EXPLORING TEACHER MOTIVATIONAL STRATEGY IN ENGLISH LEARNING AND TEACHING ACTIVITY AT SMP MUHAMMADIYAH 5 SURAKARTA

THESIS

Submitted as a Partial Requirement

For the Undergraduate Degree in English Language Education

by:

TAZKIYAH FIRDAUSI

SRN. 16.32.21.232

ENGLISH LANGUAGE EDUCATION

CULTURES AND LANGUAGES FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

ADVISORS SHEET

Subject: Thesis of Tazkiyah Firdausi

SRN : 16.32.21.232

To:

The Dean of Cultures and Languages Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Tazkiyah Firdausi

SRN : 16.32.21.232

Title : **Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta**

has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Undergraduate Degree in English Language Education IAIN Surakarta.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Surakarta, 1 Desember 2020

Advisor,

Maria Wulandari, M.Hum

NIK.198905182017012145

RATIFICATION

This is to certify Undergraduate Degree thesis entitled **"Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta"** by Tazkiyah Firdausi has been approved by The Board of Thesis Examiners as the requirements for the degree of Undergraduate in English Language Education.

Chairperson	**. Hj. Fithrivah Nurul H, M.Pd**	(.....)
NIP	**. 19820725 200912 2 006**	
Secretary	**Maria Wulandari, M.Hum**	(.....)
NIK.	**198905182017012145**	
Main Examiner	: **Prof. Dr. H. Sujito, M.Pd**	( )
NIP.	: **197220914 200212 1 001**	

Surakarta, 22nd December 2020

Approved by

The Dean of Cultures and Languages Faculty

Prof. H. Dr. Toto Suharto, S. Ag, M. Ag.

NIP. 19710403 199803 1 005

DEDICATION

This thesis is dedicated to:

1. My beloved parents (Bp. Susilo Utomo and Ibu Tri Lestari) who always support and pray the best for me since the beginning until the end of my study
2. My beloved uncles and aunties who always give me a lot of helps and supports to my higher education.
3. My young brother (Abid Haidar A'dn).
4. My roommate (Dela Monica Sutomo Putri)

MOTTO

"Whoever takes a path upon which to obtain knowledge,

Allah makes the path to paradise easy for him"

(The Prophet Muhammad SAW)

"Remember that failure is an event, not a person"

(Zig Ziglar)

PRONOUNCEMENT

Name	: Tazkiyah Firdausi
SRN	: 16.32.21.232
Study Program	: English Language Education
Faculty	: Cultures and Languages Faculty

I hereby sincerely state that the thesis titled "Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 4th December 2020

Stated by,

Tazkiyah Firdausi

SRN. 16.32.21.232

ACKNOWLEDGMENT

Alhamdulillah, all praise be to Allah SWT, the almighty God, the Lord of the universe, the master of the day of judgment, God almighty, for all blessings and mercies so the researcher who is able to finish this thesis entitled "Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta. Peace be upon to our Prophet Muhammad SAW who brought us from the darkness into the lightness.

The researcher is sure that this thesis would be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express the deepest thanks to all of those who had helped, supported, and suggested the researcher during the process of writing this thesis. The researcher delivers the special gratitude to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd as the Rector of the State Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Pd., as the Dean of Languages and Cultures Faculty of IAIN Surakarta.
3. Budiasih, S.Pd., M.Hum as the Head of English Language Education of IAIN Surakarta for trusting the researcher to conduct this research.
4. Maria Wulandari, M.Hum., as the advisor who always gives the researcher supports, advices, motivations so the researcher can finish the thesis. May Allah SWT always gives mercies to you and return your kindness.
5. Sudarno, S.Pd., as the headmaster of SMP Muhammadiyah 5 Surakarta.
6. Adi Purwono, S.Pd., as the English teacher of SMP Muhammadiyah 5 Surakarta who allowed and helped the researcher for conducting research in his class.
7. All of lecturers for the knowledge, chance, patience, and time that was given for the researcher. May Allah returns your kindness.

8. The seventh grade students of SMP Muhammadiyah 5 Surakarta who participated in this research.
9. My beloved family that always gives the best pray, unconditional love, unlimited patience, amazing supports and helps
10. All of my beloved galaxy family in PBI G 2016.
11. My dear friends, Dela, Dea, Nadia, Umi, Mifta, Reni, Ima, Endah, mbak Aslih, Rahma, dek Ayuk that always accompany, motivate, and help whether in the good time or bad time.
12. My support system, Dela, Radiyah, Yuli, Aswadi, Feroz, Ashif and Hikmah who support and remind me to finish this thesis.

The researcher realizes that this thesis is still far from being perfect. Therefore, the researcher accepts support, critiques, and suggestions. The researcher hopes that this thesis can be useful for the researcher in particular and the readers in general.

Surakarta, 6th October 2020

The Researcher,

Tazkiyah Firdausi

ABSTRACT

Tazkiyah Firdausi. 16.322.1.232. *Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta*. Thesis of English Language Education Study Program. Cultures and Languages Faculty. IAIN Surakarta. 2020.

Advisor: Maria Wulandari, M.Hum.

Key words: Teacher, Motivational Strategy, English Learning and Teaching

The term of motivation had been an important issue in educational setting. Motivation relates to the drive for doing something and the persistence to do it. Motivation will be an aspect that can determine someone get success or failure especially in language learning such as English. However, in English learning activity, students' motivation can increase or decrease overtime, so it needs to be kept and encouraged by the teacher. Therefore, this research aimed to describe the kind of teacher's motivational strategies and how the students' responses toward those strategies

To conduct this research, the researcher used descriptive qualitative method. The participants of this research were English teacher of seventh grade and 48 students of the mixed students from A. B, and C seventh grade in SMP Muhammadiyah 5 Surakarta. Here the researcher used semi-structured interview and open-ended questionnaire to obtain the research data. In this case, because of Corona pandemic situation, the researcher obtained the data via online by using WhatsApp to do interview and Google Form to share questionnaire. After getting the data, the researcher analyzed the data by using the data analysis concept from Miles and Huberman. That concept consists of reducing data, displaying data, and drawing the conclusion. In addition, the researcher used source triangulation to get the trustworthiness of the data result

Based on the result of interview and questionnaire, it showed that the teacher used 10 motivational strategies. They were keeping appropriate teacher's behavior and good relationship toward the students, making learning group, making the teaching material relevant and appropriate for the students, creating pleasant and supportive atmosphere in English classroom, making appropriate task and, protecting students' self confidence, giving the understanding of English learning goals and benefits,giving feedback, giving reward and appreciation, and assessing students' performance. Meanwhile, mostly students gave positive responses toward the teacher's motivational strategies though there were students that give different responses for certain strategies.

TABLE OF CONTENT

TITLE .....

ADVISOR SHEET i

RATRIFICATION ii

DEDICATION iii

MOTTO iv

PRONOUNCEMENT v

ACKNOWLEDGMENT vi

ABSTRACT viii

TABLE OF CONTENT ix

LIST OF TABLES xii

LIST OF FIGURE xiii

LIST OF APPENDICIES xiv

CHAPTER I: INTRODUCTION 1

A. Background of the Study 1
B. Problem Identification 7
C. Problem Limitation 8
D. Problem Statement 8
E. Objective of Study 8
F. Benefit of the Study 9
G. Definition of Key Term 10

CHAPTER II: THEORETICAL REVIEW **11**

A. Theoretical Description 11
1. Students' Motivation 11
a. Definition of Motivation 11
b. Type of Motivation 12
c. Influencing Factors of Motivation 15
2. Teacher Motivational Strategy 18
a. Definition of Motivational Strategy 19
b. The Purpose of Motivational Strategy 19
c. The Themes of Motivational Strategy 20
d. Several Concepts of Motivational Strategy 21
3. English Learning and Teaching in Junior High School 38
a. English Learning 38
b. English Teaching Methods 44
c. The Role of Teacher in English Learning and Teaching 45
d. Influencing Factors in English Teaching and Learning 46
e. English subject in Indonesian Junior High School 49
B. Previous Studies 51

CHAPTER III: RESEARCH METHODOLOGY **55**

A. Research Design 55
B. Setting Place and Time 56
C. Subject of the Research 58
D. Research Instrument 59
E. Technique of Collecting Data 59
F. Technique of Analyzing Data 61
G. Trustworthiness of the Data 63

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION **65**

A. Research Findings 65

1. The Kind of Teacher's Motivational Strategies to Encourage the Students' Motivation to Learn English 67
2. The Students' Responses toward Their English Teacher Motivational Strategies. 80

B. Discussion 88

CHAPTER V: CONCLUSION AND SUGESSTION **106**

A. Conclusion 106

B. Suggestion 110

BIBLIOGRAPHY **112**

APPENDICES **118**

LIST OF TABLE

Table 1	Research schedule	58
Table 2	The coding table of teacher motivational strategy	67
Table 3	The coding table of the students' responses	80
Table 4	MTP and Seventh grade English teacher motivational strategy	90
Table 5	Data analysis table of teacher's motivational strategies with MTP by Dornyei (2001)	153
Table 6	Data analysis table of the students' responses toward TMS	159

LIST OF FIGURE

Figure 1. The components of motivational teaching practice (MTP) 22

LIST OF APPENDICESS

Appendix 1. Field note of pre-observation 119

Appendix 2. The interview guidelines 119

Appendix 3. Transcript interview 120

Appendix 4. Questionnaire guideline 146

Appendix 5. List of students who answered the questionnaire 147

Appendix 6. The questionnaire of google forms 149

Appendix 7. The data analysis table 153

CHAPTER I

INTRODUCTION

A. Background of the Study

For a long periods, the term of motivation had been an important issue in educational setting. According to Dornyei (2001: 5), Motivation could be an aspect that could determine someone get success or failure especially in language learning such as English. Furthermore, Dornyei explained that in the vast majority of cases, the learner who has adequate motivation can achieve a working knowledge of second/foreign language, regardless of learner's language aptitude or other cognitive characteristics, it should be noted that without an adequate motivation, even the smartest learners are impossible to persist for attaining any really useful language.

According to Tileston (2004: 2), motivation itself relates to the drive for doing something, it drives someone to learn new things and to encourage someone for trying again when she or he fails. In addition, motivation is an important variable in human learning reflected in goals and direction, level of effort, depth of engagement, and degree of persistence in learning (Ushioda, 2014: 31). Therefore, students' motivation can determine that the students will get success or failure in learning. According to Abdullah et al (2019: 58), When the students do not have a goal or desire in learning, they also are bored and inattentive in learning, they are unlikely to get benefit from the educational program, even its effectiveness. After the

explanations before, it can be known that motivation is crucial for the students until, the students' motivation needs to be kept including the students' motivation to learn English.

Therefore, for keeping the students motivation in learning English, the teacher role as motivator is needed. Based on Chiew Fen Ng and Poh Kiat Ng (2015: 25), the teacher roles in English teaching and learning activity are as initiator, facilitator, ideal model of the target language speaker, mentor, consultant, and mental supporter and motivator. According to the statement before, one of teacher roles and responsibilities is as a motivator. It means that the teacher has to motivate the students in English learning and teaching process.

Moreover, according to Lawrence and Hanitha (2017: 89), the teachers are the key actors who create the learning environment and whose main duties include motivating the students to learn. In addition, the teacher can encourage student motivation by providing support infrastructure and learning environment that brings to the successful learning activity (Barker, 2013: 11). So, it can be known that encouraging student motivation is the teacher's task. It is for leading the students to get success in English learning activity.

According to Carreira in Tae-Young Kim and Yoon-Kyoung Kim (2014: 122), students' motivation in learning English start to decrease from the 3rd grade of elementary school. From the statement before, the teacher role as motivator is needed here to keep students' motivation, to prevent students' demotivation, even to enhance students' motivation in learning English. As a motivator, the teacher

needs motivational strategy to motivate students for learning, especially in learning English.

According to Dornyei (2001: 28), motivational strategies are techniques that promote the individual's goal-related behavior. Furthermore, motivational strategies also refer to all teaching strategies that was purposed to encourage the students to learn (Hornstra et al., 2015: 364) . Therefore, it can be known that motivational strategy in English learning is the action or technique for enhancing students' motivation to learn based on the learning goal.

Indeed, there have been a few studies about teachers' motivational strategies and the students' responses toward those strategies. Yet, every teacher has different strategies to motivate the students. Here the researcher will show several previous studies that focused on motivational strategy.

For the first example, it was "The Libyan EFL Teachers' Role in Developing Students' Motivation", that was written by Alhodiry A. A. in 2016 from University of Sebha. Then the next previous study was "A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers", that was written by Abdullah et al, in 2019 from Buraimi Univeristy College. Here both of the study explained about teacher motivational strategy in higher education context and focused on teachers' perspective only. In addition, there was a research from student of IAIN Surakata. The title was "The strategies of Teacher in motivating the students in Learning English (A Study at the Tenth Grade

Man 2 Boyolali in the Academic Year 2016/2017)" that was written by Wahyudi M. in 2017. It was conducted in senior high school.

Therefore based on several previous studies above, the researcher had an interest to conduct similar research but it was conducted in surrounding. The researcher did not choose higher education or senior high school to conduct the research. The researcher chose junior high school level especially in seventh grade of junior high school.

Based on the formation of sensori-motor intelligence by Jean Piaget, seventh grade students is categorized in the stage of formal operation (from 11-12 years during adolescence), this is the last stage of Piaget's intellectual stages. In this stage, the subject becomes capable for reasoning in a hypothetico-deductive manner, yet still on the basis of simple assumption (Piaget, 2003: 163). Furthermore, Shaffer (2009: 63) also stated that formal operations may open the way to think about what is possible in one's life, to form a stable identity, to achieve richer understanding of other people's psychology perspectives and underlying causes of their behavior. Therefore, the students start from in the seventh grade, they begin to be able for considering and thinking about their manner, action, idea, identity, social and even about their future.

However, the transition of development from each mental stage of children, especially from adolescence to adulthood, is a critical moment that requires an assistance (Priyambodo and Situmorang, 2017: 30). Therefore in the classroom context, the teacher has to assist more the students for facing their transition period,

here the role of teacher as students' facilitator and motivator is needed. The teacher can also associate by the students to build a closeness among them.

Then, based on researcher's consideration, the researcher conducted preliminary observation at SMP Muhammadiyah 5 Surakarta. The accreditation of SMP Muhammadiyah 5 Surakarta is great, the accreditation score is A. This preliminary observation was to know how the teacher's ways in motivating students to learn, especially in motivating the seventh grade students in globalization era.

Here, the researcher observed the English teacher and students of the seventh grade. There are three types of the seventh grade class. They are A for special program of female class, B class for special program of male class, C and D for regular class. Here the researcher use participants from 7A, 7B, and 7C as a representative of regular class. The researcher chose the seventh grade because this grade is the first grade in junior high school. The students of the seventh grade were still new or fresh in the environment of junior high school to learn English. Here the seventh grade students experienced the transition period from primary school students to secondary school students. Moreover different environments were also giving influence to students' motivation changing to learn.

Based on the researcher's preliminary observation in the classroom, the researcher found that the teacher could handle his class well. He could create the classroom climate being enjoyable, for instance the teacher gave refreshment for the students by watching movie, the movie dialogue and translation also used English.

So the students could get the enjoyable time by watching movie and they also could learn English by listening the dialogue and reading the translation.

Based on the pre interview with the teacher, the teacher stated that the reason why he gave refreshing time to the students was for avoiding students' boredom in learning activity routine. Furthermore, the teacher realized that the boredom in learning activity could impact on students' spirit and motivation to learn. For keeping students motivation to learn, the teacher also has tried for always keeping touch with his students by keeping his good relationship with the students. According to researcher's pre observation, their good relationship was signed by the students' attitude toward their teacher such as the students gave their attention when the teacher explain in front of the class, there were no strained situation among the students and the teacher, and the teacher admonished the students smoothly when the students had a mistake such as sleeping when learning and teaching activity was conducted.

Moreover, in English learning and teaching activity, it could be known that the teacher and students could conduct English teaching and learning activity well though there were still several problems that should be faced by the teacher and the students. Although there were several problems, the teacher stated that there were no students in demotivation condition to learn English, yet the students' motivation to learn could be increase or decrease overtime. Therefore it could be challenge for the teacher to always maintain students' motivation in learning and teaching English. As we know before that low or high students' motivation will determine

the students get success or failure in English learning. Therefore, it could be concluded that making efforts to motivate the students to learn is crucial.

Furthermore, the teacher should consider what the best motivational strategy that would be appropriate for all of seventh grade students. The consideration was needed because based on researcher pre-observation, the students also had different characteristics in learning English. Therefore the difference among the students would be a challenge for the teacher to create appropriate motivational strategy.

In this research, the researcher did not only focus on how teacher's motivational strategy but also focused on how students response toward their teacher motivational strategy. Here as a motivator, the teacher had a big responsibility to motivate the students for getting success in English. Yet every teacher had different motivational strategies for encouraging students' motivation. Therefore, based on the statements before, the researcher was interested in conducting a research entitled "*Exploring Teacher Motivational Strategy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta"*.

B. Problem Identification

The researcher found some problems in students' English learning and teaching activity at SMP Muhammadiyah 5 Surakarta. The problems were such as:

1. Students' characteristics were different when they learn English.
2. The teacher delivered material in enjoyable way such as using video, audio, or game but sometimes it was not appropriate for certain students.

3. Students' motivation in learning English were fluctuating, it could increase or it could decrease because of several certain factors.
4. The students had different background study

C. Problem Limitation

In this research, the researcher focused on the kind of teacher motivational strategies that is applied by the seventh grade English teacher in SMP Muhammadiyah 5 Surakarta, and how the students' responses toward their teacher motivational strategies. Here, the researcher only took one English teacher and three classes of seventh grade in SMP Muhammadiyah 5 Surakarta as the subject of this research, they are 14 from 14 students of 7 A (100%), 17 from 30 students of 7 B (56%), 17 from 31 students of 7 C (54%). It can be noted that there were several students from 7B and 7C in which they did not participate for this research for personal reasons such as their readiness and internet access to participate in this research.

D. Problem Statement

1. What kind of motivational strategies that the English teacher used for encouraging students' motivation in learning English?
2. How are the students' responses toward their English teacher's motivational strategies for encouraging their motivation in learning English?

E. Objectives of the Study

1. To describe the kind of the English teacher's motivational strategies for encouraging students' motivation in learning English.

