

Going beyond common motivational strategies and teaching styles

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ABSTRACT

This paper aims to determine the styles of teaching and motivational strategies carried out by two teachers in Frank McCourt's *Teacher man* (McCourt, 2005) and *School of Rock*, a film (Linklater, 2003). The comparative method is used in this study as an effort to take a scientific approach on literary works. The researcher sorted, dissected, and compared literary works in different settings to make meaning, to convey their feelings, sentiments, and concepts to the author himself as a reader. Based on the findings, teachers in Frank McCourt's *Teacher man* (McCourt, 2005) and *School of Rock*, a film (Linklater, 2003) make their students interested in the material being discussed in class they are more likely to channel their own internal motivation towards education and end up learning more. Teaching beyond the curriculum standards should be viewed as incredible opportunity to create meaningful lessons that will capture the attention of all students.

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INTRODUCTION

Teaching matters for students' learning. It is not simply as telling the students what to do and how to do it and is not also solely transferring what the teachers have already known to the students (Börger & Tillema, 2012; Davidovitch, 2013; Lakshman & Schubert, 2015). It is more as an art of building connections between the teacher and the students. Through the built connection, the teachers will easily be able to convey messages, knowledge, concepts, as well as educate their students (Frisby & Munoz, 2021; Grace, 2020; Lumpe, Czerniak, Haney, & Beltyukova, 2012).

Indeed, teacher as profession must be equipped with the professional competence since their roles in guiding students would affects their learning achievement. Students learn more when teachers motivate them to learn (Soraya, Setiawan, & Kurnia, 2017) with quality of behavior (Stronge, Ward, Tucker, & Hindman, 2007) defined as 'style' according to Fischer and Fischer' (Fischer & Fischer, 1979). In the development of education and teaching which includes social education, motivation has an important role in mediating the development process. Wentzel (2002) states that the predictor that consistently have a positive attitude towards achieving educational goals and increasing student interest in learning is motivation, and the predictor that consistently have a negative tendency towards academic achievement and social habits is feedback. Furthermore, Ames (Ames, 1992) states the importance of making motivation as a means of qualitatively changing students' perspectives on themselves about their ability to complete assignments, their involvement in the learning process, and responding to the learning activities and situations they are facing. In addition, Dörnyei (2001) affirms that as the initial stage of motivation to learn to students, teachers must be able to understand the concept of the concept of motivational strategies, especially in motivating students to be actively involved in EFL learning as the basic capital of creating learning motivation. This stage is carried out through three phases of motivation in learning EFL in order to make further efforts in EFL learning, i.e., 1) build close relationships between students and teachers through teachers' behavior that is appropriate to the context, 2) creating a pleasant classroom

atmosphere and supportive to students' learning involvement, and 3) forming an organized study group adjusted to appropriate learning norms. The motivational strategies will lead to students' autonomy including decision-making, intrinsic motivation, engagement in learning, responsibility and independence, and the use of self-management and monitoring skills (Anderson, 2013; Dawson, Macfadyen, Evan, Foulsham, & Kingstone, 2012).

On top of motivational strategies, teaching styles play roles in mediating teaching dimensions and social behavior. Fischer and Fischer (1979) asserts that the concept of teaching styles is different from the instructional methods used in by the teacher. They identify teaching styles as teachers' efforts in approaching their students in persist ways that might be changed and adjusted to the needs in accordance with the teaching methods including task-oriented learning, planning learning cooperatively with students, student-oriented learning as students are the subjects of learning, learning-centered instruction, and emotionally interesting learning. Unfortunately, if a mismatch occurs between student learning styles and teaching styles, the effect will reduce the quality of student learning and their attitude towards the learning process and the subject (Felder & Henriques, 1995). When it happens, the students tend to be bored and distracted in the class, having poor test results, discouraged about the course, and finally they will feel that they are not good at the subject and give up learning.

