TEACHING STRATEGIES AND LEARNING MODELS IN RELATION TO STUDENTS' LEARNING MOTIVATION AND COMPREHENSION

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Abstract

This research examines UIN Raden Intan Lampung English department students' opinions on their lecturers' teaching strategies and learning models in writing classes. A teaching strategy is a generalized lesson plan with objectives and tactics, while a learning model provides a systematic framework to guide the learning process. The study used a quantitative descriptive method, collecting data via a Google Forms questionnaire. From a population of 221 students, 70 were selected using cluster random sampling. Descriptive statistics were employed to analyze the data, involving questionnaire distribution, response categorization, coding, analysis, interpretation, and conclusion drawing. Findings showed Contextual Learning as the most motivating teaching strategy (65.35%) and effective for material comprehension (53.13%). Problem-Based Learning emerged as the preferred learning model, with 50.20% favoring it for motivation and 46.66% for understanding. The study faced limitations due to a lack of comparable research. Future studies are encouraged to explore simpler variables and more diverse samples.

Keywords: students' opinion; teaching strategy; learning models

Introduction

Learning models and teaching strategies are two related terms that refer to the process and methods of teaching in the classroom. Learning models are forms of learning that are depicted from the beginning to the end and are typically presented by the teacher in the classroom. Teaching strategies are ways that teachers use to achieve learning objectives by using appropriate approaches, methods, techniques, and tactics (Paolini, 2015). The purpose of

teaching strategies and learning models is to assist teachers in planning and delivering instruction that can improve students' learning achievements and foster their competencies and dispositions. Teaching strategies refer to the ways teachers employ to promote learning, such as asking questions, leading discussions, giving feedback, etc. Learning models refer to the underlying ideas and rules that inform the choice and use of teaching strategies.

Strategy in education can be interpreted as a plan, method, or design of activities to achieve certain educational goals (Siti Nurhasanah et al, 2019). The strategy selection must adjust to the needs and conditions of the class, which can help lecturers and students to express their ideas. Effective teaching practices such as; lesson content, application of strategic methodologies, and skillful communication of ideas must be teachers' knowledge so that it contributes well to education.

Then a learning model is a teaching design that shows a certain pattern in the learning process, in which the activities of teachers and students can be seen in creating learning conditions or environments that enable learning to occur for students. In the learning pattern, there are characteristics such as a sequence or steps of actions/activities of teachers and students called syntax. Behind the learning steps, other characteristics of a model, namely rational explain the reasons and objectives of the learning model and distinguish it from other learning models(Tibahary & Muliana, 2018). In other words, learning models are frameworks that describe how learning occurs, while teaching strategies are methods or techniques that teachers use to facilitate learning. Therefore, learning models and teaching strategies are important topics for educators and students alike, especially at the university level such as in English Education at UIN Raden Intan Lampung. Because it takes the right teaching strategies and learning models to teach something as complex as Critical Academic Writing.

Teaching strategies and learning models can influence the quality and outcomes of students' learning in writing skills. Good teaching strategies and learning models can help teachers design and implement learning that is suitable to the objectives, materials, characteristics, and needs of students. Moreover, effective teaching strategies and learning models can increase the motivation, interest, participation, creativity, and higher-order thinking skills of students in writing. Interesting teaching strategies and learning models can also create a conducive, interactive, and enjoyable learning environment for students and teachers. Therefore, teachers' selection of teaching strategies and learning models that are relevant to the context and purpose of learning writing class will influence students' learning achievement. Yousef Almoslaman in his research found that learning strategies are a significant predictor of students' academic achievement(Almoslamani, 2022). It is important to see how students give their opinions about teachers' teaching strategies and learning models.

Opinion is a complex phenomenon that involves the interplay of belief, attitude, and perception. Opinion is not a simple expression of one's thoughts or feelings, but a result of one's interpretation of reality, influenced by various factors such as culture, experience, values, and news. Opinion is subjective, variable, and sometimes controversial, as different people may have different opinions on the same issue. Opinions can be communicated verbally or non-verbally, directly or indirectly, openly or subtly, depending on the context and the intention of the speaker(Glynn & Huge, 2007).