2. To describe students' responses toward their teacher motivational strategies for encouraging their motivation in learning English.

F. Benefit of the Study

The benefit of this research are expected to give benefit theoretically and practically.

1. Theoretically
   a. The result of this research can be used as a reference for further research.
   b. The result of the research can add an information and a knowledge to the readers about motivational strategy.
2. Practically
   a. Students

      The researcher hopes the information from this research can motivate the students in learning English.

   b. Teacher

      The researcher expects that the information from this research can give a good input to the teacher for designing English teaching and learning activity for the students.

   c. Other researchers

      The result of the research can be a reference for further research with similar problem.

G. Definition of Key Terms

1. Teacher

   Teacher is defined by someone whose job is to teach in a school or college (Cambridge Dictionary)

2. Motivation

   Based on Oxford Advanced Learner's Dictionary, Motivation is the reason why somebody does something or behaves in a particular way.

3. Motivational strategy

   Motivational strategies are techniques that promote the individual's goal-related behavior (Dornyei, 2001: 28)

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Students' Motivation

a. Definition of Motivation

Motivation is one of significant aspects in Education context. Motivation is the reason why somebody does something or behaves in a particular way (www.oxfordlearnersdictionaries.com). According to Keller (2010: 4-5) motivation refers to what people desire, what people choose to do, what people commit to do, what the goals that people choose and how to pursue those goals, in other words it explains about the direction and magnitude of behavior. In addition, Motivation is also a condition in a person that drives him or her to act for doing an activity in achieving his or her goals (Basleman and Mappa, 2011: 34).

In learning context, motivation is as the driving force in students' self to carry out learning activities and ensure the continuity of those learning activities (Rohmah, 2015: 241). Moreover, Brophy (2008: 4), student's motivation is grounded on their subjective experiences that those connected to their willingness to engage in learning activities and their reason to do so. Based on the statements before, it can be concluded that motivation is needed for the continuity of the students' learning activity especially in the activity of

English teaching and learning. Furthermore, motivation will give influence to the students' desire for studying and doing English learning activity till the students can achieve the learning goal and objective of English learning.

b. Types of Motivation

There are three broad types of motivation that are well known as intrinsic motivation, extrinsic motivation and amotivation.

1) Intrinsic Motivation

According to Dornyei and Ushioda (2013: 23), intrinsic motivation is related with behavior that is performed for its own sake to experience satisfaction and pleasure, such as a joy of doing activity or satisfying one's curiosity. Student's intrinsic motivation can be defined as motivation for doing learning activity because of particular goals to get knowledge, value and skill (Saefullah, 2012: 296). In addition, student's intrinsic motivation deals also with student's actions or efforts to learn language because of the desire and satisfaction for experiencing the language learning activity (Fen Ng & Kiat Ng, 2015: 24).

From several statements above, it can be known that student's intrinsic motivation is the motivation that is related to students' behavior in learning activity because of their desire and satisfaction to get knowledge, value and skill from learning activity. In the term of intrinsic motivation, students' effort and behavior in learning activity is for their own sake to get the knowledge, it is related to students' interest and

curiosity. Therefore, for encouraging students' intrinsic motivation, the teacher needs to create an enjoyment in the activities of language learning and increase students' curiosity about the learning material.

2) Extrinsic Motivation

Extrinsic motivation is related to the behavior to get separable end such as receiving reward or avoiding punishment (Dornyei and Ushioda, 2013: 23). Furthermore, extrinsic motivation also arises from environmental incentive and consequence such as praise, attention, privilege, extra credit points, and public recognition (Reeve, 2009: 114). Therefore, the students are extrinsically motivated when they are doing the learning activity only for the sake of reward that are not directly correlated with the learning itself (Fen Ng & Kiat Ng, 2015: 24). In other words, extrinsically motivated students tend to finish a learning assignments because they believe that by participating actively in the assignments, they will get desirable outcomes such as a good score, teacher's praise, and avoidance of punishment (Miltiadou and Savanye in Othman et al, 2018: 381).

In the term of extrinsic motivation, it can be concluded that this type of motivations is exist because of outside factor of student's self, such as from teacher, parent, and society. However, in teaching and learning context, teacher's reward and punishment are usually discussed by several experts in the term of extrinsic motivation. In the case of the

reward or punishment from the teacher, the students tend to do several learning activities such as finishing the assignments only for getting desirable outcomes from the teacher. So in the learning context, it is also well known as motivation that happens because of the carrot and stick.

3) Amotivation

According to Dornyei and Ushioda (2013: 23), amotivation refers to the lack of motivation either intrinsically or extrinsically. In addition, amotivation is related to student's behavior in which the student cannot see the existence of motivation, specifically the students cannot relate between his or her learning activity and the result that should be obtained from that activity (Othman et al, 2018: 381).

Then, it can be known that amotivation happens because of the lack of intrinsic and extrinsic motivation. In this case, the students cannot relate between what they learn and what they get from the learning process. Therefore the teacher is really needed when there is amotivation condition that happens to the students. It is because, when there is no motivation, the students will get some difficulties for following the activities of learning, especially in learning English.

In this research, the researcher only focused on intrinsic and extrinsic motivation. It was because there was no students in amotivation condition for learning English. Its statement was from the teacher's statement in

pre-interview with the researcher before. Therefore, the researcher only applied intrinsic and extrinsic motivation in this research.

c. Influencing Factors of Motivation

There are several factors that give influences to students' motivation. According to Walczac (2015: 263), some factors that affect students' motivation are students' interest, needs, background, previous educational experience, their teacher and, curiosity and challenge at different stages of learning process. Furthermore, William and Burden in Solak (2012: 243) categorized specifically the influencing factors of motivation to be internal and external factors. Both of factors are discussed, as follow:

1) Internal factor

a) The intrinsic interest of activity

Students' intrinsic interests are such as curiosity and optimal degree of challenge, the challenge here can be provided by the teacher.

b) The perceived value of activity

The perceived value of activity means that students get a relevance between learning activity and outcome, they know about anticipated value of outcome, and they understand about the intrinsic value of learning activity.

c) The sense of agency

The sense of agency means that the students have a sense for detecting locus of causality and locus of control from process and outcome. It is also part of students' abilities to decide a right goals.

d) The student's mastery

Here the student's mastery consists of student's competence, an awareness of improving skills and student's self- efficacy.

e) Student's self-concepts

Student's self-concept consist of student's realistic awareness of his or her strength and weakness in skills, self-worth concern and student's learned helplessness.

f) Student's attitudes

Student's attitude here refers to his or her attitude to language learning in general, to the target language, and to the target language community and culture.

g) Other influencing states

Other influencing states are such as students' fear, anxiety and confidence in language learning activity

h) Student's developmental age and stage

In every individual developmental age and stage, there are several changes of individual's physic, mental, logic and preference

i) Gender

Student's gender is also one of affected factors of student's motivation

2) External factor

a) The significant people

Student's significant people mean student's parent, peers, and teacher.

b) The nature of interaction with the significant people

It means that the significant people give several things that will give influences to student such as reward, praise, feedback, sanction and punishment.

c) The learning environment

Learning environment includes learning time, class size, school facility, school characteristic, school comfort, resources, and

d) The broader context

The broader contexts are such as family network, system of local and national education, social expectation and cultural norms.

Based on the explanation of some influencing factors above, it can be known that students' motivation to learn is affected by some factors. The factors are divided into two parts. The first is from students self-condition such as students' desire, interest, and curiosity, ability and mastery. Then,

the second is from student environment such as family condition, teachers, peers, class and school condition, education system, culture and society.

2. Teacher Motivational Strategy

In the term of motivation in the learning activities, the teacher is someone who has important role to encourage the student motivation. As it has already known that motivation is one of determinant keys of students' success or failure. Therefore the teacher has to know the strategies or ways to keep and enhance students' motivation especially in English learning and teaching activity.

However every teacher has various and different ways for motivating his or her students. Furthermore, every student is also different in the way that he or she can be motivated. According to Anderman Eric and Anderman Lynley (2014: 4), it should be noted that some instructional practices from the teacher may have different effect among the students, some students can be positively motivated by certain type of instructional practice but sometimes the others cannot be motivated with the same type. Therefore, in designing the ways or the strategy to motivate the students, the teacher has to take several considerations that relates to students' condition. Those teacher's strategies or ways to motivate the students are well known by teacher motivational strategies. Here the researcher will discuss and explain about that term.

a. Definition of Motivational Strategy

According to Dornyei (2001: 28), Motivational strategies are techniques that promote goal-related behavior of individual. It relates to motivational influence that consciously is for getting and enduring positive effect. Motivational strategies are also instructor actions for enhancing person's motivation to learn by stimulating or creating motivational condition for the learner (Wlodkowski in Nugroho and Madya, 2015: 83). Then, based on the explanation before, it can be known that motivational strategies in learning and teaching activity context is teacher's strategies, techniques and actions for enhancing the students' motivation in learning process by creating motivational condition for students, till the students have a change of behavior and get a positive effect.

b. The Purpose of Motivational Strategy

According to Hornstra et al (2015: 364), motivational strategies refers to all teaching strategies that was purposed to encourage the students to learn. Furthermore, Dornyei and Usioda (2010: 103), the purposes of motivatioanal strategy as follow:

1) Motivational strategy is consciously to generate students' motivation
2) It is for enhancing students' motivation
3) It is for maintaining ongoing students' motivated behavior

4) It is for protecting students' motivation from the tendencies of distracting and competing action

Based on the explanation above, it can concluded that the purpose of motivational strategy is for generating, encouraging, and enhancing the students' motivation in language learning. It is also for maintaining and protecting the students' motivation from the distractions that can make the students to be demotivated.

c. The Themes of Motivational Strategy

Dornyei (2001: 28) explained that various ways in promoting language learning can be separated into themes, as follow:

1) Focus on *the internal structure* of the type of language class for example: the ways in delivering material and giving feedback, task or homework.
2) Design *a trouble-shooting guide and its solution* for facing classroom problem, such as how dealing with students lethargy and lack of participation in learning activity.
3) Focus on *key of motivational concept* such as student's intrinsic interest, self- confidence or student autonomy.
4) Centre the discussion on *the main type of teacher's behavior* that can give motivational effect, for example: showing a good modelling of behavior to the students, doing communication and rapport with the students, and raising the consciousness of self-regulated strategies.

Based on the concept of the themes above, it is known that in applying motivational strategies, the teacher has to consider the type of class. He or she has to make list of guideline for handling the problems in the classroom. The teacher should also focus on student's motivational concept. The last, the teacher has to notice to the teacher own behavior in motivating the students.

d. Several Concepts of Teacher Motivational Strategies

1) Motivational Strategies by Zoltan Dornyei

Dornyei (2001: 29), made the components of motivational teaching practice in the L2 classroom. This concept is well known as motivational teaching practice (MTP). The key unit components of MTP was based on the motivational process from the initial arousal motivation to the completation and evaluation of action that its disicision is from selecting the themes and building the material surround it (Dornyei and Ushioda, 2010: 107). The first aspect is creating the basic motivational condition. The second is generating initial motivation. The third is maintaining and protecting motivation. Then, the last is encouraging retrospective self-evaluation. However, it should be noted that not every strategy works in every context. The display of the components will be presented by using figure below.

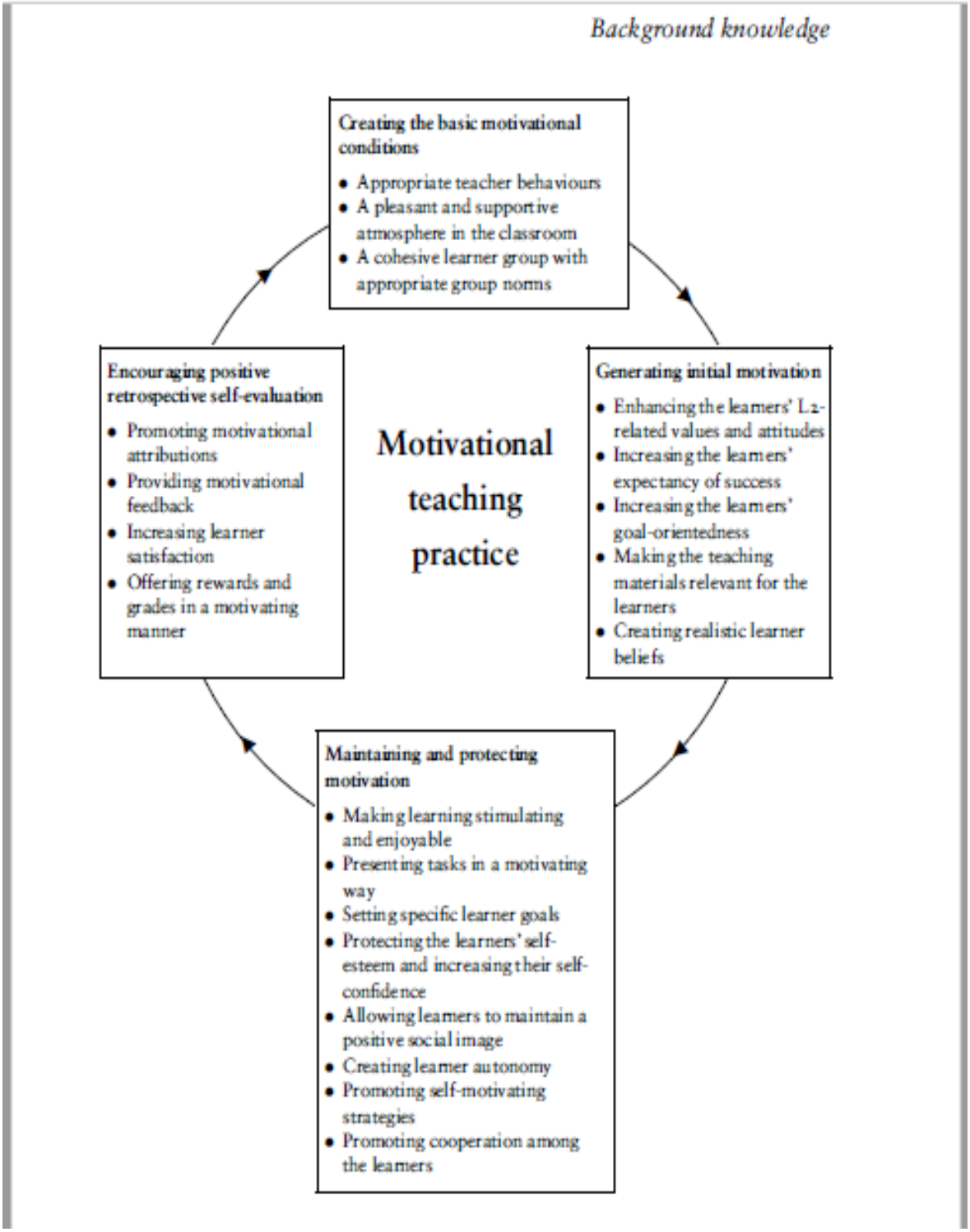


Figure 1. The components of motivational teaching practice (MTP) in language classroom.

Here the researcher will discuss every aspect in motivational teaching practice based on Dornyei's theory as follow:

a) Creating Basic Motivational Condition (Dornyei, 2001: 31-49)

The teacher should create basic motivational condition first, because motivational strategies cannot be applied successfully in vacuum condition of motivation. There are three conditions that is needed to generate students' motivation effectively, as follow:

(1) Appropriate teacher's behaviors and good relationship with the students.

Every teacher's action in the classroom has motivational influence to the students. There are four general points of appropriate behavior of the teacher. They are enthusiasm, commitment and expectation for students' learning, and relationship with students and students' parents. More specifically, to develop personal relationship with the students, the teachers have to show that they accept and care, listen and pay attention, and show their mental and physical availability toward the students.

(2) Pleasant and supportive atmosphere in the classroom

A pleasant and supportive atmosphere in the classroom can be achieved by establishing the norm of tolerance, encouraging risk-taking and having several mistakes to be accepted as a natural part of learning, giving humor, and encouraging the students to create

the classroom environment according to their taste. Moreover, the ideal classroom atmosphere is when there is no tension, there are no sarcasms or put-downs, there is mutual respect among students and teacher, and there is no someone who feels insecure or anxious.

(3) A cohesive learner group with appropriate group norms

Cohesive learner group means that there is a strong feeling of togetherness in that group. Cohesiveness also refers as students' commitment to the group and to each other. There are interaction, cooperation, and sharing among the students. While appropriate group norm is the rules that determine what students do and students cannot do. It is based on the agreement between the students and the teacher.

b) Generating Initial Motivation (Dornyei, 2001: 50-70)

After creating basic motivational condition, motivation in students will not happen automatically, the teacher needs to try and generate actively students' positive attitude toward learning. The teacher can try and generate students' initial motivation by:

(1) Enhancing the learners' language-related values and attitude

Here, Dornyei distinguished three relatively separate value dimensions of attitudes and values that could be promoted by the teacher. The dimensions relate to intrinsic value (it relates to the actual process of English learning), integrative value (it relates to

socio cultural views of English language itself and its speaker) and instrumental value (it relates to the consequences and benefit from learning English).

(2) Increasing the students' expectancy of success in particular task and in English learning in general.

In this point, the teacher should make sure that the students know what success involves in students' task. The teacher should also ensure that the students have enough preparation and assistance in learning activity. Moreover the teacher has to ensure that there is no serious obstacle for students to get success whether in learning activity or in students' task.

(3) Increasing the learner goal-orientedness

For increasing the goal orientedness of the English learning to the students, the teacher can create explicit class goals that are accepted by the students, for example: mastering the course content. The teacher can also ask the students to negotiate their individual goals in learning English. Then the teacher and students can conclude the common purpose that want to be attained.

(4) Making the teaching materials relevant for the learners

For making the teaching materials to be relevant, the teacher needs to find out the students' interests, needs and goals. The

teacher can also create the subject matter relevant with the students' background and students' everyday experiences.

(5) Creating realistic learner belief

In the case of learner belief, sometimes the teacher will face the students' erroneous belief, assumption, and expectation in learning English such as in the case of the students' quickness in communicating by using English. Here the teacher should increase students' awareness that there are some different ways to learn language and there are various influencing factors in the success of the language learning.

c) Maintaining and Protecting Motivation (Dornyei, 2001: 71-116)

After getting initial motivation, the teacher has to keep students' motivation. Because, the students is naturally having tendency to lose their sight of goal, to get tired or bored in learning activity, and to have distractions for their initial motivation. Therefore, students' motivation needs to be protected and maintained. There are several motivational maintenances. They are also well known as executive motivational strategies.

