics: (1) the objects observed are process and value; (2) most of data are words; (3) when collecting data, the researcher actively interact with the data sources; (4) the data are analyzes inductively; (5) the result of the research cannot be generalized; (6) the research is subjective and related to value (Joko, 2004:3). In qualitative research, the researcher investigates the quality of relationship, actives, and situation or material. (Fraenkel and Wallen, 2005:502).
Population and Sample

The total number of all English lecturers at fourth semester there are nine English lecturers. From nine English lecturers the researcher take two English lecturers at fourth semester as responses of this research.

Method of Data Collection and Instruments

The data was collected by used fourth methods, namely: video recording, interview, questionnaire and documents. (1) Video Record. The researcher used video record to take data analysis teaching strategies used by English lecturers. In this video record the researcher did record the begun from lecturers opened the lesson until closed the lesson. In this research the researcher take two video recording every English lecturers.(2) Interview. One of the most popular techniques for obtaining information in research by asking respondent orally is interview. The information is obtained directly from the respondents while talking face to face. Nazir (2005:193) says that interview is the process the collecting information an for research goal through talking face to face with the respondents using instrument which is called interview guide. It is done spontaneously but it is directed into information that we expects from respondents. There some factors which influence interaction on an interview situation, interviewer, respondents, and contents. There are two types of interview in structured or non-directive interview and structured or directive interview. In this research, researcher used structured interview in order that process was effective and efficient. By this technique, the researcher make interview to two English lecturers in STKIP Taman Siswa Bima. The topic of interview was about teaching strategies used by English lecturers in increasing students’ motivation at fourth semester in STKIP Taman Siswa Bima in Academic year 2018/2019.(3) Questionnaire. In this research, the researcher used opening questionnaire and the questionnaire consists of 10 questions in the form essay.(4) Documents. According to Sutopo (2001:69), written documents are sources of research, which are often having important roles in qualitative research. Further, he explains that document is used in research because of some reasons: documents are source of research, which is stable, rich and supported: it is as evidence to a testing and it has natural characteristics, therefore it is appropriate to qualitative research. In this research, the researcher analyzed documents, in the form of semester learning plan (RPS) and plan for face-to-face learning (RPM). The researcher analyzed the semester learning plan (RPS) to cross-check whether the lecturers had a plan teaching strategies which utilized in increasing students’ motivations in their semester learning plan (RPS). Then plan for face-to-face learning (RPM) is as the supporting document.

Technique of Data Analysis

This research employs qualitative analyzing the data based on Levinson (2008) theory. In the data the researcher to know teaching strategies used by English lecturers in increasing students’ motivation. They are many steps, are follow: 1) Video record teaching strategies used by English lecturers in increasing students’ motivation at fourth semester; 2) Interviewing the English lecturers to add the data obtained from video record; 3) Giving questionnaire to students about teaching strategies used by English lecturers in increasing students motivation; 4) Transcript; and 5) Researcher asked semester learning plan (RPS) and plan for face-to-face learning (RPM) to English lecturers to add the data.

Setting Place and time of Research

This research was conducted at STKIP Taman Siswa Bima in English program. The research was begin from 22 April up to 21 May 2019. The researcher was selected two English lecturers at fourth semester as the subjects.
3. RESEARCH FINDINGS AND DISCUSSIONS

Research Findings

Data 1
Name: Video Teaching I by the first English lecturer
Duration: 00:00 - 00:05
Date view: April 22\textsuperscript{th}, 2019
Type: Strategies
Extract 1
Hari ini kita lanjutkan presentasi minggu lalu yaaa....tiga orang yang namanya sudah saya sebutkan minggu lalu siap-siap ya....

Analysis
“The first English lecturer call name of students one by one based on their name he mentioned last week and he looked at students face and hold on absent name of students while he spoken and it is mean the first English lecturer used inquiry strategy in teaching and method of assigning assignments, so the students become active in learning”

Data 2
Name: Video Teaching II by the first English lecturer
Duration: 00:00 - 00:07
Date view: April 29\textsuperscript{th}, 2019
Type: Strategies
Extract 2
Siap pak......

Analysis
“While the first English lecturer call her name, the student speak with low sound it’s mean the student not had strong motivation but the student had less motivation in learning and the student directed get up of her chair for presented in the front class with she hold on her paper for gave to lecturer”

Data 3
Name: Video Teaching II by the first English lecturer
Duration: 00:11 - 00:15
Date view: April 22\textsuperscript{th}, 2019
Type: Students Responses
Extract 3
Oh my good saya lagi

Analysis
“The student spoken with shocked sound while the lecturer called her name it’s mean the student had less motivation in learning and then she get up of chair”

Data 4
Name: Video Teaching II by the first English lecturer
Duration: 06:19 - 06:22
Date view: April 22\textsuperscript{th}, 2019
Type: Students Responses
Extract 4
Mahasiswa tersenyum dan bangun dari tempat duduknya

Analysis
“The student not spoken while the lecturer called her name the student just smile and directed get up of her chair”
Hari ini kita ujian translation ya.....semuanya diluar dulu nanti pak guru panggil namanya satu per satu berdasarkan absen saja ya.....ini namanya kita belajar interpreted

Analysis
“The second English lecturer looked to students face while he spoken and hold on absen name of the students and this time English lecturer used Inquiry Strategy in teaching with question and answer method”

Name : Video Teaching II by the first English lecturer
Duration : 00:16 – 00:17
Date view : April 29th, 2019
Type : Strategies

Asyik......asyik.......