Opinion is someone's expression, point of view, idea, judgment, and statement toward activity and experiences. Opinion in the education field, someone who can give or express their opinion can be the teachers, students, staff, and also the parents. In this case, students' opinions can support or oppose something, or be neutral. Students' opinions can be positive or negative towards some facts or objects that they find in front of their eyes. The way students perceive their lecturers' teaching strategies and learning models can be very useful for the lecturers to improve their future practice because it can help them assess how effective their teaching is in the classroom by analyzing the students' views. Students' opinion is also a tool to measure the success of the teaching and learning process in the classroom. It has been shown that when students have a positive opinion, they also perform better in achieving the lecturers' goals in the classroom.

In the context of higher education, students' opinions on teaching strategies and learning models applied by lecturers have an important role in shaping their learning motivation. Effective

teaching strategies and learning models that are in accordance with student needs and preferences can increase engagement and enthusiasm in the learning process. Conversely, if the strategies used are less interesting or inadequate, this can lead to apathy and reduce motivation to learn. Therefore, a deep understanding of student perceptions of lecturer teaching strategies and learning models are very crucial, because it can be a useful indicator to measure and improve the quality of the teaching and learning process in universities.

The importance of student opinion in assessing lecturer teaching strategies has been increasingly considered in the context of higher education. Students as the main subject of learning have a significant influence on the effectiveness of classroom teaching. When students feel connected and involved in the learning process, they tend to understand the material more easily. Therefore, a good understanding of how students think about teaching strategies and lecturer learning models can influence their comprehension of the material, which is crucial in improving higher education quality.

There are some previous researches concerning students' opinion on lecturers' teaching strategy and learning models. The first research conducted by Nurdin is about students' perception of the learning materials and learning strategies of writing class (Nurdin et al., 2021), while this research will examine students' opinions on teaching strategies and learning models used by lecturers in writing classes. The second research conducted by Sudirman is about students' perception of their teachers' teaching strategies in online learning (Sudirman et al., 2021), while this research will examine students' opinions about teaching strategies and the learning model used by writing lecturers in writing classes. The third research conducted by Lamatokan is about students' perception of their teacher's teaching styles and the use of learning strategies(Lamatokan SMA Negeri & Utara, 2018), while in this study will examine about the teaching strategies and learning models used by lecturers in the writing class and how students think about them. Thus, this research tried to fill the gap in which the other previous research had not explored yet by investigating teaching strategies and the learning model used by writing lecturers in relation to students' learning motivation and comprehension.

In pre-research interviews with 4 lecturers who teach critical academic writing, it was found that the teaching strategies and learning models used are very diverse. Teaching strategies used are contextual learning, conventional, and online learning (synchronous and asynchronous). Then the learning models applied are problem-based learning, small group discussion, collaborative, and flipped classroom. Furthermore, based on interviews with several students who took the Critical Academic Writing course during pre-research, it was found that each of them had different experiences and knowledge from each other. Therefore, their opinions about the teaching strategies and learning models used by each lecturer must also be different. It can be concluded that students' opinions are very important in the lecturer's teaching strategy and learning models. The student's good ability to write is the goal of the teacher teaching writing and learning model. This shows that the strategy and learning model that lecturers use in teaching writing is appropriate and effective. Students are good at writing depending on the lecturer's learning model and the way of teaching writing.

To sum up, this research tried to investigate students' opinions on teaching strategies and learning models in relation to students' learning motivation and comprehension material in English language learning in writing class.