There are eight executive motivational areas, as follow:

(1) Making learning stimulating and enjoyable

Here, the teacher has to break the monotonous events in the classroom. The teacher can vary the learning task and other learning

activities. The teacher does not only give the information but also the motivation during learning process. The teacher can create the attractive and challenging task for the students. Then the teacher enlist the students who participate actively in doing the task.

(2) Presenting task in motivating way

For presenting task in motivating way, the teacher should explain the purpose and utility of the task. Then the teacher should also provide appropriate strategies for students to carry the task. So it can make the students easily for understanding and doing the task.

(3) Setting specific learner goals

Here, the teacher can encourage the students to select specific and short-term goals for themselves. The teacher can emphasis the goal completion deadlines and offer ongoing feedback. The teacher can also use contract method to keep their goal commitment in learning English. In addition the teacher can give reward to the students who can achieve the goal.

(4) Protecting the learner self-esteem and increasing their self-confidence

To protect learner self-confidence, the teacher can encourage the learners by showing what the learners' strength and abilities. The teacher can also show that the teacher believes in the learners' effort to learn and their capability to finish the task. Then to protect

the learners' self-esteem and self-confidence, the teacher should avoid social comparison among the learners. The teacher can also help the learners to diminish language anxiety by helping them to accept that several mistakes that were made by them is part of learning process. Therefore, there are two key aspect in confidence building, they are providing encouragement and reducing language anxiety. Here the teacher should realize that in the language classroom, an inherently face-threatening environment carries the danger of making mistake even in stating a simple sentence (Dornyei, 2014: 526).

(5) Allowing students to maintain a positive social image

To maintain a positive social image of the students, the teacher can select the learning activities that contain the good roles for the participants. The teacher should also avoid face-threatening acts to the students such as humiliating criticism in front of the class.

(6) Creating learner autonomy

For promoting learner autonomy, the teacher can allow the students to choose every aspect of the learning process as many as possible. The teacher can also allow the students to contribute in peer teaching and allow them to use self-assessment procedure. Here the teacher can act as a facilitator.

(7) Promoting self-motivating strategies

There are five main classes in self-motivating strategies. The first is commitment control strategies that relate to the learners' goal commitment. The second is metacognitive control strategies that relate to the learners' control to concentrate and stop procrastination. The third is satiation control strategies, this relates to routine tasks. The learners can make self-rewards when they have satiation to the tasks.

Then, the fourth is emotion control strategies that relate to emotional state or mood. Here the learners should control their feelings and moods by being optimistic and positive. The fifth is environmental control strategies that concern in eliminating negative environmental influences. To promote self-motivating strategies, the teacher can encourage them to adopt, develop and apply those self-motivating strategies.

(8) Promoting cooperation among the learners

For promoting cooperation, the teacher can create a group task for the students and ask them to work together. The teacher can also provide social training for students. So, they can learn how the best way to work in a group.

d) Encouraging Retrospective Self-Evaluation (Dornyei, 2001: 117-130)

In this part, it is for knowing students' self-evaluation. Then, how the teacher can help the students to consider their own achievement. Here the teacher helps the students to evaluate their past performance in a positive way and explain their past failure in constructive way. The teacher also shows their success and progress in English learning. For conducting this section, the teacher can do several ways, as follow:

(1) Promoting Motivational attribution

The term of attribution here means the explanation why the people get success and failure. The teacher here can encourage the learners to explain their failure reason. The teacher can also give appropriate strategies to the learners according to their failure reason.

(2) Providing motivational feedback

For providing motivational feedback, the teacher should notice and react for every positive contribution from the students. The teacher can provide regular feedback to students' progress in learning. The teacher can also give feedback in areas that the students particularly concentrate on.

(3) Increasing learner satisfaction

To increase the learner satisfaction, the teacher can monitor the learners' progress and achievement. The teacher can also give

celebration for the learners' progress and achievement. Here, the teacher can make several tasks that involve public display to increase the learner satisfaction when they can complete the task well.

(4) Offering reward and grade in a motivation manner

For offering reward in motivation manner, the teacher should make sure that the students do not get too preoccupied toward the reward. The teacher needs to make sure that even non-material reward can give effect also. The teacher can offer reward for the learners' participation because they can offer new experiences and consistent success.

While, for using grade in a motivation manner, the teacher should create a transparent system of an assessment. The teacher can also apply continues assessment that relies on measurement tools than pencil and paper test. The teacher should provide various self-evaluation tools to accurate students' self-assessment. Furthermore, the teacher needs to make sure that the grade can reflect students' effort and improvement.

2) Motivational Strategies by Eric M. Anderman and Lynley M. Anderman

According to Anderman Eric and Anderman Lynley (2014), for motivating the students, the teachers have to develop their motivational skill, as follow:

a) Choosing academic task for the students (Anderman Eric and Anderman Lynley, 2014: 28)

For choosing task, Anderman Eric and Anderman Lynley suggested the teacher as follow:

(1) Choose the tasks that are developmentally appropriate for the students (neither too complex nor too simple)

(2) Set up the task on students' personal interest, find out what the types of students' interests then incorporate those into lesson plan.

(3) Choose the task that will allow the students feeling successful on that task.

(4) When the students complete the task, give them encouragement. Try to not compare students' progress on task each other.

b) Using rewards effectively (Anderman Eric and Anderman Lynley, 2014: 57)

For using reward, Anderman Eric and Anderman Lynley recommended several ways, as follow:

(1) Give reward only for activities that the students are not doing those activities before.

(2) Create reward that will be available for all of the students.

(3) Give reward to students' effort and improvement.

(4) The reward must be informational, the students should know the reason why they get the reward.

(5) The reward should not be perceived as controlling. When the reward is perceived as controlling students' behavior, the student intrinsic motivation will be decrease.

(6) Consider whether the reward will be showed privately or publicly.

(7) Use praise effectively

(8) Consider whether the reward is rightly the reward, because reward should be age and grade appropriate.

c) Evaluating student progress (Anderman Eric and Anderman Lynley, 2014: 63-65)

Anderman Eric and Anderman Lynley stated that the types of assessment used in each classroom influence to students' motivation in different ways, some students can be highly motivated when seeing the test as a challenge but the others can be intimidated by exam. Therefore assessment can give positive effect or negative effect to the students' motivation, so it needs teacher consideration in choosing and creating the type of assessment. The types of assessments in general are formal assessment (such as examination and standardized examination) and informal assessment (by assessing students' daily experience such as conversation, classwork and group activities).

d) Grouping students for instruction (Anderman Eric and Anderman Lynley, 2014: 101)

The aims in grouping students is to build cooperative learning among students. In designing cooperative learning groups as motivational technique, the teacher should consider several aspect as follow:

(1) In the use of cooperative learning groups, the teacher needs specific goals and outcome.
(2) The teacher needs to examine the type of cooperative group structure. What is the most appropriate for the learning material and the students
(3) The teacher must explain the procedure for how the group will operate.
(4) The teacher should monitor the students when they work as a group
(5) The teacher should evaluate the effectiveness of students' learning groups.

e) Working with parents (Anderman Eric and Anderman Lynley, 2014: 122)..

Parents can influence students' motivation to learn. So, the teacher needs to cooperate with the parents in encouraging students to learn. To work with parents, the teacher can make a contact with the parents. The teacher can initiate it first to encourage the parents to be more involved in educational activities. Then the teacher and the parents can work as a partner that the line of communication should be open, respectful and bidirectional.

3) Motivational Strategies by Sardiman

According to Sardiman in Saefullah (2012: 294-295), there are several strategies to encourage student learning motivation in school area, as follow:

a) Giving score

Scores as a symbol of learning outcome can give strong motivation to students. Because it can arouse the desire of students to improve their grades either on test scores or on report scores.

b) Reward

Reward can motivate the students to learn. However, it is only interesting to students who have interest or talent in work that is given reward.

c) Competition

Competition can be one of ways to motivate students in learning activity either in individual competition or group competition.

d) Ego-involvement

Ego-involvement means efforts to maintain self-esteem. Ego-involvement can emerge students' awareness to consider assignments as an important things and to make assignments as a challenge.

e) Giving exam

Usually the students is very diligent to learn, if they want to face an exam.

f) Knowing the result

By knowing the working result, especially if there is progress in students' result, they will learn diligently. In addition, by knowing the students will

be motivated to keep learning. Here, the students hope that their result will increase.

g) Praise

Praise is one of positive reinforcements for students. It also can motivate students to learn more.

h) Punishment

Punishment is one of negative reinforcements. But it can motivate the students if the teacher gives it in the right ways.

i) Desire to learn

If there is desire, so it means that there is an intentional element in student self to learn.

j) Interest

The learning process will run smoothly if it is accompanied by interest. Interest can be one of supporting aspects to motivation also

k) Recognized goals

The goals that are recognized and accepted by students will be a motivational tool. By understanding these goals, the students will have an effort for achieving those goals. So they will make students diligent to learn.

4) Motivational strategy by Barbara Gross Davis

Here, the teacher motivational strategies purposed to encourage the students for becoming self-motivated learners (Davis, 2009: 278). The reason

was because not all students can be motivated by the same values, needs, desire or wants.

The strategies by Davis (2009: 278) are as follow:

a) Support student belief by giving frequent, early and positive feedback that stressed if the students can do well
b) Ensure opportunities for students' meaningful success by assigning the task in which it is neither too easy and fail to challenge the students nor it is too difficult and overwhelm for the students. .
c) Communicate personal interest with the students. It can be able by calling their names, initiating conversation before or after class, asking question during class, and referring to "our" class
d) Use teaching strategy that can involve and engage the students actively
e) Help students to find personal meaning and value in material
f) Make a classroom environment that can accept every students' success, stumble, or failure in learning
g) Help students to feel that they are worth members of a community of responsible learners

Based on the explanation above, there are several concepts of teacher's motivational strategy. Then, it can be concluded that for motivating the students, the teacher can build a closeness with the students to initiate students' motivation, the teacher can encourage students' desire and interest to learn. She or he can

create a learning goal that is accepted, recognized and understood by the students. Moreover the teacher can make the students to learn individually or by group that can create a good competition and cooperation among the students.

Furthermore, the teacher can give scores after giving an assignment or exam to students. By knowing the result, ego-involvement of students' self-esteem will increase. So they will have a passion to learn more to get a good achievement. In learning activity, the teacher can give reinforcements to students either by using reward, praise or punishment. The teacher also can cooperate with the parents to encourage students to learn.

After discussing four concepts of motivational strategies from five experts (Zoltan Dornyei, Anderman Eric and Anderman Lynley, Sardirman, and Barbara Gross Davis) above, the researcher decided to use MTP concepst by Dornyei as a main theory of motivational strategy. Then the other concepts will be supported theory.

3. English Learning and Teaching in Junior High School

   a. English Learning

      According to Mansfield and Poppy (2012: 159-160), English is a vital commodity in a globalized world, so the function of English as a lingua franca for communication needs to be rethought in the English teaching as a foreign language. In addition, there is a global competition in every sector that also pushes people for learning English. It is because English is useful for

communicating and linking with people all over the world (Khansir, 2014: 838).

Meanwhile, learning is the process or activity for transferring and developing knowledge and values by using directed, planned, and systematic way to achieve the objectives (Mujahidin, 2017: 39). In addition, according to Hintzman in Rohmah (2015: 174), Learning is a change that occurs in an organism, it is caused by experiences that can affect in the organism behavior. However, in language learning, the purpose is usually for enabling someone to take a part exchanges information such as talking with friends, reading instruction, understanding direction, writing a note to colleague, etc. (Scrivener, 2011: 29)

It can be concluded that in language learning, its purpose is for making someone possible to exchange information by the others. Then, by learning English, the students will also enable to talk and communicate with their friends, teacher, even with people around the world because English in international language. Furthermore, in language learning, there were some theories also.

1) Theories of language learning

According to Richard (2015: 32-48), there were several theories of language learning in which they had been used in different ways in teaching the language, as follow:

a) Behaviorism

Behaviorism was theory that stated human and animal behavior should and can be learned in physical process, without reference to the mind. Here, learning was habbit formation through reinforcement and repetition. Consequently, language was taught by using extensive drilling and repetition excercises. Language was also thaught by making activities that minimized the chances of making errors.

b) Language learning as a cognitive process

In the perspective of language learning as a cognitive process, learning was comprehended as mental activities in which the learner was a lone explorer. He or she was building up his or her understanding of language exposure and experience of it. This view reflected in the properties of the mind: the cognition was mental activities that facilitated the acquisition, storage, retrieval and use of knowledge (Pritchard in Richard, 2015: 34)

c) Language learning as a skill-based and performance-based learning

Skills was the integrated sets of behavior that was learned through practice. Then, skill based learning theory stated that complex behaviors were made up from the hierarchy of skills, from lower level skill (eg. Reading a text) to higher level skill (eg. Regognizing the author's attitude toward the topic of the text). Meanwhile, performance was an act that someone developed his or her ability to use the language in

social activity. Therefore, performance based learning was learning the language for real-world use not only an abstract system in mind. This theory focused on language that was for achieving social goals and actions.

d) Language learning as an interactive process

This theory was based on interactional theory. The view was communication could be archived between the second language learner and more proficient language user if the proficient user could modify the difficulty of language that he or she used. Therefore, in communicating with the learner that had limited proficiency, the speaker (proficient user) tended to use known vocabulary, speak slowly, use simple grammar, stress the key words, adjust the topic, avoid idiom, etc.

e) Language learning as a social process

This theory was based on sociocultural theory. Sociocultural theory viewed language learning as a social process in which meaning and understanding was built by dialogue between learner and more knowledgeable person. In sociocultural, learning took place in particular social setting in which there were interactions among people, object, and culturally organized acticity and event. Furthermore, learning was the process of guided participation. It was also mediated by more knowledable people.

From the theories above, it can be concluded that there were five theories of language learning. First, in behaviorism, learning was physical process without reference to mind. Consequently, language was taught by using extensive drilling and repetition excercises. Second, language learning as a cognitive process, learning was mental activities. Its view reflected in the properties of the mind.

Then, language learning as skill and performance based learning. In skill based learning theory, complex behaviors were made up from the hierarchy of skills. Meanwhile, in performance based theory, learning was learning the language for real-world use for achieving social goal and action. Fourth, language learning as interactive process, its view was communication could be attained between the learner and the proficient speaker if the speaker could modify the difficulty of language. The last, language learning as social process, its view was based on sociocultural theory in which learning took place in particular social setting. After discussing the theories, in experiencing language learning, there were also some ways for the students to experience it.

2) The ways of student's experience in language learning

According to Davison and Dowson (2005: 167), in the English classroom the students experience the language in three different ways, as follow:

a) Learning through language

It means that the students will learn by listening the teacher and other, they will learn by reading written or media text, they will develop and explore their ideas in speech and writing.

b) Learning to use language

It means that the students learn English by practicing in a variety of different ways. They practice English speaking, reading, writing, and listening for many different purposes and contexts.

c) Learning about language

For example, Pre- school children already know about language at an implicit level such as vocabulary and grammar. At primary school, the students will have received a good deal of explicit language teaching. Then the task of English teacher in secondary school is for building the existing of student's implicit and explicit knowledge and for helping them to reflect on language use in order to develop the confidence and subtlety of their own use of language.

From the explanation above, it can be known that there were three ways to experience language learning. The first way was learning through language. The second was learning to use the language. Then, the last was learning about the language. These ways of experiencing language learning were from Davison and Dowson theory in 2005.

b. English Teaching Methods

According to Richard (2005: 60), in teaching English, there were some teaching methods as follow:

1) Grammar translation

Grammar translation was teaching method in which it focused on detailed analysis of English grammar, it was in translating sentences or texts from the mother tongue to the target language. In addition, grammar translation method was primarly for reading and writing skill. It was seldom to use this method for speaking skill.

2) The direct method

Direct method was oral based method. This method viewed that the meaning of new language item could be taught directly through careful presentation and without translation. In the use of direct method, the use of mother tongue and translation should be ignored. It was for building up oral communication skill.

3) Audiolingualism

Audiolingualism was from the belief that language learning must be based on the spoken language through the medium of audio input and spoken output. Furthermore, the language teaching focused on language basic structure through the process of drilling and repetition.

4) Communicative language teching (CLT)

CLT was teaching method based on interactive and learner-cetered philosophies of learning for supporting its teaching. In CLT, rigid methodologies of audiolingualism and situational language teaching were deleted. Furthermore, CLT focused on learner-focused materials and activities which took authentic or semi authentic text, role play, and other communicative classroom activities.

Based on the explanation above, according to Richard (2005), there were four teaching methods. In which, grammar translation focused in translating texts or sentences from the mother tongue to the target language. Then, direct method focused on oral communication skill and ignored by using translation. Next, audiolingualism focused on the process of drilling and reppetion of the language. Last, CLT focused on interactive and learner center for the teaching materials and activities. Furthermore, after discussing the teaching method, the teacher had also several roles in the English classroom

c. The Role of Teacher in English Learning and Teaching

Teacher is a professional educator, his or her major duties are for educating, teaching, guiding, directing, training, assessing, and evaluating learners in the early childhood formal education, primary education, and secondary education (Government Regulation of the Republic of Indonesia No.19 in 2017). According to Chiew Fen Ng and Poh Kiat Ng (2015: 25), the

teacher role in English teaching and learning activity are as initiator, facilitator, ideal model of the target language speaker, mentor, consultant, and mental supporter and motivator.

Then it can be concluded that the teacher is as key actor in learning and teaching activity, especially for English learning as foreign language. The teacher is someone who can shape the flow of learning activity and its atmosphere for students. Therefore the teacher has a prominent role in the classroom. The roles of teacher are to teach, educate, initiate, guide, facilitate, motivate and evaluate the students in the learning and teaching activities. However, in conducting English learning and teaching activity, it is influenced by some factors also.

d. Influencing Factors in English Teaching and Learning

According to Rohmah (2015: 194), there are four factors that give influence to students' learning process and outcome, as follow:

1) Environmental factor

The first is natural environment, natural environment here means about the place where the students live. Then the second is social and culture environment, it is about the human relations as a social beings.

2) Instrumental factor,

Instrumental factor is about the completeness of devices in various forms to achieve goals which include curriculum, programs, teachers, and facilities.

3) Physiological condition

   The condition is about students' physical condition (body posture and gender) and students' five senses (touch, sight, hearing, smell and taste).