Although several studies state that motivational strategies and teaching styles have no significant effect on improving student learning outcomes (Chang, 2010; Hein, 2012), motivational strategies and teaching styles is proven to have a significant influence on the development of individual learning positively in low-achieving students (Aldhafri & Alrajhi, 2014; Liu & Chu, 2010; Soraya et al., 2017; Stronge et al., 2007). In addition, Dörnyei (Dörnyei, 2001) has conducted research in Hungary to explore the motivational strategies used by teachers and how often they use these strategies in their classroom learning. Furthermore, in 2012, Guilloteaux (Guilloteaux, 2013) conducts in-depth research on the use of teacher motivation strategies in classes is done to observe teacher teaching practices and find the motivational strategies they use in Korea.

Even though, teachers undergo obstacles in providing students with appropriate motivational strategies and teaching styles, they are demanded to develop their professional competencies through many ways, such as attending seminars or workshops, conducting lesson studies, or conducting research on the domain of teaching and learning (Husein & Dewi, 2019; Tedjawati, 2011; Yulianti, 2020). In addition, comparative studies on existing teaching styles and motivational strategies in literary works themed of education apparently allows teachers to increase their knowledge and professionalism (Baharuddin, 2017; Hardianto, 2009).

Based on the above rationale, it is interesting to conduct a comparative literary study on Frank McCourt's *Teacher man* (McCourt, 2005) with *School of Rock*, a film (Linklater, 2003) especially to reveal the educational messages on the point of view of motivational strategies and teaching styles. The motivational strategies and teaching styles performed by McCourt (McCourt, 2005) and Dewey Finn (henceforth: Mr. S) (Linklater, 2003) will be investigated by comparing the literary works using the scientific approach. There are two questions which are going to be answered through this study. They are: 1) How do Frank McCourt and Mr. S perform motivational strategies and teaching styles?; and 2) Are motivational strategies and teaching styles found in both literary works appropriate to be applied in real life teaching?

Therefore, through this study, it is expected that information related to the teaching practice by McCourt and Mr. S provides specific insights for teachers on motivational strategies and teaching styles. In addition, this study is also expected to offer motivational strategies and teaching styles in more holistic contexts that can provide motivation, inspiration, and assists teachers in developing and implementing motivational strategies and teaching styles in their own classroom.

METHOD

This study uses the comparative literary method in order to answer the research questions. The scientific approach to literary works by comparing the two texts. The close-critical reading and watching is performed to sort, dissect, and compare literary works in different settings to make meaning, to convey their feelings, sentiments, and concepts to the author himself as a reader. Guerin, Labor, Morgan, Reesma, and Willingham (2005), Selden, Widdowson, and Brooker (2005), and Tyson (Tyson, 2006) mention that such a method sharpens the ability of the reader to interpret,

analyze, and evaluate the literary work and improve the reader's skill in building arguments based on theoretical reasons and textual evidence.

RESULTS AND DISCUSSION

Results

Motivational Strategies

Motivation is the drive of academic performance and social behaviour. Motivation has an important role in learning, namely in the aspect of students' social behavior towards the instruction they are in, including the teaching styles performed by the teacher. In addition, the possibility of increasing student motivation and changing students' behavior towards learning will be more influenced by how teachers act in the classroom than how parents encourage learning. In the effort to portray, determine, and describe learning, there are three forms of main control, namely the in-acting curriculum, the target market is intended, and the learning management system used (Ball, 1993). Those power relation factors are considered as the constraint of teachers' autonomy. The following are examples how teachers motivate the students and how power relation in the academic context portrayed in McCourt (2005) and Linklater (2003).

During his first-time teaching in McKee Vocational and Technical High School, McCourt is faced to the 'flying sandwich' problem which came to his decision to take the 'flying sandwich' and eat it. Instead of worrying about how his students would think of him, he did what came naturally and this garnered the respect of his students. He considered it as teaching, yet the principal saw it as a violation and interfered the class. Below is the excerpt.