Methods

A survey research design was employed for this research. A survey is a systematic method for gathering information from (a sample of) entities for the purposes of constructing quantitative descriptors of the attributes of the larger population of which the entities are members (Smith & Desvousges, 1986). In survey research design, the researcher asks about people's beliefs, opinions, characteristics, perceptions and behaviors(Learning et al., n.d.). Survey research is one of the research methods that aims to obtain a general picture of the characteristics of the population depicted by the sample(Maidiana, 2021). Based on the research objectives, the researcher wanted to find out more information about the English department students' opinions

of the lecturer's teaching strategies and learning models in writing class, especially in the classroom Critical Academic Writing Class. The survey research design is used in this research because survey design is relevant to this research due to its purpose which is to dig into individuals' or groups' opinions or perceptions towards certain topics or issues this research design can be used to find out all of the English department students' opinions on the Critical Academic Writing Class.

In this case, the researcher conducted research on the English Education major of UIN Raden Intan Lampung, especially for the sixth semester because students have passed the course paragraph writing, essay writing, and critical academic writing. A population is defined as the members of some well-defined class of people, events, or objects (Learning et al., n.d.). Population refers to the set or group of all the units on which the findings of the research are to be applied. Referring to the definition of population, we can say that it consists of all the units to which the findings of research can be applied. In other words, population is a set of all the units that possess variable characteristics under study and for which findings of research can be generalized (Shukla, 2020). The target population for this research is the sixth English department students of UIN Raden Intan Lampung of which there are 221 students. Determination of the number of samples can be done by statistical calculations, namely by using the Slovin Formula (Machali, 2021). The Slovin formula is used to determine the sample size of a known population of 221 students. Based on the Slovin Formula, the amount of withdrawal of the number of research samples is 70 students. Because the sample consists of classes, the sample is taken from three classes they are classes A, E, and H whose average number of students per class is 25 students. The sampling technique is a way to choose a sample that will be researched (Husein Umar, 2020). Cluster Random sampling was employed in this research. The samples taken amounted to 3 classes, including classes A, E and H.

Instruments are very important in data collection because they are measurement tools that provide information about what is being researched (I Komang Sukendra, 2020). In this research, the instrument is a students' opinion questionnaire. The questionnaire contained close-ended questions. The type of questionnaire that will be used is the Multiple- response questionnaire. Multiple-response questions are a type of questionnaire question that presents more than two alternative answers (Sutarno, 2021). The opportunity of selecting more than one option to the respondents should be provided in time of necessity. On the other hand, sometimes it is helpful to ask multiple questions in different ways to gain more reliable answers, check the consistency of answers, and obtain manifold aspects of deal proneness(Taherdoost, 2022). The research instrument or questionnaire consisted of two indicators: learning motivation and material comprehension. Each indicator consists of sub-indicators. The sub indicators of learning motivation are the drive to achieve something, commitment, initiative, and optimism. Then the sub-indicators of material comprehension are translation, interpretation, and extrapolation. The total questionnaire items totaled 14 questions.

According to Hartono, the main purpose of the pilot study is to test the effectiveness of survey instruments (questionnaires) as a communication tool between researchers and respondents. The main purpose of the pilot study is to test the effectiveness of the survey instrument (questionnaire) as a communication tool between researchers and respondents (Hartono, 2010). In this study, the researcher asked for expert opinions regarding the questionnaire to be used. Expert validation is used to ensure that the instruments to be used in the main research are appropriate, relevant, and in accordance with the research objectives. The experts who the researcher asked for opinions and input were lecturers of the Methodology in TEFL course. Based on consultation with expert lecturers, improvements were obtained on the questionnaire before it was distributed. The improvement is to ensure that the extrapolation aspect is in accordance with the questions in the questionnaire.

The procedures of data analysis of this research will use descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it exists without the intention of making generalized conclusions or generalizations (Sugiyono, 2022). In this research, descriptive statistics were used with the following steps: Distributing questionnaires via Google Forms, counting the number of responses based

on each category coding, classifying the answers given by respondents according to the type, analyzing the data, interpreting the data, and drawing conclusion.