Analysis
“The students very happy and while their spoken their body moved”

Name : Video Teaching II by the first English lecturer
Duration : 00:18 – 00:24
Date view : April 29th, 2019
Type : Strategies

Hanya 2 menit saja ya.....

Analysis
“This time the lecturer will used stopwatch in teaching and hold on his handphone while he spoken to students”

Name : Video Teaching II by the first English lecturer
Duration : 01:17 – 01:20
Date view : April 29th, 2019
Type : Strategies

Kamu terjemahkan apa yang saya sebut, saya dalam bahasa Indonesia kamu dalam bahasa inggris

Analysis
“The first English lecturer used Inquiry Strategy in teaching, question and answer method or interpreted and he loocked at student face while he spoken and hold on absent name of student”

Name : Video Teaching II by the first English lecturer
Duration : 01:29 – 01:35
Date view : April 29th, 2019
Type : Students Responses

Today I am writing for journal scientific

Analysis
“The student very smart and enthusiasm for answer the question of lecturer and while the student answer question of lecturer the student moved hand or his finger”

Name : Video Teaching II by the first English lecturer
Duration : 02:09 – 02:19
Date view : April 29th, 2019
Type : Students Responses
Extract 6

Today their house as......

Analysis

“The student cannot answer question with complete and the student try to answer question with think vocabulary but the student cannot answer with complete until the end time”

Name : Video Teaching II by the first English lecturer
Duration :03:23 – 03:32
Date view : April 29th, 2019
Type : Students Responses

Extract 7

My house every day........every day house is

Analysis

“The student looked at top while she spoken, she upset for continue her translate and until time she can not translate with complete”

Name : Video Teaching II by the first English lecturer
Duration :03:42 – 03:56
Date view : April 29th, 2019
Type : Students Responses

Extract 8

I stay the front of two mountain is very high

Analysis

“The student answer question without upset and can translate with complete it is mean the student have less motivation”

Name : Video Teaching II by the first English lecturer
Duration :04:14 – 04:23
Date view : April 29th, 2019
Type : Strategies

Extract 9

Kamu terjemahkan dalam bahasa inggris saya dalam bahasa Indonesia, 2 pertanyaan saja

Analysis

“The first lecturer used Inquiry Strategy in teaching question and answer method or interpreted and he spoken with quick”

Name : Video Teaching II by the first English lecturer
Duration :04:32 – 04:37
Date view : April 29th, 2019
Type : Students Responses

Extract 10

Today my mother.............

Analysis

“The student cannot answer question with complete just several words she can answer she come upset and thanked answer”

Name : Video Teaching II by the first English lecturer
Duration :07:51 – 08:00
Date view : April 29th, 2019
Type : Students Responses

Extract 11

Every year my parents gak tahu panen padi pak
Analysis

“The student can answer question with very spirit but the student can not answer question with completed and the student speak with hard voice”

Name : Video Teaching II by the first English lecturer
Duration :08:38 – 08:50
Date view : April 29th, 2019
Type : Students Responses

Extract 12

In my village the people like............

Analysis

“The student cannot answer with completed until time finish the student try to answer with completed but she cannot answer”

Name : Video Teaching II by the first English lecturer
Duration :10:48 – 10:58
Date view : April 29th, 2019
Type : Students Responses

Extract 13

My brother like to farmer............

Analysis

“The student very spirit for answer the question of lecturer but he can not answer with completed and all true, the student smile and locket at lecturer face while he answer the question”

Data I

Name : Video Teaching I by the second English lecturer
Duration :00:00 – 00:21
Date view : April 23th, 2019
Type : Strategies

Extract I

Jalan memeriksa pekerjaan mahasiswa tanpa bersuara dengan mnemegang hand phone

Analysis

“The second English lecturer not spoken sentences but he just around the class for looked at students answer with hold on hand phone or stopwatch, it is mean this time the English lecturer used Inquiry Strategy in teaching with stopwatch method”

Name : Video Teaching I by the second English lecturer
Duration :01:28 – 01:31
Date view : April 23th, 2019
Type : Strategies

Extract 2

30 detik lagi

Analysis

“The second English lecturer spoken with distinct sound while he loocked at stopwatch for gave remain time”

Name : Video Teaching I by the second English lecturer
Duration :02:03 – 02:06
Date view : April 23th, 2019
Type : Strategies

Extract 3

Okey 3 menit stop
Analysis

“The lecturer spoken to students for stop answer the question because finish time while he locked at stopwatch”

Name: Video Teaching I by the second English lecturer
Duration: 03:21 – 03:33
Date view: April 23 th, 2019
Type: Strategies

Extract 4

Okey 3,2,1

Analysis

“The lecturer spoken while he road at class, it is mean he asked to students for start answer the question of him”

Name: Video Teaching I by the second English lecturer
Duration: 03:39 – 03:40
Date view: April 23 th, 2019
Type: Students Responses

Extract 5

Gak apa –apa kalau tulis dulu.....