Excerpt 1

Out in the hallway, he said, I'm sure you understand, Mr. McCourt, it isn't seemly to have teachers eating their lunch at nine a.m. in their classrooms in the presence of these boys and girls.

...

The principal said he was there to help me because, Ha, ha, I looked like I might need a lot of help. (McCourt, 2005, pp. 17-18)

The above situation reveals the control of the principal over the new teacher, especially those having the ability to command respect from his students through his unconventional methods such as eating in the classroom that obviously violated the rules. McCourt said nothing about how well he handled the situation and gained students' attention and respect. He also maintained student-teacher relationship by telling the student to tell his mother that he loved her sandwich. All the principal saw is he violated the rule of lunch time.

The other interference on teachers' autonomy in teaching the students is the presence of superintendent. It is when McCourt taught his students poems of nursery rhymes.

Excerpt 2

They groan again when I announce I am going to recite my favorite poem. That pisses me off and I tell them, You are pissing me off. A shocked silence. Teacher using bad language. Never mind. Recite the poem.

Little Bo Peep has lost her sheep
And doesn't know where to find them.
Leave them alone and they will come home
Wagging their tails behind them.

Hey, what's going on here? That's not a poem. This is high school and he's giving us Mother Goose? Is he pulling our leg? Playing little games with us?

I recite the poem again and encourage them to waste no time in digging for the deeper meaning.

...

Bo Peep is cool. She trusts her sheep. She doesn't go bothering them as they nibble away in pasture, glen, vale and hillside. They need their grass, their roughage, and the occasional draught of water from a tinkling mountain stream. Also, they have little lambs who need time for bonding with their mothers after they've frolicked all day with their peers. They don't need the world barging in and destroying the mood. They might be sheep, they might be lambs, they might be ewes, they might be rams, but they're entitled to a little communal happiness before they are transformed into the mutton we devour, the wool we wear.

...

There are vegetarians and vegans in the class who thank God right here and now they have nothing to do with exploiting these poor animals and could we get back to Bo Peep.

...

She trusts her sheep. She leaves them alone and they come home, and you can imagine the joyful reunion, a lot of merry bleating and frolicking and deep expressions of satisfaction....

(McCourt, 2005, pp. 215-217)

The above quotation shows that even with a simple nursery rhyme, McCourt could encourage the students to have deeper understanding and critical thinking on the content of the poem. It is seen from how the students responded to the situation. It contained things that are beyond simple thinking. McCourt motivated students to work cooperatively and his role is more as the guide to students' learning by encouraging them to participate in all level to develop their autonomy and enthusiasm in order to produce positive atmosphere in the classroom.

In the effort of creating a learning atmosphere that motivates students to be actively involved in the instruction, a teacher needs to get support from various parties including stakeholders in the school. In addition, teachers' there are supports on what McCourt did in the classroom. It is shown in the following excerpt.

Excerpt 3

Into the room the principal escorts the Staten Island Superintendent of Schools, Mr. Martin Wolfson. They don't acknowledge my existence. They don't apologize for interrupting the class.

...

On their way out the principal frowns at me and whispers that the superintendent would like to see me next period even if they have to send someone to cover my class. I know. I know. I've done something wrong again.

...

I just want to tell you that that lesson, that project, whatever the hell you were doing in there, was top-notch. Top-notch. That, young man, is what we need, that kind of down-to-earth teaching. Those kids were writing on a college level.

...

God in heaven. High praise from the Superintendent of Schools in Staten Island. (McCourt, 2005, pp. 89-90)

It can be inferred from the excerpt that the presence of superintendent is usually to criticize the lessons conducted by the teachers and when the superintendent summons the teachers, there must be something wrong with them. However, in this case, the superintendent put a respect and honor to what McCourt taught. It is considered that the writing lesson of excuse notes reached far beyond the high-school level. The superintendent said that what McCourt is doing in there is 'top-notch.'