4) Psychological condition

   Psychological condition is such as interest, talent, intelligence, motivation, and cognitive ability.

Another factor that gives influence in learning and teaching English as foreign language is a learning style. According to Richards (2001: 224), learner's learning styles can be important factor in the success of teaching activity. Moreover, according to James E. Purpura (2014: 535), Learner's style might help determine the strategies for learner. Every student has his or her each learning style, it relates to student's character, motivation, affect, and personality. There are three types of common learner's styles according to Purpura, as follow:

1) Based on Perceptual Preference
   a) Auditory: student prefers learning by hearing
   b) Visual: student prefers learning by seeing
   c) Kinesthetic: students prefers learning by doing
2) Based on Personality Preference
   a) Extroverted: student prefers to learn by looking outward (better working with others)

b) Introverted: student prefers to learn by looking inward (better by working alone)

3) Based on Processing preference

a) Global oriented: student prefers focusing on the main idea then the details

b) Detailed oriented: student prefers focusing on the specific

c) Inductive: student prefers to start with example to create generalization

d) Deductive: student prefers to start with rules or theories (better learning the language rules before applying the language)

e) Synthetic: student prefers to bring the parts together so constructs new idea

f) Analytic: student prefer to break information down into components

g) Field- Sensitive: student prefer to get information in context

h) Field- Insensitive: student prefers to get information in the abstract rather than in concrete situation

From the explanation above, it can be known that there are several factors that give influences to students' English learning process and outcome. The factors are environmental factor such as nature and society, instrumental factor such as teacher and curriculum, student's physiological condition, and student's psychological condition such as interest and motivation. Another influencing factor in English learning process and outcome is the learner's style.

e. English subject in Indonesian Junior High School

Globalization creates English to be one of priorities subject in education. However, as we know English is studied as foreign language in Indonesia. English as foreign language means that English as taught to people whose main language is not English and who live in country where English is not the official or main language (dictionary.cambridge.org). Therefore in Indonesia, English is learned as foreign language in which it means that teaching and learning English in Indonesia only occurs mostly in classroom rather than in daily communication (Sulistiyo, 2016: 396).

Furthermore, English is compulsory subject in Indonesian junior high school. Based on education and culture minister regulation of the republic of Indonesia No. 35 in 2018, English subject is included in A subject group. A group is a curricular program that aiming at developing students' attitude, knowledge and skill competence and for reinforcing students' capability in social life, nation and state.

In Indonesian junior high school, the English teachers apply 2013 curriculum guideline. The 2013 curriculum has applied and decided by the ministry of education and culture of Indonesia in the academic year 2013/ 2014 for every education stage. This curriculum aims to prepare Indonesian people in order to have the ability to live as a person and a citizen that they are faithful, productive, creative, innovative, and affective and capable to contribute to the life of society, nation, state and world civilization (Education

and Culture Minister Regulation of the Republic of Indonesia No. 35 in 2018). Furthermore, learning process in the 2013 curriculum centers on student activities, so the teacher is only a facilitator, motivator and evaluator in teaching and learning activity (Wachidah et al, 2017: 24).

In addition, because this research participants was English teacher and students of the seventh grade, the researcher will give a bit explanation about English for seventh grade students. According to education and culture minister regulation of the Republic of Indonesia no. 35 in 2018, English subject for seventh grade receives four hours of study in a week. One hour of study is for 40 minutes. Therefore there are twice of lesson meeting of English subject in a week.

Then, according to Wachidah et al (2017: 9), there were eight chapters of English subject for the seventh grade students. First, greetings, leave taking, thanking, apologizing and those responses. Second, giving and asking Information about Self, Third giving and asking information about time, day, month, and year. Fourth, giving and asking information about the name and quantity of animal, thing, and public building. Fifth, giving and asking information about the characteristic of person, animal and thing. Sixth, giving and asking information about the behavior/ action/ Function of person, animal and thing. Seventh, giving and asking information about the description of person, animal and thing. Last, giving and asking information about the meaning of song lyrics

Based on the explanations above, it can be concluded that English learning in Indonesian Junior high school is as compulsory subject, English subject is also for developing students' attitude, knowledge and skill competence. The English teacher uses the 2013 curriculum guidelines for conducting the English teaching and learning process that aims for creating faithful, productive, creative, innovative, affective and capable students. Here the teacher roles are only students' facilitator, motivator and evaluator. Then, for seventh grade students, English subject receives four hours of study in a week and has eight chapters in a year of academic.

B. Previous Studies

Here, the researcher will show some previous studies that relate with this research. The first study entitled "A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers", this research was written by Mohamad Yahya Abdullah, Hawa Mubarak Harib Al Ghafri1 and Khadija Saleem Hamdan Al Yahyai in 2019 from Buraimi Univeristy College, AL Buraimi, Sultanate of Oman. This study purposed to shed the lights on the best motivational teaching strategies that promoted students to learn English and lead to improve students' language competencies based on teacher perspectives. It highlighted on an expected challenges which was faced by teachers while applying motivational teaching strategies. The findings showed that motivational teaching strategy could not be used in any classroom without making a helpful environment and an interactive, enjoyable and interesting environment such as playing games for

the example. However developing motivation was a difficult task for teacher because every student was diverse, they learn differently.

The second previous study entitled "The Libyan EFL Teachers' Role in Developing Students' Motivation". This study was written by Areej Ali Alhodiry in 2016 from University of Sebha. This study aimed to find out what the roles of Libyan EFL teachers that played to motivate first semester's students in learning English. The results showed that the Libyan EFL teachers used various strategies for motivating their students. The study also showed that the students had a negative attitude towards the learning situation and their learning motivation effected in a negative way by the teacher behavior in the classroom. The teachers' personality and methods had a big effect in forming the learner's motivation and attitudes toward learning. However, when the student came to the classroom by low intrinsic motivation, the teachers could motivate them extrinsically by teachers' motivational strategy according to their personal style

The third previous study entitled "The strategies of Teacher in motivating the students in Learning English (A Study at the Tenth Grade Man 2 Boyolali in the Academic Year 2016/2017)" that was written by Muhammad Wahyudi in 2017. The researcher were from IAIN Surakarta. The purposes of the study were to describe the English teacher's strategies to increase students' motivation and to describe the students' responses toward the English teacher strategies. In addition this study was only focus on students' extrinsic motivation point. The result showed that the teacher used several strategies for motivating students such as giving praise, subtle

ridicule, giving suggestion, playing motivation videos and giving idol story. While, for the students' responses toward their teacher strategies when motivating them in learning English were good.

The fourth previous study entitled "The Non-Native Students' Motivation in Learning English at STIE Perbanas Surabaya" that was written by Kartika M. Budiana and Djuwari in 2018. The researchers were from STIE Perbanas Surabaya. The aim of this study was to explore students' motivation in learning English at STIE Perbanas Surabaya. The result revealed that the students had both of two motivation types, intrinsic and extrinsic in learning English. 78% of the students agreed that they studied English because it was compulsory subject in STIE Perbanas Surabaya. The factor that affected their motivation in learning English such as local educational system, students' attitudes to the target language, and teacher factor.

The last previous study that used as a reference by the researcher was "Motivation in English Language Learning: A Case Study of Afghanistan Students in Malaysia". This study was written by Noor Ahnis Othman, Mohammad Radzi Manap, Nor Fazlin Mohd Ramli, and Aini Akmar Mohd Kassim from Universiti Teknologi Mara, Malaysia in 2018. The study purposed for investigating the intrinsic and extrinsic motivation among multidisciplinary postgraduate Afghan students in learning English. The finding showed that the students relied on extrinsic motivation than intrinsic motivation. Moreover teaching style and activities were the major motivational factor of students in learning English as a foreign language.

From the previous studies above, there are some similarities and differences with this research. The similarity of the first and second previous studies is about teachers' strategies to motivate the students. While the difference in on students' level. Then both of previous studies were only considering to teachers view. The first and second previous studies focus on students of university, however in this research, the researcher focuses on students of junior high school and considers both of views from student and teacher.

While, in the third previous study, the similarity is still about teacher's strategies to motivate the students in learning English. In the third previous study, the researcher tended to focus only on the teacher strategies for increasing students' extrinsic motivation. But, in this research, the researcher will observe teacher motivational strategies for encouraging the students' intrinsic and extrinsic motivation. Here, the researcher also conduct the research in the junior high school not in the senior high school.

For the fourth and last previous studies, the similarities are about the case of students' motivation in learning English. Then the differences with this research are both of previous studies are only focus on student. But in this research, the researcher focuses on teacher and student context.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative research. According to Corbin and Strauss (2015: 4), qualitative research is a form of research in which the researcher collects and interprets the data, making the researcher as much as a part of the research process as the participants and the data that they provide. Furthermore, this research uses post-positivism philosophy. Sugiyono (2015: 14) explained that post positivism philosophy views social reality as something that is holistic, dynamic, full of meaning and reciprocal. Therefore this research was conducted on natural object of social setting in field of education for exploring problem of the research deeply. Furthermore, according to Bogdan and Biklen (2007: 4-8), qualitative research has five characteristics, as follows:

1. Naturalistic, qualitative research is conducted on actual settings. The researcher is the key instrument of this research
2. Descriptive data, qualitative research is descriptive. the data is form pictures and words than numbers
3. Concern with process, qualitative research focuses on process than outcomes
4. Inductive, the data is analyzed inductively
5. Meaning, meaning is fundamental thing in qualitative research.

Based on the explanation above, it can be concluded that qualitative research had been conducted on natural settings such as educational setting or social setting. In this research, the researcher focused on process for getting the descriptive data. Thereafter the researcher analyzed the data inductively. Thus the researcher obtained the meaningful, obvious and detail result of the research.

The researcher took descriptive qualitative design for conducting the research. Nassaji (2015: 129) said that the goal of descriptive research is to describe the phenomenon and its characteristics. Moreover, descriptive qualitative research exemplifies almost all characters from qualitative research that the researcher is foremost interested in understanding how the participants create a meaning of a phenomenon (Merriam and Granier, 2019: 7). Based on the statements before, the researcher focused on educational setting to find out the phenomenon of teaching and learning English. In this research, the researcher also analyzed the phenomenon of learning and teaching English especially that related to motivational strategy for encouraging the students to learn.

B. Setting Place and Time

1. Place of the research

This research was conducted at SMP Muhammadiyah 5 Surakarta in academic year 2020/2021. SMP Muhammadiyah 5 Surakarta had been located on Jl. Slamet Riyadi No.443 Griyan Rt. 01 RW. 10 Pajang Laweyan Surakarta Jawa Tengah Kode Pos: 57146. SMP Muhammadiyah 5 Surakarta has A score for the accreditation.

There are some facilities in SMP Muhammadiyah 5 Surakarta for supporting English teaching and learning process. They are such as LCD, projector, and speaker in every classroom. There are three types of the seventh grade class. They are A for special program of female class, B class for special program of male class, C and D for regular class. Here the researcher use participants from 7A, 7B, and 7C as a representative of regular class.

2. Time

This research was conducted from November 2019 to September 2020. However, in collecting the data, first the researcher started from May 2020 – July 2020, then the researcher collected the data again with the English teacher for completing the data in October 2020 by using online interview. All of the research steps would be explained by using the table below.

Table 3.1 Research schedule

No	Process	Time													
		Nov 2019	Des 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	Jul 2020	Ags 2020	Sep 2020	Okt 2020	Nov 2020	Des 2020
1	Pre research in school	■													
2	Projecting research proposal		■	■	■	■									
3	Seminar proposal						■								
4	Collecting the data							■	■	■			■		
5	Analyzing the data										■	■		■	
6	Writing research result											■	■	■	
7	Consulting this thesis to the advisor													■	■
8	Munaqosah														■

C. Subject of the research

The subject of the research is a term that is used in qualitative research. Here the researcher took one English teacher and 48 students of the seventh grade students of SMP Muhammadiyah Surakarta as subject of the research. For getting representative informant, the researcher used purposive sampling technique.

Sugiyono (2015: 300) said that purposive sampling is a technique to get sample based on certain consideration and goal. Furthermore, Cresswell (2008:

214) also stated that purposeful sampling is technique from researcher to select individuals and sites to learn or understand the central phenomenon. According to the explanation before, the researcher took one English teacher of the seventh grade and 7A, 7B, 7C students for exploring the central phenomenon.

D. Research Instrument

In the qualitative research, the key instrument of the research is the researcher, because the researcher collect the data by his or her self. In addition, the data in qualitative research is subjective (Sugiyono, 2015: 296). Here the researcher used several supporting instruments for collecting the data such as mobile phone and note. Moreover, the researcher also used the guideline of interview and questionnaire. The guidelines are put in appendix part.

E. Technique of Collecting Data

In this research, the researcher only used two data collecting. The reason was because the situation of Corona pandemic that caused the researcher did not observe directly in the research place. Moreover, when the researcher collected the data in May 2020, there were no learning and teaching activities again because the activities was done either direct learning or online learning. In that time, the students' activities focused only for assignment and test. However, the researcher had ever observed in the classroom once before pandemic. Therefore the researcher only used techniques for collecting the data of the research as follow:

1. Interview

The researcher used interview for collecting the data. According to Wilkinson and Birmingham (2003: 43), interview have been used in research as a way for getting specific information about a topic or subject. In qualitative research, interview occurs when researcher ask one or more participants, open ended questions and record the answers (Creswell, 2008: 225). Here, the researcher used open ended questions to get open ended responses from the participants, so the participants could give their opinions, ideas and perspective about the phenomenon.

For the model of interview the researcher used semi-structured interview. Semi structured interview is one of model interview that the interviewer directs the interview more closely, the questions are pre-determined by the interviewer. In this term, there is sufficient flexibility for allowing the interviewee an opportunity to shape the flow of information (Wilkinson and Birmingham , 2003: 45). The researcher conducted the interview with the English teacher of seventh grade and the 10 representatives of 7A, 7B, and 7C students via online by using WhatsApp. Here, the researcher gave question one by one, then the interviewees answer by using voice note. The researcher did online interview because of the situation of Corona pandemic. However, the topic in the interview was about English learning and teaching activity before the case of Corona pandemic had risen. Meanwhile, the researcher put the interview transcript and interview guideline in the appendix.

2. Questionnaire

According to Johnson and Christensen (2012: 170), qualitative questionnaire is a questionnaire that is based on open-ended items in which it is used often on exploratory research that is to know how participants think, feel, or experience a phenomenon or to know why the participants believe something happen. This questionnaire also had been well-known as open-ended questionnaire. In addition, open-ended questionnaire consists of open-ended responses in which the participants enable to voice in their points of views (Zacharias, 2012: 65).

In this research, the researcher used open-ended questionnaire for collecting the data. The researcher provided 10 items of questions for getting open-ended responses from the students about their responses toward their teacher motivational strategies based on their experiences in English learning activities before the pandemic. As a result, there were 48 students from 75 students that were filling the questionnaire during May 2020 until June 2020. Here, the researcher used Google Forms for creating and spreading the questionnaire. The questionnaire items and the result are put in appendix.

F. The Technique of Analyzing Data

According to Bogdan and Biklen (2007: 159), data analysis is a process of systematically searching and arranging the interview transcript, field notes and other material that the researcher accumulates to enable the researcher obtaining the

research finding. For searching and arranging the data until obtaining the research finding, the researcher used data analysis model from Miles and Huberman.

Miles and Huberman (1994: 10) stated that data analysis consists of three concurrent flows of activity as follow:

1. Data Reduction

   Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in field notes or transcriptions. Anticipatory data reduction is occurring as the researcher decides conceptual frameworks, cases, research question, data collection approaches. In qualitative data, the data can be reduced through selection, through summary or paraphrase, and through being subsumed in a larger pattern. In this activity, the researcher selected the important data that was needed for the research finding. Then, the researcher eliminated the data that was not needed.

2. Data Display

   The next step of data analysis is data display. Data display is an organized and compressed assembly of information that permits conclusion drawing and action. Form of data in qualitative research in the past has was in extended data. Therefore, Miles and Huberman defined that better displays are a major avenue to valid qualitative analysis. The displays can include many types of matrices, graphs, charts and networks. In this research, the research displayed the data in the form of table.

3. Drawing Conclusion or Verification

The last step of data analysis is conclusion drawing and verification. Miles and Huberman stated that from the beginning of the data collection, the qualitative analysis is for deciding what things mean, therefore there are first conclusions but these conclusions are still inchoate and vague at the first. Moreover, Final conclusions may not appear until the data collection is over. Conclusions are also verified as the analyst proceeds.

However, According to Sugiyono (2015: 345), if the conclusions in the beginning is proven by valid and consistent evidences when the researcher go back to research site for collecting the data, so the conclusion that has been proposed before is credible conclusion. Furthermore, conclusion in qualitative research is to enable for answering the research problem in the first chapter. But sometimes it does not answer, because problem and research problem in qualitative research are still temporary. And it will thrive when the researcher conducts the research (Sugiyono, 2015: 345).

G. Trustworthiness of the Data

In the qualitative research, trustworthiness of the data was obtained by using triangulation. According to Maxwell (2005: 93), Triangulation refers to collect information from a diverse range of individuals and setting, use a variety of methods in which to reduce the risk of systematic bias because of a specific methods and to get a good assessment of the generality from the explanation that someone develops. In addition, triangulation is the most popular data validity checking technique in

qualitative research, its popularity is based on the fact that this method has the potential to increase the accuracy, reliability, depth, and detail of the data (Putra, 2012: 105). Therefore it can be known that the crucial use of triangulation is for reducing the systematic biases, getting a good generality from the data, and increase the validity of the data by using the variety of methods, source, and setting to obtain the information.

There are three types of triangulation. They are source triangulation, technique triangulation and time triangulation (Sugiyono, 2015: 373). In this research, the researcher used source triangulation. The researcher used one English teacher of the seventh grade, 7A students (female class), 7B students (male class), and 7C students (regular class).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSION

A. Research Findings

The research findings explain and discuss about the answer of the research questions in the chapter one based on the data that was obtained by the researcher before. The data was obtained by using interview and questionnaire technique. In this research, there are two objectives, they are 1) to describe the kind of the teacher's motivational strategies to encourage students' motivation in learning English, and 2) to describe students' responses toward their English teacher's motivational strategies to encourage their motivation in learning English Yet, before discussing the answer of the research question, the researcher will give a bit explanations of the seventh grade English learning and teaching activity in SMP Muhammadiyah 5 Surakarta.