Findings and Discussion

Findings

The research was conducted to find the objective of the research to find out the English department students' opinions about their learning motivation and the comprehension of the material toward their lecturer's teaching strategies and learning models in writing class. To reach the objective, the research was conducted in three classes. A, E, and H class as respondents to fill out a questionnaire containing their opinions about teaching strategies and learning models used by lecturers in the Critical Academic Writing class.

Based on the Respondents' answers collected, it was found that Each aspect of learning motivation in the four teaching strategies has a different percentage. The author calculates the average percentage of each aspect of learning motivation in the four teaching strategies and four learning models.

Table 1. Data Presentation of Students' Learning Motivation on Lecturer's Teaching Strategies

Teaching Strategies	Drive to Achieve Something	Commitment	Initiative	Optimism	Mean
Contextual Learning	68.60%	68.60%	67.10%	57.10%	65.35%
Conventional	47.10%	51.40%	38.60%	48.60%	46.42%
Synchronous	8.60%	8.60%	7.10%	7.10%	7.85%
Asynchronous	5.70%	4.30%	8.60%	10.00%	7.15%

Table 1. compares the impact of various teaching strategies (Contextual Learning, Conventional, Synchronous, and Asynchronous) on four motivational factors: Drive to Achieve Something, Commitment, Initiative, and Optimism, along with their overall Mean scores. Contextual Learning stands out as the most effective approach, with consistently high percentages across all motivational factors: 68.60% for both Drive to Achieve Something and Commitment, 67.10% for Initiative, and 57.10% for Optimism. Its overall Mean score is 65.35%, indicating that Contextual Learning fosters strong motivation and engagement in learners, particularly in terms of initiative and achievement. Conventional teaching methods perform moderately well, scoring 47.10% for Drive to Achieve Something, 51.40% for Commitment, 38.60% for Initiative, and 48.60% for Optimism, resulting in a Mean score of 46.42%. While it shows reasonable success in fostering Commitment and Optimism, its lower score in Initiative suggests it may not be as effective in encouraging independent action or creativity. Synchronous and Asynchronous strategies show significantly lower effectiveness. Synchronous learning achieves only 8.60% for Drive to Achieve Something and Commitment, and even lower scores for Initiative (7.10%) and Optimism (7.10%), with a Mean score of 7.85%. Asynchronous learning scores similarly low, with 5.70% for Drive to Achieve Something, 4.30% for Commitment, 8.60% for Initiative, and 10.00% for Optimism, resulting in a Mean of 7.15%. These results indicate that both Synchronous and Asynchronous strategies are less effective at inspiring motivation and engagement in learners.

In conclusion, the most favorite teaching strategy according to the student that can motivate their learning is Contextual Learning.

Table 2. Data Presentation of Students' Comprehension Material on Lecturer's Teaching Strategies

Teaching Strategies	Translation	Interpretation	Extrapolation	Mean
Contextual Learning	51.40%	57.10%	62.90%	57.13%
Conventional	51.40%	54.30%	47.10%	50.93%
Synchronous	18.60%	12.90%	11.40%	14.30%
Asynchronous	12.90%	10.00%	7.10%	10.00%

Table 2. compares the effectiveness of different teaching strategies (Contextual Learning,

Conventional, Synchronous, and Asynchronous) across four cognitive skills: Translation, Interpretation, Extrapolation, and an overall Mean score. Contextual Learning shows the highest effectiveness across all categories, with 51.40% for Translation, 57.10% for Interpretation, and 62.90% for Extrapolation, averaging a Mean score of 57.13%. This suggests that Contextual Learning is particularly effective in promoting higher-order thinking skills, such as Extrapolation. Conventional teaching methods also perform relatively well, achieving 51.40% for Translation, 54.30% for Interpretation, and 47.10% for Extrapolation, with an overall Mean of 50.93%. However, its lower score in Extrapolation indicates that it may be less effective in encouraging deeper application of knowledge. Synchronous and Asynchronous methods, on the other hand, demonstrate much lower effectiveness. Synchronous learning yields 18.60% for Translation, 12.90% for Interpretation, and 11.40% for Extrapolation, with a Mean of 14.30%. Similarly, Asynchronous learning scores 12.90%, 10.00%, and 7.10% for Translation, Interpretation, and Extrapolation respectively, with a Mean score of 10.00%. These results indicate that both Synchronous and Asynchronous approaches are less effective at fostering the cognitive skills measured, especially in comparison to Contextual and Conventional methods.