Analysis

“The student ask to lecturer about answer the question because he still upset with distinct sound”

Name: Video Teaching I by the second English lecturer
Duration: 04:06 – 04:07
Date view: April 23 th, 2019
Type: Strategies

Extract 6

Waktunya udah hampir selesai

Analysis

“The lecturer looked at stopwatch and then spoken to students that time almost finish”

Name: Video Teaching I by the second English lecturer
Duration: 04:08 – 04:09
Date view: April 23 th, 2019
Type: Students Responses

Extract 7

Haaahhh...........

Analysis

“While the student wrote answer at their paper the student shocked if the time almost finish”

Name: Video Teaching I by the second English lecturer
Duration: 05:11 – 05:23
Date view: April 23 th, 2019
Type: Strategies

Extract 8

Okey waktu 10,9,8,7,6,5,4,3,2,1 stop sudah 2 menit

Analysis

“The lecturer spoken to students if their time is finish and stop for answer the question”

Name: Video Teaching I by the second English lecturer
Duration: 06:08 – 06:17
Date view: April 23 th, 2019
Type: Strategies
Extract 9

3,2,1 dua menit

Analysis

“While the lecturer road at the class he says to students for begun answer his question and this time he gave second minute to students for answer”

Name: Video Teaching I by the second English lecturer
Duration: 06:32 – 07:05
Date view: April 23\textsuperscript{th}, 2019
Type: Strategies

Extract 10

Waktu berjalan 2 menit

Analysis

“The lecturer spoken to students that time in second minute it is mean the students must answer question with quick”

Data II

Name: Video Teaching 2 by the second English lecturer
Duration: 00:00 – 00:05
Date view: April 30\textsuperscript{th}, 2019
Type: Strategies

Extract 1

Hari ini kita latihan yaaaaaa masih tentang suffix and prefix

Analysis

“This time English lecturer not move to other material but he still continue suffix and prefix material last week and it mean the lecturer used Inquiry Strategy with question and answer method for to know students understand about his material”

Name: Video Teaching 2 by the second English lecturer
Duration: 00:06 – 00:08
Date view: April 30\textsuperscript{th}, 2019
Type: Students Responses

Extract 2

Sir bisa gak di ubah suffix atau prefix

Analysis

“The students question to lecturer because the students still upset or less understand with question of lecturer and while the students question to lecturer the students looked at lecturer face”

Name: Video Teaching 2 by the second English lecturer
Duration: 03:17 – 03:21
Date view: April 30\textsuperscript{th}, 2019
Type: Strategies

Extract 3

Saya hitung, 1,2,3,4,5,6,7,8,9,10

Analysis

“The lecturer limit time to students for answer his question and his spoken to student who not yet gave answer paper”

Name: Video Teaching 2 by the second English lecturer
Duration: 04:14 – 04:16
Date view: April 30\textsuperscript{th}, 2019
Type: Students Responses

Extract 4
Tulis ulang sir

Analysis

“The students spoken with together while they wrote repeatedly”

Discussion

The result of the video record the first and the second English lecturer same used Inquiry Strategy in teaching while the result of interview that the English lecturers at fourth semester used the different strategies in teaching, the first English lecturer always used discussion strategies in teaching and the second English lecturer sometime used cooperative strategy depend on the lesson, different lesson different strategies but he always used teaching strategies. So that can increase the students’ motivation. For the first English lecturer of the 21 students had answer questionnaire, 18 students gave good responses while 3 students gave bad responses. If the second English lecturer of the 24 students had answer questionnaire, all of the students gave good responses.

4. CONCLUSION

Concerning on the data analysis that has been presented in the previous chapter the researcher concludes that: 1) English lecturers at fourth semester have same inquiry strategy in teaching based on video record and the different strategies in teaching based on result of interview. The first English lecturer always used discussion strategies in teaching and the second English lecturer sometime used cooperative strategies dependent on the lesson, different lesson different strategies his used in teaching but he always used strategies in teaching; and 2) Based on the responses of the students, the first English lecturer many students gave good responses. Of the 21 students, 18 students gave good responses while 3 students gave bad responses and for the second English lecturer of the 24 students, all of the students gave good responses.

Daftar Pustaka


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