Based on the interview with the English teacher, in conducting English learning and teaching activities, the English teacher of seventh grade conducted the activities based on educational standard from the government. Furthermore, the teacher used scientific approach to teach the students. The teacher also hoped that he could use student center in his class always. Therefore, in giving task or activity, the teacher were making effort in which it could help the students acquiring the language easier for example by making task or activity that was representing the students real life.

Moreover, his class was democratic class where the students could speak up to deliver their idea, question, and even opinion.

Then, for his English class, the teacher used source book from the ministry of culture and education. The teacher also conducted learning and teaching activity by using power point based material because it was easier for students in understanding the material. In addition, the teacher used CALL (computer assisted language learning) based such as YouTube videos, website videos and software that can support English learning and teaching activity. Meanwhile, for English skill (listening, reading, writing, speaking) distribution, the teacher stated that the distribution was almost balance, it was also based on English basic competence for seventh grade students. Meanwhile, during Corona pandemic, English learning and teaching activity conducted via online by using WhatsApp, Google Classroom, and YouTube Channel.

After discussing how the teacher's English class was, now the researcher will discuss about the answer of the research question. However, to answer the research question, it should be known that in this research, the researcher could not conduct observation because of the Corona pandemic, then the seventh grade students also were in their last period of academic year (2019/2020). In that time (may 2020), their activity was only examinations. Consequently, the researcher could not get the field note either directly or by online. So, the researcher only used the result of interview and questionnaire to answer the research question. The answer of the research questions as follow:

1. The Kind of Teacher's Motivational Strategies to Encourage the Students' Motivation to Learn English

Based on the interview result, to give motivational strategy toward the students, the teacher considered the students' background knowledge and problems in learning English. Then, those teacher's motivational strategies to encourage students' motivation to learn will be presented in the table below:

Table 4.1 the coding table of teacher motivational strategy (coding of the interview result)

Informant	Code	Result of coding	Category/Topic
Teacher: T Student: S	TMS	Teacher's motivational strategy to encourage students' motivation to learn English	1. Keeping appropriate teacher's behavior and good relationship toward the students 2. Creating pleasant and supportive atmosphere for learning English in the classroom 3. Making learning groups 4. Making the teaching material relevant and appropriate for the students 5. Making appropriate task and homework for the students 6. Protecting students' self-confidence 7. Giving the understanding of goals and benefits from learning English 8. Providing feedback 9. Increasing learner satisfaction by rewarding and appreciating the students' progress 10. Assessing students' performance in learning English.

Based on the table of the data of the interview result. The researcher could conclude that the teacher used ten kinds of motivational strategies to encourage the students to learn English. When the researcher asked to the teacher how was his way to motivate the students to learn English, the teacher stated that he gave the understanding of English learning goals and benefits to the students. Then he used interested material for avoiding monotonous activity, He also gave feedback and others. For specific explanation, the researcher presented the teacher's motivational strategies below:

a. Keeping appropriate teacher's behavior and good relationship toward the students

Based on the interview result with the teacher, the teacher explained that he kept his good relationship with the students by decreasing ego and being down to earth toward his students. It indicated that he stressed in which among the students and the teacher should be respect each other. *Untuk menjaga hubungan yang dekat itu lebih kepada saling membumi saling merendahkan hati mengurangi ego (Adi Purwono, interview on 24th June 2020).*

Furthermore, based on the interview, the teacher stated:

> *Kedua kita harus lebih menurunkan ego, tidak boleh menunjukan bahwa guru itu garang itu tidak boleh. Ee jadi agar-agar anak juga segan dengan kita. Kita disegani bukan ditakuti. Kita kurangi membentak-bentak, kita kurangi meninggikan nada biasanya begitu. Anak-anak tahu kalau kita itu bukan orang yang friendly yaa mereka bakal enggan untuk belajar (Adi Purwono, interview on 24th June 2020)*

Here, the teacher explained that as a teacher he was forbidden to show that he was a ferocious teacher. He wanted to be a friendly teacher for his students. The teacher explained that he did not want his students to be afraid of him because it will influence on students' desire for following learning activity. The teacher also stated that for being friendly teacher, he usually decreased to snap at the students. He also decreased to increase his tone toward his students.

b. Creating pleasant, enjoyable and supportive atmosphere for learning English in the classroom

For motivating the students to learn, the teacher explained that pleasant learning is the activity that should be able for allowing all of the students to follow that activity. The teacher said that "*yaa bagi saya pribadi belajar yang menyenangkan itu adalah belajar yang mengikutsertakan semua warga kelas*" (Adi Purwono, interview on 24th June 2020). Moreover the teacher also stated that:

> *Belajar di dalam kelas itu bagi saya juga eee belajar yang tidak selalu menuntut testing atau pengujian atau pengambilan nilai dalam bentuk tes, tapi lebih kepada proses-proses dan kegiatan yang menyenangkan yang tentunya berdasarkan menyandari teori-teori bahasa inggris (Adi Purwono, interview on 24th June 2020).*

It shows that the teacher stressed on learning processes and pleasant learning activity than tasting or score. In addition, the teacher also explained that enjoyable learning was the learning activity in which the teacher did not give some pressures and demands toward the students. The teacher said that "*kemudian belajar yang tidak memberikan tekanan-tekanan kepada anak.*

Tidak terlalu menuntut kepada anak" (Adi Purwono, interview on 24th June 2020). The teacher also conducted a democratic class where every student can raise her or his hand when he or she had a question or he or she wanted to answer the question from the teacher. The teacher stated that:

> *kita dari awal mengatakan bahwa kelas bahasa inggris Mr. Adi adalah kelas yang demokratif semua boleh ngacung boleh menjawab. Jadi semuanya boleh menjawab kita kelas demokratis siapa yang mau bertanya atau menjawab silahkan acungkan tangan (Adi Purwono, interview on 24th June 2020).*

c. Making a learning groups

Based the interview result, to conduct English learning activity, the teacher also used a learning group such as small group discussion and in pairs. For instance, the teacher used small group discussion for the students to identify character and how its description. In addition the teacher also used learning in pairs for the students to make a conversation. However, the teacher realized that the seventh grade students did not be able to make a conversation and to communicate in English spontaneously yet. The teacher said:

> *kalau belajar berkelompok kita biasa gunakan dalam in pairs atau small group discussion kalau in pairs yaa biasanya tentang ee bikin conversation karena memang anak kelas 7 belum bisa yaa karena tidak semua anak kelas 7 bisa secara spontan untuk berkomunikasi atau making conversation. Kemudian untuk belajar berkelompok biasanya small group discussion. For example kita ada eee kita bikin small group discussion identifying the characters kemudian tentang deskripsinya bagaimana (Adi Purwono, interview on 24th June 2020).*

Furthermore, the teacher stated that:

> *kegiatan yang ditugaskan juga akan menyenangkan tergantung pembawaan kita jadi tidak sekedar mereka disuruh berkelompok no,*

> *disiapkan materi yang menyenangkan kemudian ditugaskan secara berkelompok (Adi Purwono, interview on 24th June 2020).*

It means that the activity in which it was assigned, it could be pleasant based on the teacher's nature. So it was not only about grouping but the teacher needed to prepare pleasant material. Then, the teacher assigned the students in group.

Furthermore, the teacher explained that "*belajar kelompok in pairs ataupun discussion group itu salah satu cara untuk mengurangi ketegangan siswa dan keengganan siswa untuk belajar*" (Adi Purwono, 21st October 2020). It showed that by using group either in pairs or discussion group, it can reduce students' tension and reluctance in learning. Therefore, by using learning group the teacher can be easier to teach and menage the students.

d. Making the English teaching and learning material to be interesting, relevant and appropriate for the students

Based on the interview result, the teacher stated that:

> *untuk memotivasi anak-anak yaa agar tetap semangat kita beri materi-materi yang membuat mereka semangat dan curious mungkin dengan menggunakan berbagai media biasanya video dan music. (Adi Purwono, interview on 24th June 2020).*

It shows that for motivating the students to keep their enthusiasm to learn English, the teacher gave the teaching and learning materials that could make the students being curious and enthusiastic such as by using various media like video and music.

The teacher also added that *"Kemudian materi yang diberikan itu tidak monoton karena biasanya anak males karena materi yang digunakan monoton apalagi paper based begitu"* (Adi Purwono, interview on 24th June 2020). Here, the teacher did not give monotonous material, he realized that the students usually were lazy to learn because of the monotonous materials such as paper based materials. It was also proven by the teacher lesson plan, in his lesson plan, it was written that the teacher used several methods and learning sources such as presentation and discussion as a method and YouTube videos as a learning source.

Furthermore, the teacher also said that:

> *Yang bisa membuat tertarik adalah kita sesuaikan dengan materi yang sesuai dengan lingkungan sekitar mereka. For example tentang pengenalan orang yaa orang yang paling dekat yaa contohnya pengenalan orang tua mereka (Adi Purwono, interview on 24th June 2020).*

It means that for getting the students' interest, the teacher adjusted the material with the students' surrounding environment. For example about introducing their parents.

e. Making appropriate task and homework for the students

Based on the interview result, the teacher said that:

> *Untuk PR yaa biasanya kita berikan sesuai dengan KD yang diajarkan tapi ketika pekerjaan rumah atau penugasan yaa yang diberikan bisa dibuat sesuai dengan lingkungannya, atau kita sebut dengan sumber-sumber kegiatan yang natural dalam penggunaan bahasa kita buat seperti* itu *(Adi Purwono, interview on 24th June 2020).*

It means that for creating homework or task, the teacher adjusted on English basic competence that was taught before, however when those homework and task could be made to be appropriate with the students' environment or it was well known as natural activity in the use of language, the teacher will create to be like that. In addition, the students could also relate between the homework or task with their background knowledge so the students were interested. The teacher said that "*jadi mereka bisa relate antara penggunaan bahasa dan background knowledge yang sudah ada, Jadi mereka tetap tertarik* (Adi Purwono, interview on 24th June 2020).

In other hand, the teacher also stated that:

> *Tapi ketika itu memang harus menuntut lebih kepada pemahaman pedagogik mereka ya kita berikan seperti penugasan PR pada umumnya. Memang tidak semua penugasan/PR bisa dibuat bermakna dan dalam penggunaan bahasa secara natural atau kita biasa sebut authentic material dan lain sebagainya (Adi Purwono, interview on 24th June 2020).*

It shows if the task or homework should demand more on students' pedagogic comprehension, the teacher gave task or homework in general. The teacher explained that indeed, not all of the tasks or homework could be made to be meaningful and in the use of language naturally or it was usually well-known as authentic materials.

f. Protecting students' self-confidence

Based on the interview result, the teacher stated that:

> *kita mencoba yaa walaupu kadang walaupun kelupaan kita mencoba melindungi anak dari perundungan katakan kalo eee kita kasih feedback secara spontan waktu itu juga eee anak yang lain kemudian merundung, mencemooh, atau mengejek gitu kan bully gitu kalau sekarang, kalau nggak yang paling simple adalah penyampaiannya, penyampaiannya jangan secara serious kita pakai nada yang lebih bercanda tapi bermakna begitu* (*Adi Purwono, interview on 24th June 2020).*

It shows that the teacher try to protect the students from bullying to keep the students' confidence. For instance, when the teacher gave feedback, the teacher avoided for giving feedback spontaneously because for avoiding the students gave insult, ridicule, and bully toward certain student. In this case, the teacher chose simple delivery in which he chose for not being serious. He was using a tone of joke but meaningfully.

Furthermore, the teacher said, "*kita tidak bilang salah yaa belum tepat atau kurang tepat jadi tidak ada yang merasa minder ketika mereka menjawab"* (Adi Purwono, interview on 24th June 2020*).* Here, it shows that the teacher did not spoke that the students was wrong but he spoke that the students were not exact yet or less when the students answer something. It was for avoiding the students to feel inferior among others.

g. Giving the understanding of goals and benefits from learning English

Based on the data of interview result, when the researcher asked about how was the teacher's way in motivating the students, the teacher said:

> *yang pertama di awal pembelajaran kami beri pengertian bahwa bahasa inggris bisa bahasa inggris itu kepentingan anak-anak bukan kepentingan bapak ibu guru kemudian manfaat dari mempelajari bahasa inggris sendiri itu apa, jadi anak-anak tidak buta ketika belajar bahasa inggris tu tujuan dan manfaatnya untuk mereka bukan sekedar mencari nilai (Adi Purwono, interview on 24th June 2020).*

It means that at the first to motivate the students, the teacher stressed that the main importance of learning English was for the students' importance not the teacher. Then the teacher explained about the goals and benefits from learning English so the students will not blind when they learnt English. Moreover, the students will know that the reason why they studied English, it was not only for getting a score because they knew what the goals and benefits from learning English. For example, the teacher said to the students that "*belajar bahasa inggris adalah bekal bagi kehidupan mereka menyongsong era persaingan global"* (Adi Purwono, interview on 21st October 2020). Here, the teacher showed that learning English was students' provision to face global competition era. In addition, the teacher added that:

> *Kedepannya anak-anak kami beri motivasi bagi yang menguasai bahasa dia akan mengusai dunia, dapat mengakses jendela yang selebar-lebarnya menuju jende tak terbatas di luar sana. Kemudian kaitannya spesifik dibidang pekerejaan di masa mendatang persaingannya secara global, jadi bagi yang menguasai bahasa mempunyai kesempatan yang lebih untuk dapat pengkhidupan/kehidupan yang layak (Adi Purwono, interview on 21st October 2020)*

It means that if the students can master the language, He or she will rule the world, he or she can access the windows as wide as possible to the unlimited windows outside. Then, specifically about occupation, in the future

of global competition someone who mastering the language will have more chance to get a decent life.

h. Providing feedback

For keeping the students' enthusiasm, the teacher gave a feedback such as comment. The teacher said that "*Kemudian biar tetap semangat kita kasih ee reward dan comment biasanya begitu*" (Adi Purwono, interview on 24th June 2020). In addition, the teacher explained if the students did writing activity, especially in creating their writing work independently, the teacher will come up to his students one by one to look his students' process. Then, he gave a feedback on students' paper after the student finished it. The teacher said:

…..katakan eee membuat karya yaa writing begitu, yaa kita dekati sedikit satu-satu, dalam prosesnya waktu proses awal kalo sudah ee produksi secara mandiri kita kasih feedbacknya di paper mereka (Adi Purwono, interview on 24th June 2020).

However, in speaking activity, the teacher stated that:

> *kemudian kalau kegiatannya secara spoken yaa feedback nya kadang kita kolektif kita kan nggak bisa langsung ee menunjuk 1 atau 2 nama orang kemudian diberi feedback langsung gitu kan nggak, kita biarkan mereka selesai dulu baru kita evaluasi begitu* (*Adi Purwono, interview on 24th June 2020).*

It means that in speaking activity, the teacher gave the feedback collectively because he could not point out one or two names directly.. Here,

the teacher let all of the students finished it first, after that the teacher will evaluate the students.

In addition, the teacher said that:

> *Feedback juga diberikan sebagai sarana koreksi. Feedback yang diberikan bukan cuma sekedar good excellent tetapi juga kita berikan keterangan contohnya kamu perlu menambahkan keterangan seperti kamu perlu menambahkan apa kemudian kata kerja yang baik ((Adi Purwono, interview on 21st October 2020).*

It showed that feedback was as correction tool. Feedback was not given only "good" "excellent" but the teacher gave a note such as the students should add something that it needed to be added, for example the students should add a good verb.

i. Increasing learner satisfaction by rewarding and appreciating the students' progress

For keeping students' enthusiasm to learn English, the teacher gave reward and comment toward the students. The teacher said, "*Kemudian biar tetap semangat kita kasih ee reward dan comment biasanya begitu*" (Adi Purwono, interview on 24th June 2020). Moreover, the teacher also said that:

> *Dalam belajar anak atau hasil belajar anak atau penugasan anak kita biasanya kasih good, good job begitu walaupun kecil sangat bermakna bagi anak-anak. Kemudian bagi yang belum yaa ee keep learning and so on (Adi Purwono, interview on 24th June 2020).*

It shows that the teacher generally gave the words such as good, good job, keep learning and so on, after the students learnt or got learning outcomes.

The teacher explained that those words were negligible yet very meaningful for the students.

Furthermore, the teacher also appreciated the students when they showed up themselves in English class such as giving reward, appreciation, applause and good job. The teacher said:

> *Bagi yang mau maju atau mau volunteer atau mau menjawab itu akan ada reward atau apresiasi, applause paling tidak. Kemudian kita berikan good job (Adi Purwono, interview on 24th June 2020).*

But, it should be noted that the teacher did not give reward in material form. The teacher said, "*Kalau untuk berbentuk materi we don't have that" (Adi Purwono, interview on 24th June 2020).*

j. Assessing students' performance in learning English.

Assessment can impact to students' motivation. Here the teacher explained that he used three domains. They are attitude, knowledge and attitude evaluations. The teacher said:

> *Kalau penilaian seperti standarnya kita ada penilaian pengetahuan, penilaian ketrampilan dan penilaian sikap untuk ketrampilan biasanya kita ada beberapa cara yang pertama mungkin praktik kemudian ada proyek. Kalau pengetahuan bisa dari hasil penugasan atau ujian atau ketika discussion dalam kelas. Kemudian ada sikap juga attitude anak juga yang nanti kita catat dan tambahkan pada penilaian waktu pembuatan nilai hasil belajar selama periode tertentu (Adi Purwono, interview on 24th June 2020).*

It shows that the teacher used general standard to assess the students. For skill assessment, the teacher used several ways such as using practice or project. Then, for knowledge assessment, the teacher used the result of

assignment, examination or classroom discussion. Then for attitude assessment, the teacher noted how the students attitudes. After all, the teacher will add those assessment result in the time of making score of students' learning outcome. The teacher ways to assess the students was also proven from teacher lesson plan. In the lesson plan, there are three domains of assessment, they are attitude, knowledge and skill assessment with the detail rubric of those assessment.