In conclusion, the most favorite teaching strategy according to the student that can increase their comprehension in learning is Contextual Learning.

Table 3. Data Presentation of Students' Learning Motivation on Lecturer's Learning Models

Teaching Strategies	Drive to Achieve Something	Commitment	Initiative	Optimism	Mean
Problem-Based Learning	50.00%	49.30%	52.90%	48.60%	50.20%
Small Group Discussion	45.70%	44.90%	40.00%	41.40%	43.00%
Collaborative	38.60%	40.60%	41.40%	41.40%	40.50%
Flipped Classroom	18.60%	18.80%	17.10%	21.40%	18,97%

Table 3. presents the impact of different teaching strategies (Problem-Based Learning, Small Group Discussion, Collaborative, and Flipped Classroom) on four motivational factors: Drive to Achieve Something, Commitment, Initiative, and Optimism, along with their overall Mean scores. Problem-Based Learning (PBL) shows the highest overall effectiveness among the strategies, with 50.00% for Drive to Achieve Something, 49.30% for Commitment, 52.90% for Initiative, and 48.60% for Optimism, resulting in a Mean score of 50.20%. This indicates that PBL is quite successful in fostering students' motivation and self-direction, particularly in enhancing their Initiative. Small Group Discussion ranks second, with 45.70% for Drive to Achieve Something, 44.90% for Commitment, 40.00% for Initiative, and 41.40% for Optimism, giving an overall Mean of 43.00%. While effective in encouraging engagement, it falls behind PBL, especially in fostering Initiative. The Collaborative approach yields moderate results, with 38.60% for Drive to Achieve Something, 40.60% for Commitment, and 41.40% for both Initiative and Optimism, resulting in a Mean score of 40.50%. It shows balanced but lower effectiveness in fostering motivation compared to PBL and Small Group Discussions. The Flipped Classroom shows the lowest effectiveness, with scores of 18.60% for Drive to Achieve Something, 18.80% for Commitment, 17.10% for Initiative, and 21.40% for Optimism, with an overall Mean of 18.97%. This suggests that the Flipped Classroom model is less effective in motivating learners compared to the other strategies.

In conclusion, the most favorite learning model according to students that can motivate their learning is Problem-Based Learning.

Table 4. Data Presentation of Students' Comprehension Material on Lecturer's Learning

Learning Models	Translation	Interpretation	Extrapolation	Mean
Problem-Based Learning	41.40%	45.70%	52.90%	46.66%
Small Group Discussion	41.40%	41.40%	40.00%	40.93%
Collaborative	44.30%	45.70%	42.90%	44.30%
Flipped Classroom	17.10%	20.00%	15.70%	17.60%

Table 4. compares the effectiveness of four learning models (Problem-Based Learning, Small Group Discussion, Collaborative, and Flipped Classroom) in developing cognitive skills: Translation, Interpretation, Extrapolation, along with their overall Mean scores. Problem-Based Learning (PBL) is the most effective, achieving 41.40% for Translation, 45.70% for Interpretation, and a higher 52.90% for Extrapolation, with an overall Mean score of 46.66%. This indicates that PBL particularly excels at promoting higher-order thinking, such as Extrapolation, where students apply knowledge to new situations. Collaborative learning also performs well, with 44.30% for Translation, 45.70% for Interpretation, and 42.90% for Extrapolation, resulting in a Mean score of 44.30%. Its balanced performance across the cognitive skills suggests that it is a strong approach for fostering both understanding and application of knowledge. Small Group Discussion shows moderate effectiveness, with 41.40% for both Translation and Interpretation, and 40.00% for Extrapolation, leading to a Mean score of 40.93%. While it encourages solid cognitive development, its slightly lower Extrapolation score suggests it may be less effective in promoting deep application of knowledge compared to PBL and Collaborative learning. The Flipped Classroom demonstrates the lowest effectiveness, with scores of 17.10% for Translation, 20.00% for Interpretation, and 15.70% for Extrapolation, resulting in a Mean score of 17.60%. These results indicate that the Flipped Classroom model may be less effective in promoting cognitive skills, particularly when it comes to more complex tasks like Extrapolation.