In terms of motivation, Mr. S in Linklater (2003) has creative abilities in terms of leadership. The ability is very useful in finding solutions to a problem in a 'different' way. Along the film Mr. S uses his creative leadership ability to think outside the box so that he is able to give orders adhered to by all of his class members who are also in the band to do tasks in accordance with the role determined by him. Various methods is used to get what he needs for his band. Mr. S with his leadership is able to approach his students with various personality traits. Mr. S can identify what motivate them most and uses it to strengthen student motivation to participate in the band. Mr. S is able to create an atmosphere that motivates students by paying special attention to each student so that each student feels valuable and ignites the internal motivation.

Mr. S consistently performs his role as the band leader by building teacher and student relations. Mr. S fairly determines the 'killer position' for all students in the band and all his students are able to accept his decision. As the band leader, Mr. S really appreciates the desires and talents of each student and appropriately evaluates the performance of each student. When all the students feel they are being treated fairly, Mr. S gets the loyalty and dedication of his students as the reward for the fairness he shows in determining the position of students in the band. There is also interesting scene when Summer complained about her assigned position, as shown in Excerpt 4.

Excerpt 4

Summer : You want me to be a groupie?

Dewey : Well, groupie is an important job.

Summer : I researched groupies on the Internet. They're sluts! They sleep with the band!

Dewey : No, that's not true! They're like cheerleaders.

Summer : I don't want to be a cheerleader. Look, my mom is a room parent, and she's not gonna be happy when she hears about this.

Dewey : Summer, I didn't want to tell you this in front of the class, but I made a special position just for you: Band manager.

Summer : Band manager? What's that?

Mr. S determines the tasks and roles of each of the students having no talent in music according to their ability so that he gets full support from all the class members. Summer is one of the students who does not have talent in music and Mr. S manipulates and gives a role as a groupie. At first Summer accepts the role because she has limited knowledge of it and she agrees because she does

not know what a groupie really is. The dialogue in Excerpt 4 happens when Summer finally finds out what a groupie is. To ensure that so called 'Class Project' is safe, Mr. S does not hesitate to lie and manipulate Summer by changing her role into the band manager because Mr. S knows that Summer is the type of a student who likes to lead and control.

The above explanation which is reinforced with Excerpt 4 shows Mr. S's ability in determining special performance based on individual capabilities and ability to sort out his students' competence. He cooperated with his students by signing them 'killer positions' and acted more as a guide to his students' learning by encouraging them to participate in all level. He could also develop students' enthusiasm and produced positive atmosphere in the classroom.

The findings are in accordance to Ames' (Ames, 1992) stating that motivation is a student's perspective on themselves and is able to bring qualitative changes related to the task accomplishment, involvement in the learning process, and how to respond to the learning situation and activities (Ames, 1992). In addition, both McCourt and Mr. S are in line with Ames (Ames, 1992) highlighting the pattern of motivational achievement through the achievement of learning goals, the structure of appointed tasks in the class, task completion, implementation of evaluation and recognition of competence, class organisation and approaches to students, and avoiding negative feedback in the effort to make evaluation a consistent positive predictor in determining achievement of student academic performance accompanied by elements of social behavior, as mentioned by Wentzel (2002).

Teaching Styles

Teaching style is recognised as the quality of behaviour in teaching and how the teacher approaches the students during the lesson. When McCourt first taught in McKee Vocational and Technical High School, all he did is only telling stories. Below is the excerpt.

Excerpt 5

Mea culpa.
 Instead of teaching, I told stories.
 Anything to keep them quiet and in their seats.
 They thought I was teaching.
 I thought I was teaching.
 I was learning.
 And you called yourself a teacher? (Mccourt, 2005, p. 19)

The excerpt shows that there is doubt in McCourt's mind whether what he does is wrong since instead of teaching the students, he only tells them stories. He thinks that telling stories is not the same as teaching.