In addition, by giving assessment, the students could know their mistakes in learning English by knowing the result of assessment (score). Based on the interview, the teacher stated, "*Angka jelas itu adalah hasil secara tertulis tapi jauh lebih mendasar* to make the students know their mistake". However, score can also make students to be demotivated in learning, so the teacher said that:

> *Jadi efek nya tidak hanya demotivated, soalnya kalo dapat nilai buruk kan cukup demotivated yaa, kalo bagus yaa lumayan motivated, jadi kita juga adding some form of catatan kecil atau note jadi mereka tetap termotivasi dengan adanya nilai itu dan akan berkembang dan menyadari sebuah kesalahan yang mana akan mereka perbaiki pada kesempatan yang akan datang (Adi Purwono. Interview on 21st October 2020).*

It means that not only giving score, but the teacher also added some notes in order to the students stayed to be motivated by the score and they will develop and realize their mistake in which they will fix in in the next chance.

2. The Students' Responses toward Their English Teacher Motivational Strategies.

Based on the result of interview and questionnaire, the students' responses toward their English teacher motivational strategies will be showed by the table below:

Table 4.2 the coding table of the students' responses (the data result of interview and questionnaire)

Informants	Code	Result of coding	Category/topic
Teacher: T Student: S	SRT	The Students' Responses toward English Teacher's Motivational Strategies.	1. Students' responses toward appropriate teacher's behavior and good relationship 2. Students' responses toward pleasant and supportive atmosphere for learning English in the classroom 3. Students' responses toward learning groups 4. Students' responses toward the teaching material for the students learning English in the classroom 5. Students' responses toward appropriate task and homework for the students 6. Students' responses to teacher 's protection toward students' self-esteem and self-confidence in English classroom 7. Students' responses toward a goals and benefits from learning English 8. Students' responses toward teacher's feedback 9. Students' responses toward reward and appreciation from the teacher 10. Students' responses toward teacher assessment

The table explanation will be presented one by one below:

a. Students' responses toward appropriate teacher's behavior and good relationship

Based on the interview result, the students gave positive responses toward their relationship with the teacher. The student said, "*Iya, hubungan siswa dengan guru terjalin dengan baik"* (Desi 7A, interview on 14th July 2020). The next student stated, "*hubungan saya dengan guru bahasa inggris sangat baik"* (Bintang 7C, interview on 8th July 2020). Then another student said, "*Terjalin dengan baik, karena guru menyampaikan materinya enak"* (Ade 7B, interview on 8th July 2020). According to their statements, it shows that the students had a good relationship with the teacher. It was also because the teacher delivered his material well in front of the students.

Moreover, from the questionnaire result, the student had opinion about the teacher, she stated, "*Baik, bisa di ajak bercanda , sabar untuk mengajar anak-anak"* (Naila Tsany Aqila 7A, the result of questionnaire on 22nd May 2020). It means that she regarded the teacher as a kind, friendly and patient person when the teacher taught the students.

b. Students' responses toward pleasant and supportive atmosphere for learning English in the classroom

Here, to know about the atmosphere in learning English, the researcher asked about their enthusiasm in following English learning activity. Based on

the result of questionnaire, the student said, "*Semangat karna pak adi mengajarkan bhs inggris dengan lembut dan kadang suka bercanda* (Alina fida rahmadhani 7A, the result of questionnaire on 22nd May 2020). Then another student also said, "*Semangat, karena guru bahasa inggris interaktif dan tidak membosankan* (Muhammad Salman Al Fariz 7B, the result of questionnaire on 11th June 2020). Moreover, the student said, "Suka karena kayak ada game gitu kayak yang kotak itu tapi lupa namanya (Dina mikaila moraya 7A, the result of questionnaire on 23rd May 2020)

The students' statements before show that they were enthusiasm in following English learning activity because their teacher taught them softly and playfully. The teacher were also interactive and not tedious. Moreover, the student liked to follow the activity because the teacher provided several games for the students such as a box game. However, the student said also, "*Membosankan, karena durasi pelajaran bahasa inggris yg cukup lama membuat saya bosan* (Muhammad rizky ath thoriq 7C, the result of questionnaire on 11th June 2020). It explained that the student were bored because the duration of English lesson was too long.

c. Students' responses toward English learning in group

To find out the students' responses toward English learning by using a group, the researcher asked to the students whether they liked English learning in group or not. According to the questionnaire result, almost all of the students liked to learn English in group. Only one student that stated "No" to

learn English by using group, she did not like it (Latifah Nur 'Aini 7A, the result of questionnaire on 22nd May 2020). Therefore, it can be concluded that the majority of students gave positive responses to learn English in group.

d. Students' responses toward the teaching material for the students

To know the students' responses toward teacher's teaching material, the researcher asked about their comprehension and difficulty in understanding the material. Based on the interview result, the student said, "*Ya, tidak ada kesulitan dalam memahami materi bahasa Inggris, karna gurunya menjelas kan Sampai siswa tau"* (M. Fauzan 7B, interview on 8th July 2020). It shows that the students could understand the material because the teacher explained the material to the students until the students understood. The student also said, "iya karena cara guru menerangkan ada beberapa cara metodenya seperti menonton film animasi pembelajaran dan diterangkan langsung di depan kelas (Vanya 7A, interview on 8th July 2020). It means the student could understand because the teacher used several methods such as using a learning animation movie that was explained directly in front of class.

However, in understanding the material the students had several difficulties. The student said, "*siswa memahami apa yang disampaikan guru tapi terkadang guru menyampaikannya terlalau cepat dan menggunakan bahasa inggris yang kami tidak pahami* (Bintang 7C, interview on 8th July 2020). It shows that the student could understand the material but sometimes the teacher delivered it too fast and used English language that the student

could not comprehend. Another student also said, *"Tidak, hanya saja sedikit kesulitan saat dialog"* (Najwa 7C, interview on 9th July 2020). Here the student had a bit of difficulty in dialog.

e. Students' responses toward the task and homework from the teacher

To know the students' responses toward the task and homework, the researcher asked to the students about their punctuality in submitting their task and homework. Then, the result of questionnaire showed that mostly students were collecting their task and homework on time. There were 39 from 48 students said "yes" to submit their task and homework on time. Then nine other students stated "no" in submitting the task and homework punctually. However from those result, it can be concluded that the students gave positive responses toward the task and homework from the teacher because the majority of students submitted on time.

f. Students' responses toward teacher 's effort to protect their self-confidence in English classroom

To know the students' responses toward teacher's effort in self-confidence, the researcher asked to the students whether they ever felt uncomfortable with the teacher's critique or not. Then based on the interview result, the students deigned with the teacher's critique or statements. The student said, "*Mungkin sampai saat ini tidak ada kritik yang kurang berkenan di hati saya*" (Vanya 7A, interview on 8th July 2020). In addition, the student also said, "*guru menjelaskan kekurangan siswa dan tidak ada kritik yang*

kurang berkenan di hati siswa" (Zayyan 7B, interview on 8th July 2020). It shows that the teacher explained about students' lack but there were no critiques that did not quite deign in students' hearts.

g. Students' responses toward a goals and benefits from learning English

According to the result of questionnaire, it can be concluded that the teacher strategy to make the students get an understanding about goals and benefit, it can be stated that it succeed. It was because the seventh grade students could understand what the goals and benefits from learning English were.

The student said, "*Karena supaya saya bisa mendapatkan wawasan yang luas, supaya dapat berbicara dengan orang luar* (Kholifah Nur Sifa Septiana 7A, the result of questionnaire on 22nd May 2020). The next student also said, "*Agar fasih berbahasa inggris karena bahasa internasional* (Muhammad Salman Al Fariz 7B, the result of questionnaire on 11th June 2020). And another student said, "*Untuk menambah wawasan yang luas dalam komunikasi dengan orang lain di seluruh dunia dan bisa meningkatkan karier yang akan datang"* (Nayla Evelin Putri 7C, the result of questionnaire on 11th June 2020). It shows that the students had a consideration if they learnt English, they will be able to talk with foreigner. They knew that English is international language. Then the student understood that from learning English, they could increase their future carrier.

h. Students' responses toward teacher's feedback

Based on the interview result, it can be known that the students could accept teacher feedback because the teacher advised the student in a good way. The student said, "*Saat guru menyampaikan kritik/saran kepada siswa dengan cara menasehati dengan baik*" (Najwa 7C, interview on 9th July 2020). Moreover, the student stated, "*guru menyampaikan kritik dan saran dengan singkat, jelas, bahasa yang mudah dimengerti oleh siswa"* (Syifa 7A, interview on 8th July 2020). It explained that the student could understand the teacher's feedback because the teacher delivered it briefly, clearly, and easily to be understood by the students.

In addition, from teacher's critique and suggestion, the student could increase their enthusiasm in learning English to be more energetic. When the researcher asked about teacher's critique and suggestion, the student said, "*menambah semangat untuk lebih giat belajar bhs inggris"* (Muhammad Rifky Irwansyah 7B, the questionnaire result on 11th June 2020). Moreover, according to questionnaire result, mostly students were studying again after studying in the classroom. There were 38 from 48 students that stated "yes" for studying after classroom learning activity.

i. Students' responses toward reward and appreciation from the teacher

Based on the questionnaire result, there were the students who highly motivated by using reward and appreciation but the others were not. The student said, "*Iya. Karena adanya reward menambah semangat dan lebih seru*

dalam belajar" (Muhammad Salman Al Fariz 7B, the result of questionnaire on 11th June 2020). It means that reward could increase student's enthusiasm and create the learning activity to be more pleasant. Another student said, "*Iya sangat semangat karna ada hadiah untuk lebih menyemangatkan Tetapi jika tidak ada hadiah saya pun juga semangat* (Rinda Novia Nur Cahyani 7C, the result of questionnaire on 11th June 2020). It shows that there was or was no reward, the student kept their enthusiasm to learn.

On the other hand, the student also said, *"Tidak karena belajar buat diri sendiri agar supaya pandai tidak mengharap imbalan"* (Thoha Bagus Nurhidayat 7B, the result of questionnaire on 11th June 2020). The student's statement before shows that the student learnt for his own sake for being clever. He learnt for not getting repayment. However when the researcher asked to the students whether teacher's appreciation such as applause could increase their enthusiasm to learn or not, there were 45 from 48 students in which they stated that appreciation from their teacher could increase their enthusiasm to learn English.

j. Students' responses toward assessment

Here, the students gave positive responses toward teacher's evaluation because from knowing the evaluation result, the students could correct their mistakes. Based on the interview result, when the researcher asked to the students how they could know that they succeed or failed in learning, the student said, "caranya dengan melihat nilai atau dengan cara bertanya dengan

guru" (Anisa 7C, interview on 12th July 2020). It shows that the student knew by looking the score or asking the teacher. Another student said, "*cara saya mengetahuinya adalah dari guru memberikan soal atau tugas kepada siswa"* (Syifa 7A, interview on 8th July 2020). It shows that the students could know their success or failure from students' assignments.

Then, the researcher also asked what the students did after they knew the reason why they succeed or failed, the students said,

"*jika saya gagal saya akan mengulangi materinya dan belajar dengan sugguh-sungguh dan jika berhasil saya akan mengulangi materi yang sama dan belajar materi yang baru"* (Syifa 7A, interview on 8th July 2020). It shows that if the students failed she will repeat the material and study seriously, but if the student succeed she will repeat the same material and study a new material. Therefore, it can be concluded that from the teacher evaluation activity, the students could know the reason why they succeed and failure. They could also correct themselves in leaning activity by studying diligently.

B. Discussion

This section presents the research finding discussion. The discussion here focuses on the finding of the research question that was related by the theories in the chapter two. Therefore, the first discussion is about teacher's motivational strategies to encourage students in learning English. The next discussion is about the students' response toward teacher's motivational strategies that is given to them.

1. The Kind of Teacher's Motivational Strategy to Encourage the Students' Motivation to Learn English

Teacher is someone who has important role to encourage the student motivation to learn especially in learning English. According to Hornstra et al (2015: 364), motivational strategies refer to all teaching strategies that was purposed to encourage the students to learn. Moreover, according to Dornyei (2001: 28), Motivational strategies are techniques that promote goal-related behavior of individual. However, every teacher has different motivational strategies to encourage the student to learn especially in learning English.

According to Dornyei (2001: 30), there were four aspects in motivational teaching practice, then in every aspect there were the kind of strategies to motivate the students in learning English. Those aspects will be related with the motivational strategy that the seventh grade English teacher applied for motivating his students by using table. The table will be presented bellow.

Table 4.3 MTP and Seventh grade English teacher motivational strategy

Motivational Teaching Practice (MTP)			
No	The Aspect	The strategies in MTP	Seventh grade English teacher motivational strategies
1	Creating Basic Motivational Condition	- Appropriate teacher's behaviors and good relationship with the students. - Pleasant and supportive atmosphere in the classroom - A cohesive learner group with appropriate group norms	- Keeping appropriate teacher's behavior and good relationship toward the students - Creating pleasant and supportive atmosphere for learning English in the classroom - Making learning groups
2	Generating Initial Motivation	- Enhancing the learners' language-related values and attitude - Increasing the students' expectancy of success in particular task and in English learning in general. - Increasing the learner goal-orientedness - Making the teaching materials relevant for the learners - Creating realistic learner belief	- Making the teaching material relevant and appropriate for the students
3	Maintaining and Protecting Motivation	- Making learning stimulating and enjoyable - Presenting task in motivating way - Setting specific learner goals - Protecting the learner self-esteem and increasing their self-confidence - Allowing students to maintain a positive social image - Creating learner autonomy - Promoting self-motivating strategies - Promoting cooperation among the learners	- Making appropriate task and homework for the students - Protecting students' self-confidence - Giving the understanding of goals and benefits from learning English - Making learning groups
4	Encouraging Retrospective Self-Evaluation	- Promoting Motivational attribution - Providing motivational feedback - Increasing learner satisfaction - Offering reward and grade in a motivation manner	- Providing feedback - Increasing learner satisfaction by rewarding and appreciating the students' progress - Assessing students' performance in learning English.

From the table above, it can be known that the English teacher of the seventh grade in SMP Muhammadiyah 5 Surakarta had used 10 strategies in motivating the students to learn English. The teacher did not apply all of strategies in the theory of motivational teaching practice by Dornyei. But it should be noted that every teacher has his or her own motivational strategy to motivate the students based on certain factor such us students' background knowledge and problem.

Based on motivational teaching practice by Dornyei (2001: 31), the first aspect in motivating the students was creating basic motivational condition in which motivational strategies cannot be applied successfully in vacuum condition of motivation. The English teacher of the seventh grade in SMP Muhammadiyah 5 Surakarta used three strategies

In this case, the teacher kept his appropriate behavior and good relationship toward the students. According to Dornyei (2001: 39), to develop personal relationship with the students, the teachers have to show that they accept and care, listen and pay attention, show their mental and physical availability toward the students. Based on the research result, the teacher kept his good relationship with the students by decreasing ego and being down to earth toward the students. Then the teacher explained that he wanted to be a friendly teacher for his students.

Moreover, the teacher made pleasant and supportive atmosphere for learning English in the classroom. Based on Dornyei (2001: 41), the ideal classroom atmosphere is when there is no tension, there are no sarcasms or put-

downs, there is mutual respect among students and teacher, and there is no someone who feels insecure or anxious. Here, based on the interview data, the teacher did not give some pressures and demands toward the students to create enjoyable learning activity. In addition, the teacher also conducted democratic class where every student can speak up or show his or her idea.

In creating basic motivational condition, the teacher also made a learning group. Based on the research result, the teacher stated that by using group either in pairs or discussion group, it can reduce students' tension and reluctance in language learning. Moreover, the teacher said that it was not only about grouping but the teacher needed to prepare pleasant material. Then, the teacher assigned the students in group. According to Anderman Eric and Anderman Lynley (2014: 101), in designing cooperative learning groups as motivational technique, the teacher should consider several aspect such as specific goals and outcome of cooperative learning group, the type of cooperative group structure (what is the most appropriate for the learning material and the students), the procedure for how the group will operate, the teacher should monitor the students when they work as a group, the evaluation of the students' learning group effectiveness.

The second aspect of MTP was generating initial motivation. In generating initial motivation, the teacher made the teaching material relevant and appropriate for the students. According to Dornyei (2001: 66), for making the teaching materials to be relevant, the teacher needs to find out the students'

interests, needs and goals. The teacher can also create the subject matter relevant with the students' background and students' everyday experiences. Based on the research result, the teacher avoided to give monotonous material such as always using paper based. The teacher also created the material that could make the students to be curious and enthusiastic toward the material such as by using learning video, music, and presentation that was also written on the teacher's lesson plan. Moreover, the teacher adjusted the teaching and learning material with the students' surrounding environment.

The third aspect was maintaining and protecting motivation. Here, the teacher made appropriate task and homework for the students, protected students' self-confidence, gave the understanding of goals and benefits from learning English, and made learning groups.

In maintaining and protecting motivation, the teacher made appropriate task and homework for the students. Based on research result, the teacher created homework or task by adjusting with English basic competence that was taught. Moreover, to make homework and task were being appropriate, the teacher adjusted with students' environment. So, the students can relate among the task and homework with their background knowledge. Those ways can attract students' interest because they can relate it with their personal condition. However, if the task or homework should demand more on students' pedagogic comprehension, the teacher gave task or homework in general. It should be noted

that not all of the tasks or homework could be made to be meaningful or in authentic ways.

Furthermore, according to Anderman Eric and Anderman Lynley (2014: 28), for choosing task and homework, the teacher has to consider for choosing the tasks that are developmentally appropriate for the students (neither too complex nor too simple), setting up the task on students' personal interest, then choosing the task that will allow the students feeling successful on that task, and giving encouragement after the students finish the task.

The teacher also protected students' self-confidence for maintaining and protecting students' motivation. According to Dornyei (2001: 142), to protect learner self-confidence, the teacher can encourage the learners by showing what the learners' strength and abilities. The teacher can also show that the teacher believes in the learners' effort to learn and their capability to finish the task. Then the teacher can also help the learners to diminish language anxiety by helping them to accept that several mistakes that were made by them is part of learning process.

Based on the research result, the teacher try to avoid the students for feeling inferior (lack of confidence) such as by saying that the students were not wrong but they only were not quite right or less in answering certain question. Moreover, the teacher also made an effort to avoid the student to get bullying from others such as when the teacher gave feedback, he tried to not give it spontaneously because the teacher wanted to avoid the other students to give insult, ridicule, and

even bully toward certain student. In addition, in teacher's delivery, the teacher chose simple delivery such as by using a tone of joke but meaningfully toward the students.