In conclusion, the most favorite learning model according to the students that can increase their comprehension in learning is Problem-Based Learning.

Discussion

In this section, the researcher will discuss findings regarding English Department Students' Opinion on Their Lecturers' Teaching Strategies and Learning Models in Relation to Student's Learning Motivation and Comprehension Material In Writing Class. The instrument used is a questionnaire. The questionnaire contained fourteen items with multiple-response questions. The research data that has been obtained is transformed into statistical data to make it easier for researchers to conduct data analysis. Here is the data obtained and calculated per aspect and indicator.

Based on the data that has been obtained, it can be concluded that the teaching strategy that students think can motivate them from the aspect of "the drive to achieve something" is Contextual Learning. Furthermore, from the aspect of "commitment" that motivates them is Contextual Learning. Then for the "initiative" aspect, Contextual Learning is the most motivating for them. Then the aspect of "optimism" that motivates students the most is Contextual Learning.

The findings indicate that the Contextual Learning Teaching Strategy significantly impacts student learning motivation in the Critical Academic Writing class. In Table 1, the data shows that 65.35% of students feel motivated to learn under this strategy. This suggests that contextual learning, which connects educational material to real-life situations, further emphasizes its effectiveness in enhancing student engagement. Contextual Learning Teaching Strategy can help the students comprehend the material in the Critical Academic Writing class. This suggests that contextual learning, which connects educational material to real-life situations, is highly regarded by students as it facilitates a deeper understanding of the subject matter. Table 1, can be seen that 53,13% choose this teaching strategy.

Refers to the results of data analysis collected by using a questionnaire. There were 14 statement items. The results of the questionnaire showed that the Contextual Learning Teaching Strategy was the most favorite among the other teaching strategies. It can motivate students to learn and help them comprehend the material in Critical Academic Writing, this is in line with the statement "The benefits of Contextual Learning were engaging students in the writing activity, increasing students' motivation to participate actively in the writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping the students to summarize and reflect the lesson"(Intan Satriani et al., 2018). This research reveals how the advantages of using contextual teaching and learning approaches in teaching writing. Likewise, English education students of UIN RIL argued that they were helped by the benefits of Contextual learning.

Then in Table 1 and 2 the data shows that for lecturer's teaching strategies that use Zoom meetings or Google Meet, only a few students think that the teaching strategy motivates them in learning and helps them understand their material. From the aspect of learning motivation and material comprehensiveness, less than 20% of students choose the Synchronous teaching strategy. The same thing happens with the asynchronous teaching strategy. Less than 20% of students think that using the WhatsApp chat application can help motivate their learning and comprehension of the material in the Critical Academic Writing class. Learning with this online model has its pluses and minuses. Online learning in the post-Covid 19 pandemic is not as effective as face-to-face learning(Rohana, n.d.). Online learning is usually conducted when face-to-face meetings are difficult to conduct. However, students become less active in participating in class and pay less attention to the lectures. Therefore, students' learning motivation as well as material comprehension is not achieved.

Then, the Conventional teaching strategy ranks second highest after Contextual Learning. Students argue that learning in which the lecturer is more active in lecturing and demonstrating in class, can motivate them to learn and help them in understanding the material. As seen in Tables 1 and 2 the data shows that 46.42% of students said that Conventional was able to motivate them in learning, 50.90% said it can help the students comprehend the material. Based on research at Makassar University, it was found that contextual learning is effective in improving students' academic writing skills(Rohana, n.d.) In line with this research, the conventional strategy with the lecture method can improve understanding of the material and motivate student learning.