In addition, McCourt does reflect his teaching style in which he keeps telling stories to the students. Here is the excerpt.

Excerpt 6

I argue with myself, You're telling stories and you're supposed to be teaching.
 I am teaching. Storytelling is teaching.
 Storytelling is a waste of time.
 I can't help it. I'm not good at lecturing.
 You're a fraud. You're cheating our children.
 They don't seem to think so.
 The poor kids don't know. (Mccourt, 2005, p. 26)

From the excerpt it can be inferred that McCourt reflects his teaching style as not a standard one since telling stories is cheating to the students, not teaching them. But he continues to do so during his lessons, even when he tries to get the students back into the real English class. After years

of teaching, McCourt is still unable to consider himself as a “normal” teacher. He keeps thinking that everything he does in the classroom as a teacher is not satisfactory and is not like others’. Below is the excerpt.

Excerpt 7

Ten years into my teaching career, thirty-eight years old, and if I’m to assess myself I’ll say, You’re doing your dogged best. There are teachers who teach and don’t give a fiddler’s fart what their students think of them. Subject matter is king. Such teachers are powerful. They dominate their classrooms with personality backed up by the great threat: the red pen inscribing on the report card the dreaded F. Their message to their students is, I am your teacher, not your counselor, not your confidant, not your parent. I teach a subject: take it or leave it. (McCourt, 2005, p. 147)

The above excerpt shows that he teaches differently from other teachers do. He reflects his teaching style as persistent from time to time and is unable to be at others’ teaching level where the teachers are powerful and all they do is giving marks. Yet, they do not also put themselves in students’ shoes and become either their counsellor or confidant. McCourt is a teacher who succeeds to be the teacher for all kinds of students. In short, McCourt teaching style encouraged students’ cooperation and his role is more as the guide to students’ learning by encouraging them to participate in all level to develop their autonomy and enthusiasm in order to produce positive atmosphere in the classroom (Fischer & Fischer, 1979).

In relation to teaching styles, Dewey Finn (A.K.A. Mr S) in *School of Rock* film (Linklater, 2003) provides interesting comparison to what McCourt did. Mr. S is forced to take the chance to be a teacher under a situation where he has to be someone other than himself and must be able to overcome social and environmental conditions even though he has to take shortcuts to handle the situation. He presented himself in a regulated place called a school and it caused conflict of interest where the students are expecting to learn something from the teacher while Mr. S is unable to teach so that he provided the students unusual condition where they have recessed all the time as cover for his inability. Below is the excerpt depicting his inability to teach.

Excerpt 8

Oh, you wanna learn something? [Summer: Yes, I do.] You want me to teach you something? [Most of the students nod] Here’s a useful lesson for you: give up. Just quit. Because in this life, you can’t win. Sure, you can try. [Really getting angry] But in the end you’re just gonna lose BIG TIME. Because THE WORLD is run by the Man. [Frankie: Who?] The Man. Oh, you don’t the Man?[class shakes their heads] The Man is everywhere. In the White House, down the hall, MRS. MULLINS, she’s the Man. And the Man ruined the ozone, and he’s burning down the Amazon, and he kidnapped Shamu and put her in a chlorine tank! And there used to be a way to stick it to The Man. It was called rock ‘n’ roll. But guess what. Oh, no. The Man ruined that too with a little thing called MTV! So don’t waste your time trying to make anything cool or pure or awesome, because The Man’s just going to call you a fat, washed up loser and crush your soul. So do yourselves a favour and just give up!

Except 8 shows that there are demands from students of proper teaching and learning processes in the classroom frustrated him since he undeniably could not teach them the proper teaching.

Soon after he discovered that the students have musical talent. After that, he changes his class drastically by turning it entirely into a music class about the history of rock, and preparing his kids to compete in a band contest. Mr. S gives lessons to his students about what they should know about rock and roll and how perceptions on this world can change through knowledge about Rock and Roll.