The teacher gave the understanding of goals and benefits from learning English. The teacher can encourage the students to select specific and short-term goals for the students' selef (Dornyei, 2001: 85). In addition, according to Dornyei (2001: 51), in generating student's motivation, the teacher can promote positive language related-values and attitudes, one of values is instrumental value that relates to the consequences and benefits from learning English. Moreover according to Sardiman in Saefullah (2012: 295), the goals that are recognized and accepted by students will be a motivational tool. Based on the research result, the teacher showed that learning English was students' provision to face global competition era. The teacher also added if the students can master the language, He or she will rule the world, he or she can access the windows as wide as possible to the unlimited windows outside.

Then, to maintain and protect the students' motivation, the teacher also made learning group. By using learning group it can make a corporation among the students in which the teacher can create a group task for the students and ask them to work together (Dornyei, 2001: 100). Based on the research result, the teacher decided a group type based on the material. For example, the use of small group discussion is to discuss about something such as a character and how its

description, then the teacher asked for the students to work in pairs when they were making a conversation. However, it should be noted that for grouping the students, the teacher prepared a pleasant material for group first then the teacher delivered it to the students. So it was not only about asking for the students to group but also how the teacher's nature was important.

The last aspects of MTP was encouraging retrospective self evaluation. In this case, the teacher provided feedback. He also increased learner satisfaction by rewarding and appreciating the students' progress. Last, he assesed students' performance in learning English.

To encourage retrospective self evaluation, the teacher gave appropriate feedback toward the students. According to Dornyei, (2001: 125), for providing motivational feedback, the teacher should notice and react for every positive contribution from the students, the teacher can provide regular feedback to students' progress in learning, the teacher can also give feedback in areas that the students particularly concentrate on. Based on the interview result, the teacher gave feedback to keep students' enthusiasm to learn after the teacher looked the students' process. For instance, the teacher gave feedback on students' paper after the students can finish their work such as in writing activity. However, in speaking activity, the teacher gave feedback collectively after all of students did it in front of the class.

Then, the teacher also increased the learner satisfaction by rewarding and appreciating the students' progress. According to Anderman Eric and Anderman Lynley (2014: 56-57), for using reward effectively, they recommended several ways, some of ways are by creating reward that will be available for all of the students, by giving reward for students effort and improvement, and by considering whether the reward will be showed privately or publicly. Here the reward must also be informational, so the students should know the reason why they get the reward.

In this case, the teacher gave a reward or comment in which it purposed for keeping students enthusiasm to learn English. The teacher generally gave the words such as good, good job, keep learning and so on, after the students learnt or got learning outcomes. Based on the interview, the teacher explained that the words such as good job or keep learning were negligible but very meaningful for the students. In addition, the teacher also gave appreciation or reward such as giving applause in front of the class when the students wanted to come forward or be volunteer. Here, it should be noted that the teacher did not give reward in material form for the students.

The last, the teacher assessed students' performance in learning English. Based on Anderman Eric and Anderman Lynley (2014: 64), the types of assessment used in each classroom influence to students' motivation in different ways, assessment can give positive effect or negative effect to the students' motivation, so it needs teacher consideration in choosing and creating the type of

assessment. The types of assessments in general are formal assessment (such as examination and standardized examination) and informal assessment (by assessing students' daily experience such as conversation, classwork and group activities). Based on the research result, the teacher assessed the students in three domains. They were attitude, knowledge and skill. For attitude assessment, the teacher noted how the students attitudes in English classroom. For knowledge assessment, the teacher used the result of assignment, examination or classroom discussion. The last, for skill assessment, the teacher used several ways such as using practice or project. Those teacher's choices in assessing the students were also proven by teacher's lesson plan.

Based on the interview, the teacher realized that the result of assessment can make the students to be demotivated. Therefore, the teacher added some notes in order to the students stayed to be motivated by the score and they will develop and realize their mistake in which they will fix in in the next chance. It also related with the students' attribution. According to Dornyei (2001: 117), the term of attribution means the explanation why the people get success and failure in which the teacher can encourage the learners to explain their failure reason for example by using notes. After discussing about the teacher motivational strategies, the next discussion was the students' responses toward those strategies.

2. The Students' Responses toward Their English Teacher Motivational Strategies.

After the researcher discussed about teacher motivational strategies. Here the researcher discusses how students' responses toward those motivational strategies based on the result of interview and questionnaire from the students. In this case, mostly students gave positive responses toward their teacher strategies. However, there are some aspect that should be noted from the students' responses. Here the researcher discuses one by one how the students responses for those strategies.

First, in discussing teacher's behavior and the relationship among the students and the teacher, the students gave positive responses. Based on the interview with the students, it can be known that the relationship among the students and teacher was good enough. More specifically, the student stated that good relationship was influenced by the teacher's good ways in delivering the material in front of the class. In addition, from the questionnaire, the student explained that the teacher was kind, friendly and patient when he taught the students. According to Dornyei (2001: 31), appropriate teacher behavior and good relationship with the students are one of motivational condition that they are indispensable precondition to generate students' motivation effectively.

Second, the students' Responses toward pleasant and supportive atmosphere for learning English in the classroom. According to the result of questionnaire, mostly students were enthusiastic in following English learning activity. Here,

the students explained that their teacher taught them softly and playfully. The teacher were also interactive and not tedious. Moreover, the student liked to follow the activity because the teacher provided several games. So it can be known that the students gave positive responses toward the teacher's ways in making a pleasant and supportive atmosphere for the students that was indicated by the students' enthusiasm.

However, there was student in which he stated that he were bored because the too long duration in learning English. According to education and culture minister regulation of the Republic of Indonesia no. 35 in 2018, English subject for seventh grade receives four hours of study in a week. One hour of study is for 40 minutes. But, there are twice of lesson meeting of English subject in a week so in one meeting, the duration is 80 minutes. In addition, according to William and Burden in Solak (2012: 243), learning environment such as learning time, class size, school facility, school characteristic, school comfort, resources was being external factor that it influenced the students' motivation to learn.

Third, the students' responses toward learning group either in pairs or in small group discussion. Based on the result of questionnaire, the almost all of students responded positively to learn English in group. Here, the researcher asked the students whether they liked to learn in group or not. However there was one student that she did not like to learn English in group. So it can be known that the students here had different learning style. Almost all of students liked to learn in group but there was one student who did not like that way. According to

James E. Purpura, (2014: 535), based on personality preference, learner's style was divided into extroverted in which student prefers to learn by looking outward (better working with others) and introverted: student prefers to learn by looking inward (better by working alone).

Fourth, in discussing students' responses toward teaching material, based on the interview with the students, it can be stated that the students give positive responses that was indicated by the students' comprehension toward material yet the students still face a little bit difficulty in understanding the material. However based on the student statement, the teacher explained the material until the students could understand it. According to Davis (209:278), to encourage the students for becoming self-motivated learners, one of strategies is by helping the students to find personal meaning and value in material. And the teacher did it by making the students until understood the material. According to the student's statement, the teacher also used several methods and media to deliver the material so it made the students to be easier in understanding the material.

Fifth, the students responded positively toward task and homework from the teacher. According to Davis (2009: 278), for encouraging the students for becoming self-motivated learners, the teacher needs to ensure the opportunities for students' meaningful success in assigning the task that it is neither too easy and fail to challenge the students nor it is too difficult and overwhelm for the students. So, in this case the researcher asked the students whether the student work and submit the task or homework on time or not. According to the

questionnaire result, mostly the students carried out and collected their tasks on time. There were only nine of 48 students that they did not submit the task on time. Therefore, it can be known that the majority of the students gave positive responses to learn English in group by knowing that the students carried out and submitted the task and homework on time, it can be known that they can finish off their task.

Sixth, the students' responses toward teacher's effort to protect their self-esteem and self-confidence in English classroom. Based on the interview result, it can be stated that the teacher succeed in protecting the students' confidence. According to Dornyei (2014: 526), There are two key aspect in confidence building, they are providing encouragement and reducing language anxiety. Here the teacher should realize that in the language classroom, an inherently face-threatening environment carries the danger of making mistake even in stating a simple sentence (Dornyei, 2014: 526).

From Dornyei's statement above, to know how the students' responses toward their teacher's effort, the researcher asked whether the students ever got uncomfortable feeling from teacher critiques and statements or not. Based on the interview result, all interviewee never got uncomfortable feelings toward the teacher's critiques and statements. The student explained that the teacher stated about the student's weakness however there were no critiques that did not quite deign in students' hearts.

Seventh, based on the questionnaire data, the students could understand the goals and benefits from learning English. So it can be stated that the teacher's effort in making the students to get an understanding about English learning goals and benefits succeed and the students gave positive responses. According to Sardiman in Saefullah (2012: 295), by understanding the goals, the students will have an effort for achieving the goals and making the students diligent to learn. Based on the questionnaire result, the students realized that from learning English, the student can be able to communicate with foreigners, get extensive knowledge, and get good future carrier. Here the students knew that English is international language so it is crucial to be learnt.

Eighth, based on the result of interview and questionnaire, the students gave positive responses toward the teacher's feedback. According to William and Burden in Solak (2012: 243), one of external factor that influences student motivation are reward, praise, feedback, sanction and punishment from the significant people who interact with the students. The student explained that the teacher's feedback could increase the students' enthusiasm to learn English more. Based on the questionnaire, mostly students were studying again after the learning activity in the classroom. Moreover, the students explained that the teacher gave feedback in a good way either in critique or suggestion. They could also understand the teacher's feedback because the teacher delivered it briefly, clearly and easily to be understood by the students.

Ninth, in discussing how the students' responses toward teacher's reward and appreciation to motivate them to learn English, based on the result of questionnaire, it can be known that the students responded differently toward reward and appreciation from the teacher. There were students who were highly motivated by using reward or appreciation, there were students who were constantly motivated either there was reward or not, and there were students who were not motivated by reward because the thought that learning English was their own sake. Here, the students' responses were relate to student's motivation type theory that in general it divided into intrinsic motivation, extrinsic motivation and amotivation.

However, in this case the researcher discusses only on intrinsic and extrinsic motivation because there was no student who did not have motivation to learn English. According to Dornyei and Ushioda (2013: 23), intrinsic motivation is related with behavior that is performed for its own sake to experience satisfaction and pleasure, such as a joy of doing activity or satisfying one's curiosity. In the other hand, extrinsic motivation is related to the behavior to get separable end such as receiving reward or avoiding punishment (Dornyei and Ushioda, 2013: 23). Furthermore, extrinsic motivation also arises from environmental incentive and consequence such as praise, attention, privilege, extra credit points, and public recognition (Reeve, 2009: 114).

Then, the last students' responses are the students' responses toward the assessment from the teacher. Based on the interview result, it can be known that

from the result of assessment (score and teacher's notes) the students could correct their mistakes and make them to learn the material more. According to Sardiman in Saefullah (2012: 294-295) scores as a symbol of learning outcome can give strong motivation to students. Because it can arouse the desire of students to improve their grades either on test scores or on report scores. In addition, by knowing the result, the students will be motivated to keep learning. Here, the students hope that their result will increase. Therefore, based on the interview result, it can be concluded that the students responded positively toward the result of assessment.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter showed the conclusion of the result of the research. After conducting the research in SMP Muhammadiyah 5 Surakarta, the researcher found 10 teacher motivational strategies and different students' responses toward those motivational strategies.

To keep students motivation in learning English, the teacher made some motivational strategies for his students. According to the motivational teaching practice theory by Dornyei (2001), there were four aspects in motivating the students. Those aspects were creating motivational basic condition, generating intial motivation, maintaining and protecting motivation, and encouraging retrospective self evaluation.

For creating basic motivational condition, the teacher made three strategies. First, the teacher kept his behavior and good relationship by the students. For example, the teacher stressed that among the teacher and the students should be respect each other and the teacher should be a friendly teacher for the students. Then, based on the data the students gave positive response about their teacher behavior and relationship toward the students. The students explained that the relationship among them was good and close. The students also explained that their English teacher was kind, friendly, and patient.

Second strategy, the teacher created pleasant, enjoyable and supportive atmosphere for learning English in the classroom so the students will not feel boredom during the learning activity. For this strategy, mostly students gave positive responses. It can be seen by their good enthusiasm in learning activity. However there was still student that was feeling bored because of the English lesson duration.

Third strategy, the teacher also used learning group for his students. The teacher used small group discussion and in pairs for his students to learn English. In addition, by using learning group the teacher can reduce the students' tension and reluctance in learning English. Here, the students also gave positive response because they like to learn English by using group though there was still student that stated she did not like it.

Then, in generating initial motivation, the teacher used one strategy. The teacher made the English teaching and learning material to be interesting, relevant and appropriate for the students. In this case, the teacher also avoided monotonous material by using various media for the students and prepared material that it can make the students being curious. The material can also relate with the students real life. Meanwhile, the students stated that they understood well with the material though they still had problems such as in English dialogue. However, the use of various media also made the students easier in understanding the material.

Next, for maintaining and protecting motivation, the teacher used four strategies. First, the teacher created appropriate task and homework for the students.

Here, the teacher adjusted the task or homework based on English basic competence that was taught before. The teacher also made the task or homework that can relate by the students background knowledge and environment. Then, based on the questionnaire result, the students respond the task or homework positively because the majority of students finished and submitted the task or home work on time.

Second, the teacher tried to protect the students' self-confidence. The teacher was protecting the students from bully, ridicule, and insult for example in giving feedback, the teacher did not give it spontaneously and did not say that the students were "wrong". It was to avoid the students felt inferior. Meanwhile, the students also admitted that they never felt uncomfortable by the teacher's critique. So it can be said that the students gave positive responses toward this teacher's effort.

Third, the teacher made the students understanding about the goals and benefits from learning English such as English has been important in global competition era and English has been important because it is an international language. Based on the data result, the students respond positively, it can be proven by their understanding about the goals and benefits of English.

Fourth, to build corporation among the students, the teacher created learning group for the students. Based on the research result, it can be known that the students like to learn English through learning group. But, it should be noted that the researcher had discussed about learning group before in the part of creating basic motivational condition.

The last, for encouraging retrospective self evaluation, the teacher used three strategies. First, the teacher gave feedback to the students. Feedback was also a correction tools. Feedback was not given only “good” “excellent” but the teacher gave a note for the students. Furthermore, for teacher’s feedback, the students responded positively. It can be seen by the students’ statements in which they can understand and accept the feedback because the teacher delivered it briefly, clearly, and easily to be understood by the students. In addition, the student could increase their enthusiasm in learning English to be more energetic from teacher’s critique and suggestion.

Second, the teacher also used reward and gave appreciation to the students’ progress in learning English such as giving applause or saying good, excellent, and so on. Meanwhile, the students responded differently toward teacher’s reward and appreciation. There were the students who highly motivated by using reward and appreciation but the others were not. Some students stated that the reward can increase their enthusiasm to learn yet the other students stated that they learnt because of their own sake not the reward. However, there were students also that they were motivated either by reward or not.

Third, the teacher used assessment to motivate the students. By knowing the result of assessment the students can fix their mistakes in learning English. Furthermore, in giving result, the teacher not only gave a score but also a note for the students. The reason was for avoiding the students being demotivated when they got a bad scores. Moreover, by that note, the students can realize their mistakes and

the can fix those mistakes in the next chance. Meanwhile, based on the interview result, the students gave positive responses. They can know their mistakes by knowing the result of assessment. Then they stated that they wanted to fix their mistakes by learning English diligently. That was all about the research conclusion.

B. Suggestion

Based on the conclusion above, the researcher would like to suggest as follow:

1. For the students

   In understanding the teacher material, certain students still had difficulty in dialogue. So the researcher suggest the students to improve their speaking skill and rich their vocabularies to make them easier in delivering and understanding the dialogue.

2. For the teacher

   Because there was only one strategy in generating initial motivation. The researcher suggest the teacher to add motivational strategies in generating initial motivation for the students.

3. For the other researchers

   The researcher realized that this research was far from the word “perfect”. There were still several aspects about teacher motivational strategies that were not discussed. It needed to be researched more. Therefore, the researcher hoped that the other researchers can conduct the research to observe and discuss about teacher motivational strategies deeper

.

4. For the school

   The school should provide more facilities and media for English lesson to make the students more enthusiastic and motivated to learn English. So it can make the students easier in understanding English materials and they can avoid their boredom in learning English.

BIBLIOGRAPHY

Abdullah et al. (2019). A Qualitative Study on the Best Motivational Teaching Strategies in the Context of Oman: Perspectives of EFL Teachers. *English Language Teaching*, 19 (3): 57–64.

Alhodiri, Areej Ali. 2016. The Libyan EFL Teachers' Role in Developing Students'Motivation. *Procedia - Social and Behavioral Sciences*, 2016 (232): 83-89.

Barker, Philip. 2013. *Interactivity as an Extrinsic Motivation Force in Learning*. In S. Brown, S. Armstrong, & G. Thompson (Eds.). *Motivating Students.* New York: Routletge.

Basleman, Anisah and Mappa Syamsu. 2011. *Teori Belajar Orang Dewasa*. Bandung: PT. Remaja Rosdakarya.

Bogdan, Robet and Biklen, K. S. (2007). *Qualitative Research for Education: An Introduction to Theories and Methods, Fifth Edition*. New York: Pearson.

Brophy, Jere. 2008. *Motivating Students to Learn, Second Edition*. New York: Routledge Taylor and Francis e-Library.

Budiana, Kartika M and Djuwari. 2018. The Non-Native Students' Motivation in Learning English at STIE Perbanas Surabaya. *Language Circle: Journal of Language and Literature*, 12(2): 195-202.

Chiew Fen Ng and Poh Kiat Ng. 2015. *A Review of Intrinsic and Extrinsic Motivations of ESL Learners.* In "International Conference on Culture, Languages and Literature", 2015 (ICCLL 2015).

Corbin, Juliet and Strauss, Anselm. 2015. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks: SAGE Publications, Inc.

Creswell, John W. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Education, Inc.

Davis, Barbara Gross. 2009. *Tools for Teaching, Second Edition*. San Francisco: John Willey & Sons, Inc.

Davison, Jon and Dowson, J. 2005. *Learning to Teach English in the Secondary School 2nd Edition*. Taylor & Francis e-Library.

Dornyei, Z. 2001. *Motivational Strategies in the Language Classroom*. New York: Cambridge University Press.

Dornyei, Zoltan and Ushioda, E. 2013. *Teaching and Researching Motivation, Second Edition*. New York: Routledge.

Dornyei, Zoltan. 2014. *Motivation in Second Language Learning*. In Marianne Celce M, Donna M. Brinton, and Marguerite Ann Snow (Eds.). *Teaching English as a Second or Foreign Language, Fourth Edition*. Boston: National Geographic Learning.