The findings indicate that the learning model significantly impacts student learning motivation in the Critical Academic Writing class is Problem-based Learning. In Table 3, the data shows that 50.20% of students feel motivated to learn under this model. This suggests that in Problem-based Learning, respondents are encouraged to engage actively in their learning process. The PBL model encourages students to explore real-world problems, thereby enhancing critical thinking and collaborative skills. Problem-based Learning is highly regarded by students as it facilitates a deeper understanding of the subject matter. Table 4, can be seen that 46.66% choose this learning model as the learning model can help them understand the material. This means that learning with a system given a case and then finding a solution to the problem, can motivate them in learning to help them in understanding the material. Yuli et al, stated thath Problem-Based Learning is the most significant innovation in education. It helps students enhance the development of lifelong learning skills in an open, reflective, critical, and active learning mindset (Nafisah et al., 2022). Likewise, PBL can be a model that can motivate student learning. In addition, PBL is also effective in developing students' critical thinking.

Furthermore, in Tables 3 and 4, the data shows that Flipped Classroom motivates them to learn and helps them understand their material. From the aspect of learning motivation and material comprehensiveness, less than 20% of students choose Flipped Classroom occupies the last place as a learning model that can motivate learning to help students understand the material. Those who think that learning with material learned at home and then discussions or assignments in class with the lecturer can help them. In the Flipped Classroom learning model, at the home learning stage before coming to school, students are asked to study the material at home with the help of learning videos. The learning videos that students are asked to watch are videos that come from YouTube or videos made by the teacher himself. However, the Flipped Classroom learning model has weaknesses, including that the teacher does not have control to ensure students understand the material provided in the video(Sari et al., 2023). This makes it difficult for students to understand the material and less motivated to learn.

Then, Small Group discussion significantly impacts student learning motivation in the Critical Academic Writing class. In Table 3, the data shows that 43.00% of students feel motivated to learn under this model. In Table 4, 40.93% think that SGD is a learning model that can help them understand the material. This model is carried out by dividing the class into several small groups to discuss. Some students think that SGD is a learning model that can motivate learning to help their understanding of the material. Group discussion allows students to master a concept or solve a problem through a process that provides opportunities to think, interact socially, and practice

positivity(Fajrin et al., 2022). Through working with a group of peers and discussing with other groups can increase their opportunities to expand their knowledge as well as increase students' ability to think more critically.

While Collaborative, in Table 3 the data shows that 40.50% of students feel motivated to learn under this model and 4, the data shows that Collaborative helps them understand their material. "Collaborative learning can improve student achievement. Improved learning outcomes occur because collaborative learning can encourage students to be more attentive and motivated in their learning. Students who get high learning outcomes certainly have good creative thinking"(Rahman et al., 2022). This statement is in line with the research findings.

Conclusion

Based on the data presented in the research findings, several key conclusions can be drawn regarding English department students' opinions on their lecturers' teaching strategies and learning models in relation to learning motivation and comprehension of material in Critical Academic Writing class.

The findings indicate that Contextual Learning was the most motivating and helpful for comprehension, with 65.35% of students feeling motivated and 53.13% finding it beneficial for understanding the material. Conventional teaching also received strong support, with 46.42% motivated by it and 50.90% aided in comprehension. Among learning models, Problem-Based Learning (PBL) was impactful, as 50.20% of students reported increased motivation and 46.66% noted enhanced comprehension. Small Group Discussions and Collaborative Learning also promoted motivation and comprehension, though to a slightly lesser extent, with support from 43.00% and 40.50%, respectively. In contrast, online methods like Synchronous and Asynchronous approaches were less effective, with fewer than 20% of students finding them motivating or helpful for comprehension. The Flipped Classroom model was similarly less favored, with less than 20% of students reporting benefits for motivation and learning.

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