Mr. S is able to bring his students out of the dogma of education and academic life in which their parents mostly refer to through his teaching about rock and roll. Students are able to learn with intelligence beyond their academic abilities, namely through music and further explore their abilities through teaching outside the standard curriculum that students must learn in class. Social intelligence

related to their existence in the middle of a small community of classroom environment is able to be developed through special learning practiced by Mr. S and they are able to think that is different from their parents' perceptions about music capabilities owned by their kids. With music, Mr. S is able to make the music learning as the best learning to increase students' abilities on various capabilities exceeding academic abilities.

One of the teachings that Mr. S which is different from conventional teaching is the use of impolite and rude words even though the target is students in elementary school. There is an element of changing students' behavior and attitudes from being stuck on rules and manners to being a bit rebellious type. One example is when the main guitarist, Zack, is forbidden by his father to practice playing guitar before finished studying and completing his schoolwork and is only allowed to use an acoustic guitar instead of an electric guitar. With this incident, Mr. S creates learning through role playing as a person preventing the students from doing what they like to teach their students how to deal with people who make them uncomfortable and what to do. Mr. S plays the role as 'The Man' who blocks them from doing what they love and asks students to bring their best words to him to express their deepest anger. The students enjoy throwing their best slurs and ridicule on 'The Man' with various expressions. Mr. S uses his guitar as a learning accompaniment in a rock and roll way. With the accompaniment of the guitar, Mr. S asks controversial questions to his students and makes an expression of 'Step Off' as an expression of resentment for dislike against what students face. Mr. S teaches his students to express their feelings even though there is little a sense of rebellion on things that are not comfortable with, even if it comes from their own parents. Here Mr. S makes his role as a teacher to hegemony and instills his ideas and thoughts about the social order and how students respond to the social order in their environment, even to their parents. The infiltrating of this idea can be said to be successful from the fact that the students keeps their band project a secret from their parents. This is as an example of behavior changes of students who are originally obedient and honest.

In addition, Mr. S ability to map the students' needs is presented in the scene where he gives each student materials to be learned as homework in the form of CDs because he sees that students have low knowledge of rock music. Mr. S adjusts the process of giving advice to students based on their individual needs as shown in the following excerpt.

Excerpt 9

“Laurence, Yes. That’s the name of the band. Listen to the keyboard solo on ‘Roundabout’.

It will blow the classical
music out ya butt!”.

...

“Rush, Neil Pert, one of the greatest drummers of all time, Study up”.

...

To Tomika:

“Pink Floyd, Dark Side of the Moon, listen to the vocal solo on ‘The Great Gig in the Sky’, alright?”

From the above excerpt, it can be inferred that Mr. S has the ability to engage students in in-depth inquiry. The students are required to observe and learn how to perform better and improve their skill in music through the CDs given as their so-called ‘homework.’

Along the rest of the film, we see that Mr. S plays his role as a teacher through his Rock-and-Roll curriculum and becomes a teacher who has dedication in teaching. By increasing the rapport with students and through teaching practices on the basis of teaching ethics, Mr. S is able to challenge students to think critically to the situation and conditions by the term 'stick it to the man'.

The findings show a connection to Felder and Henriques (Felder & Henriques, 1995) stating that the quality of learning processes in classes is strongly influenced by their attitude towards the learning process and the subjects learned. Both McCourt’s and Mr. S’s teaching styles are merely similar. They are not only focusing on one teaching style as mentioned by Fischer and Fischer (1979). They tended to combine task-oriented learning, planning learning cooperatively with students,

student-oriented learning as students are the subjects of learning, learning-centered instruction, and emotionally interesting learning and its counterpart teaching styles all together.

Discussion

Both McCourt's and Mr. S's teaching styles are merely similar. McCourt is not only focusing on one teaching style as mentioned by Fischer and Fischer (1979). They tended to combine task-oriented learning, planning learning cooperatively with students, student-oriented learning as students are the subjects of learning, learning-centered instruction, and emotionally interesting learning and its counterpart teaching styles all together.

The story of McCourt with his teaching experience is about how he developed himself as a teacher. Every time facing the students is the challenge for the teachers to create solutions on teaching problems, recognising the problems and constraints in teaching and within the school, and explore how to cope with the problems. In regards to his style, Excerpts 1-3 show that McCourt is persistent in terms of his teaching style, even though he reflected that his teaching is not as the real teaching compared to other teachers did (Excerpt 7). His persistence of his behaviour quality may not change although the content of his teaching may. In short, McCourt teaching style encouraged students' cooperation and his role is more as the guide to students' learning by encouraging them to participate in all level to develop their autonomy and enthusiasm in order to produce positive atmosphere in the classroom (Fischer & Fischer, 1979).

However, his teaching style is not easily understood by the principals and the superintendents. It is revealed in Excerpts 8 and 10 that the principal and the superintendent questioned the lessons given by McCourt to his classes. Their interference is indeed unacceptable since they are not really in the classes. In contrast, Excerpt 3 shows the positive interference on McCourt's writing lesson of excuse notes. The superintendent could evaluate the lesson after reading the students' work and said that the students' writing reached far beyond the high-school level, even complementing McCourt's lesson as 'top-notch.' The findings are in line with Pelletier, Se'guin-Le'vesque, and Legault (2002) stating that PLU teachers get information about how to create autonomous teaching forces to get support and control on students through a series of learning processes. Moreover, there are problems related to students having low motivation and learning forces. It is very demanding for teachers to be autonomous in improving the quality of learning through changes in the teaching system so that it can avoid a decrease in student learning motivation, loss of teacher teaching motivation, and also a decrease in the quality of teacher interaction. and students. In addition, there are needs of support for teachers' autonomy as an important priority in education reform that adapts to the needs of the classroom

This is in line with what Mr. S in his class by doing a 'rock band' project which is actually not the main focus of student learning based on the standard academic curriculum. Yet, he is able to show how a teacher treats his students. With the teaching paradigm that he applies in his class, Mr. S makes the interests and abilities of students as the priority for learning together with a single motivation in teaching. He builds a new atmosphere of learning through band practice so that the academic atmosphere is not too serious.

Starting with creating unusual situation for the students to have recess all the time as cover for his inability of teaching and his speech on 'The Man' as in Excerpt 8, Mr. S begins to realise what he really could do and what the students really could do after knowing their ability to play music. Through his teaching style, Mr. S is able to bring his students out of the grip of the old dogma of academic success adhered by their parents. He provides his students with appropriate learning in relation to demands of specific performance base on their tasks (Excerpt 9). He cooperated with his students by signing them 'killer positions' and acted more as a guide to his students' learning by encouraging them to participate in all level. He could also develop students' enthusiasm and produced positive atmosphere in the classroom. This is in accordance to Dörnyei (2001) stating that the students' intrinsic motivation in learning is important in their learning engagement.

CONCLUSIONS

Undeniably, McCourt and Mr. S have succeeded in demonstrating motivational strategies and teaching styles by shifting classroom as the teaching site made into a challenging learning field. The motivational strategies and teaching style performed are as follow: (a) teaching beyond the dogma of academic life and curriculum standards to reveal students' potentials, (b) engaging students in in-depth inquiry, (c) using the different motivational strategies and teaching styles from any other conventional teaching, (d) being able to map the students' needs, and (e) building students' critical thinking based on

simple materials

Accordingly, I suggest teachers to explore more on their own professional development to accommodate their students' motivational needs and styles in gaining learning achievements. Reading textbooks of EFL teaching and learning is a way of self-development, but reading literary works on the domain or education might be more a pleasurable way of professional development.

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