Education and Culture Minister Regulation of the Republic of Indonesia No. 35 in 2018 about 2013 Curriculum Structure of SMP-MTS

Government Regulation of the Republic of Indonesia No.19 in 2017 about Teacher.

Hornstra et al. 2015. Motivational teacher strategies: the role of beliefs and contextual factors. *Learning Environments Research*, 18(3): 363–392.

Https://dictionary.cambridge.org/dictionary/english/teacher was accessed on 25th February 2020 at 6.24 AM.

Https://www.oxfordlearnersdictionaries.com/definition/english/motivation?q=motivation was accessed on 22nd February 2020 at 9.06 PM.

Johnson, Burke and Christensen, Larry. 2012. *Educational Research: Quantitative, Qualitative and Mixed Approaches, the Fourth Edition*. Thousand Oaks: SAGE Publications, Inc.

Keller, John M. 2010. *Motivational Design for Learning and Performance: The ARCS Model Approach*. New York: Springer Science+Business Media.

Khansir, A. Akbar. 2014. Teaching English is Art and English Teacher is Artist. *International J. Soc. Sci. & Education*, 14(4): 838–843.

Lawrence, Arul A. S. and T. Hatitha. 2017. A Study on Teachers' Motivational Strategy and Academic Achievement of Higher Secondary Students. *Aarhat Multidisciplinary International Educational Research Journal (AMIERJ)*, 17(48178): 89-98.

Maxwell, Joseph A. 2005. *Qualitative Research Design: An Interactive Approach, Second Edition*. Thousand Oaks: Sage Publication, Inc.

Merriam, Sharan B. and Granier, Robin S. 2019. *Qualitative Research in Practice: Examples for Discussion and Analysis*. San Fransisco: Jossey-Bass a Wiley Brand.

Miles, Matthew B and Huberman A. Micheal. 1994. *An expanded Sourcebook Qualitative data Analysis, Second Edition.* Thousand Oaks: Sage Publication.

Mujahidin, Firdos. 2017. *Strategi Mengelola Pembelajaran Bermutu*. Bandung: PT. Remaja Rosdakarya.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2): 129–132.

Nugroho, M. A. B., & Mayda, N. 2015. Motivational Strategies in Teaching English as Foreign Language: A Case Study in Junior High School 7 Kuningan. *English Review: Journal of English Education*, 4(1): 82-93.

Othman et al. 2018. *Motivation in English Language Learnin: A Case Study of Afghanistan Students in Malaysia*. In "4th International Conference ILANNS", 8-9 August 2018

Priyambodo, Panggih and Situmorang R P. 2017. *Antigen-Antibodi Pembelajaran*. Yogyakarta: Pustaka Pelajar.

Purpura, James E. 2014. *Language Learning Strategies and Styles*. In Marianne Celce M, Donna M. Brinton, and Marguerite Ann Snow (Eds.). *Teaching English as a Second or Foreign Language, Fourth Edition*. Boston: National Geographic Learning.

Putra, Nusa. 2012. *Metode Penelitian Kualitatif Pendidikan*. Depok: Raja Grafindo.

Reeve, Johnmarshal. 2009. *Understanding Motivation and Emotion*. New Jersey: John Wiley & Sons, Inc.

Richards, Jack C. 2007. *Curriculum Development in Language Teaching*. New York: Cambridge University Press.

Richards, Jack C. 2015. Key Issues in Language Teaching. Cambridge: Cambridge University Press.

Rohmah, Noer. 2015. *Psikologi Pendidikan*. Yogyakarta: Kalimedia.

Saefullah. 2012. *Psikologi Perkembangan dan Pendidikan*. Bandung: CV Pustaka Setia.

Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching, Third Edition*. Oxford: Macmillan Publishers.

Shaffer, David R. 2009. *Social and Personality Development*. Belmont: Wadsworth Cangage Learning, Inc.

Solak, Ekrem. 2012. Exploring the Role of Motivational Factors in the Academic Achievement of EFL Learners. Amasya University of Turkey. *ELT Research Journal*, 1(4): 240-254.

Sugiyono. 2015. *Metode Penelitian Pendidikan*. Bandung: Penerbit Alfabeta.

Sulistiyo, U. 2016. *English Language Teaching and EFL Teacher*. In Proceedings of "the Fourth International Seminar on English Language and Teaching (ISELT-4)".

Tae Young Kim and Yoon Kyoung Kim. 2014. Elderly Korean Learners' Participation in English Learning through Lifelong Education: Focusing on Motivation and Demotivation. *Educational Gerontology*, 15 (2): 120-135.

Tileston, Donna Walker. 2004. *What Every Teacher Should Know about Student Motivation*. California: Corwin Press.

Ushioda, Ema. 2014. *Motivation, autonomy and metacognition: Exploring their interactions*. In David Lasagabaster, Aintzane Doiz, and Juan Manuel Sierra (Eds.). *Motivation and Foreign Language Learning: From theory to practice*. Amsterdam: John Benjamins Publishing Company.

Wachidah, Siti et al. 2017. *Buku Guru: Bahasa Inggris When Rings a Bell Kelas VII.* Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Wahyudi Muhammad. 2017. *The Strategies of Teacher in Motivating the Students in Learning English (A Study at the Tenth Grade Man 2 Boyolali in the Academic Year 2016/2017)*. Skripsi tidak diterbitkan. Surakarta: Fakultas Ilmu Tarbiyah dan Keguruan IAIN Surakarta.

Walzac, Justyna. 2015. *Games and Students' Motivation in Foreign Language Learning*. In Manish A. Vyas and Yogesh L. Patel (Eds.). *Teaching English as a Second Language: A New Pedagogy for a New Century, Second Edition*. New Delhi: PHI Learning Limited.

Wilkinson, David and Peter Birmingham. (2003). *Using Research Instruments: A Guide for Researchers*. London: Routledge Falmer.

Zacharias, Nugrahenny T. 2012. *Qualitative Research Methods for Second Language Education: A Coursebook*. New Castle: Cambridge Scholars Publishing.

APPENDICES

Appendix 1. Field note of pre-observation

Researcher : Tazkiyah Firdausi
Date : Wednesday, 13 November 2019
Time : 10.45 – 11.30
Location : SMP Muhammadiyah 5 Surakarta
Class : 7C (Regular class)
Note : class observation

At 10.30 the teacher invited the researcher to watch what the students did in the classroom. Moreover, the teacher stated that in that time he gave refreshment for the students by watching movie. Then at 10.45 the teacher and the researcher came to the class. In the classroom the students were watching documenter movie about the phenomenon of 10th November in Surabaya. The students watched the movie by using LCD projector. The movie was using English either in its dialogue or in its subtitle. There were 30 students in the classroom.

The teacher asked the students to focus and pay attention on the movie. Then, the students focused to watch the movie. Yet, there were some students who did not watch the movie because they were sleepy and bowing on the table. Next, the teacher admonished those students in a good way. The teacher said, "*ayo yang lagi nunduk perhatikan film nya atau kalian boleh ke kamar mandi buat cuci muka biar nggak ngantuk".* It means that the teacher asked those students to go to toilet for washing their face, so they can feel fresher than before. Then there were students who they stayed in the class but there were two students who they went to toilet. After that moment, the students focused to watch the movie again. The teacher gave his attention toward the students from in front of the class. After 30 minutes in the classroom, the teacher asked permission to the students for going out from the class. After that the teacher and the researcher went out from the class.

Appendix 2. The interview guidelines

Interview with the teacher 1
List of questions

1. Bagaimana cara guru memotivasi siswa?
2. Adakah kendala atau kesulitan yang dihadapi guru saat memotivasi siswa? Jika ada apa penyebabnya
3. Bagaimana solusi yang diambil guru untuk mengatasi kendala tersebut?
4. Apakah guru dan siswa memiliki aturan khusus dikelas bahasa inggris? Jika ada seperti apa peraturannya?
5. Bagaimana cara guru menjalin kedekatan dengan siswanya?
6. Bagaimana cara guru membuat suasana kelas untuk belajar bahasa inggris menjadi menyenangkan?

7. Bagaimana cara guru menyampaikan kritik, saran atau umpan balik kepada siswa?
8. Bagaimana cara guru mengapresiasi keberhasilan siswa?
9. Bagaimana cara guru dalam membuat tugas atau PR yang menarik untuk siswa?
10. Apakah guru juga membuat kelompok belajar untuk siswa?
11. Bagaimana cara guru mengevaluasi kegiatan belajar bahasa inggris siswa?

Interview with the teacher 2

List of questions

1. Bagaimana proses pembelajaran di kelas bahasa inggris kelas 7?
2. Skill bahasa Inggris apa yang lebih banyak dipelajari di kelas 7?
3. Bagaimana materi dan tema pembelajaran di kelas 7?
4. Media pembelajaran apa saja yang digunakan pada pelajaran kelas bahasa inggris?
5. Faktor apa saja yg mempengaruhi guru memberikan suatu strategi untuk memotivasi siswa belajar?
6. Apa saja manfaat dan tujuan belajar bahasa Inggris yg diberitahukan guru kepada siswa?
7. Apakah dengan belajar secara berkelompok bisa meningkatkan keinginan/kemauan siswa dalam mempelajari bahasa Inggris?
8. Apakah manfaat dari pemberian nilai/ score untuk siswa?
9. Bagaimana cara guru apabila melihat kebosanan siswa saat belajar?
10. Bagaimana learning style siswa sendiri?

Interview with the students

List of questions

1. Bagaimana hubungan antara guru dengan siswa? Apakah terjalin dengan baik?
2. Apakah siswa memahami materi pelajaran yang disampaikan guru?
3. Apakah guru menyampaikan materi pelajaran dengan cara yang menyenangkan? Jika iya bagaimana caranya?
4. Apakah guru pernah membanding-bandingkan siswa ketika di kelas bahasa inggris?
5. Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa inggris?

Appendix 3. Transcript interview

Transcript interview with the teacher 1 (24th June 2020)

Researcher : Assalamualaikum pak Adi, apa untuk hari ini jd bisa untuk wawancara nya pak?

Mr. Adi : walaikumsalam, iya mbak

Reseacher : langsung saja ya pak, Bagaimana cara guru memotivasi siswa untuk semangat belajar bahasa Inggris?

Mr. Adi : yang pertama d awal pembelajaran kami beri pengertian bahwa bahsa inggris bisa bahasa inggris itu kepentingan anak-anak bukan kepentingan bapak ibu guru kemudian manfaat dari mempelajari bahasa inggris sendiri itu apa, jadi anak-anak tidak buta ketika belajar bahasa inggris tujuan dan manfaatnya untuk mereka bukan sekedar mencari nilai. Yang kedua untuk memotivasi anak-anak yaa agar tetap semangat kita beri materi-materi yang membuat mereka semangat dan curious mungkin dengan menggunakan berbagai media biasanya video dan music. Kemudian materi yayang diberikan itu tidak monoton karena biasanya anak males karena materi yang digunakan monoton apalagi paper based begitu. Kemudian ada juga kegiatan macem-macem yaa, salah satunya project based, project based task anak diminta untuk membuat sesuatu. Kemudian biar tetap semangat kita kasih ee reward dan comment biasanya begitu.

Reseacher : Baik pak, lalu untuk no 2. Adakah kendala/kesulitan yang dihadapi guru dalam memotivasi siswa? Jika ada apa kemungkinan penyebab nya

Mr. Adi : kalau kendala pasti ada mbak, karena kebetulan saya kelas 7 dan kelas7 dikita itu input nya berbeda-beda ada yang sudah pemahaman bahasa iggrisnya itu baik kareena di sd sudah diajarkan ada yang sama sekali belum, jadi memang background knowledge anak-anak di kita terutama kelas7 tu sangat beragam mungkin itu. Kemudian untuk kesulitan memotivasi siswa ee kadang kita belum bisa menemukan formulasi yang tepat untuk memberikan motivasi yang terbaik, itu saja mungkin mbak. Keduanya mungkin selain itu adalah dari anak-anak sendiri, tidak semua anak tidak termotivasi dengan 1 perlakuan yang sama, dan mungkin dalam paradigm anak-anak itubelajar bahasa inggris itu memang susah dan atau memang dari awal tidak suka belajar bahasa inggris. Walaupun kita tetap memberikan mereka motivasi untuk semangat belajar. Itu saja

Reseacher : lalu sejauh ini apa langkah / solusi yg sudah di ambil guru untuk mengatasi kendala/kesulitan tersebut?

Mr. Adi : selama ini yaa kita berikan perlakuan secara kolektif sama di depan kelas di dalam kelas untuk memberikan motivasi secara umum, sedangkan untuk khasus-khasus tertentu mungkin perlu adanya pendekatan yang lebih secara personal. Biasanya kita lakukan secara personal pada anak mungkin dengan didekati baik-baik, diberi pengertian, kemudian biasanya yang paling efektif itu adalah memberi semangat memotivasi dengan mengatakan atau eee apa yaa memuji mereka, “sebenarnya kamu itu bisa

lho mas kamu kurang rajin saja dan sebagainya. Itu adalah contoh yang paling mudah.

Reseacher : lalu pak Adi agar bisa menjalin hubungan yg baik dan dekat dengan siswa apa kira2 yang selalu dilakukan guru

Mr. Adi : untuk menjaga hubungan yang dekat itu lebih kepada saling membumi saling merendahkan hati mengurangi ego. Di awal kita beri pengertian bahwa kita punya tujuan yang sama, bapak/ibu/saya itu sebagai guru tujuannya sama saya dan kamu itu punya tugas yang sama, saya pengen kamu cerdas dan kamu pengen dirimu cerdas dan pandai. Tugas negara saya adalah membawa kamu ke generasi atau masa depan yang lebih baik. Kamu juga belajar demi masa depan yang lebih baik. Kedua kita kurangi membentak-bentak, kita kurangi meninggikan nada biasanya begitu. Anak-anak tahu kalau kita itu bukanorang yang friendly yaa mereka bakal enggan untuk belajar. Ee yang pertama dan kedua itu. Intinya beri pengertian kepada anak bahwa belajar itu adalah kepentingan mereka, mereka dan guru itu mempunyai tujuan yang sama yaitu membuat/ mengantarkan atau demi membuat generasi masa depan yang lebih baik. Kedua kita harus lebih menurunkan ego, tidak boleh menunjukan bahwa guru itu garang itu tidak boleh. Ee jadi agar-agar anak juga segan dengan kita. Kita disegani bukan ditakuti.

Reseacher : Lalu pak terkait dengan peraturan kelas, apakah d kelas bahasa Inggris guru bersama siswa memiliki aturan-aturan khusus yg dibuat bersama??

Mr. Adi : kalau itu mungkin antar guru satu dengan guru yang lain berbeda. Kalau saya sederhana yang pertama ketika saya berbicara mereka harus mendengarkan, ketika nanti mereka waktunya berbicara saya mendengarkan. Itu adalah salah satu aturan yang mendewasakan kami bersama. Jadi anak-anak punya waktu saya juga harus diberi waktu. Kemudian eee yang itu tadi terkait dengan turn biking yaa termasuk norma yang berlaku di masyarakat juga. Yang kedua yaa peraturan standar di kelas sih seperti tidak makan dan lain sebagainya, tapi terkait dengan normatifnya ketika belajar itu aturan yang saya pakai sebagai aturan baku.

Reseacher : Tadi di awal bapak menjelaskan mengenai belajar yg menyenangkan, jadi bagaimana cara pak Adi dalam membuat suasana belajar bahasa Inggris menjadi menyenangkan?

Mr. Adi : yaa bagi saya pribadi belajar yang menyenangkan itu adalah belajar yang mengikutsertakan semua warga kelas, kemudian belajar yang tidak memberikan tekanan-tekanan kepada anak. Tidak terlalu menuntut kepada anak. Kemudian belajar menggunakan materi yang bisa diterima oleh setiap anak yang ada di dalam kelas meskipun nanti tingkat pemahaman

nya akan sangat berbeda-beda materi yang bias berterima kepada semua anak di dalam kelas bagi saya itu. Belajar di dalam kelas itu bagi saya juga eee belajar yang tidak selalu menuntut testing atau pengujian atau pengambilan nilai dalam bentuk tes, tapi lebih kepada proses-proses dan kegiatan yang menyenangkan yang tentunya berdasarkan menyandari teori-teori bahasa inggris.

Reseacher : Lalu pak mengenai PR dan tugas2 yg diberikan kepada siswa, bagaimana cara guru dalam membuat PR dan tugas siswa agar siswa tertarik dan semangat dalam mengerjakannya?

Mr. Adi : untuk PR yaa biasanya kita berikan sesuai dengan KD yang diajarkan tapi ketika pekerjaan rumah atau penugasan yaa yang diberikan bisa dibuat sesuai dengan lingkungannya, atau kita sebut dengan sumber-sumber kegiatan yang natural dalam penggunaan bahasa kita buat seperti itu. Tapi ketika itu memang harus menuntut lebih kepada pemahaman pedagogic mereka ya kita berikan seperti penugasan PR pada umumnya. Memang tidak semua penugasan/PR bisa dibuat bermakna dan dalam penggunaan bahasa secara natural atau kita biasa sebut authentic material dan lain sebagainya tidak bisa memang harus ada PR yang diberikan secara yaa seperti biasanya seperti PR tertulis menjawab pertanyaan yang kaitanya dengan pemahaman dan lain sebagainya. Yang bisa membuat tertarik adalah kita sesuaikan dengan materi yang sesuai dengan lingkungan sekitar mereka. For example tentang pengenalan orang yaa orang yang paling dekat yaa contohnya pengenalan orang tua mereka. Mereka akan bersemangat atau tentang deskripsi contohnya. Deskripsi tentang apa yang ada disekitar mereka jadi mereka bisa relate antara penggunaan bahasa dan background knowledge yang sudah ada. Jadi mereka tetap tertarik dan tidak terlalu berat semuanya bisa mencoba.

Reseacher : Lalu pak untuk belajar berkelompok, apakah itu jg d gunakan di kelas 7 bahasa Inggris? Jika iya bagaimana biasanya respon siswa saat belajar secara berkelompok?

Mr. Adi : kalau belajar berkelompok kita biasa gunakan dalam in pairs atau small group discussion kalau in pairs yaa biasanya tentang ee bikin conversation karena memang anak kelas 7 tidak bisa secara emm belum bisa yaa karena tidak semua anak kelas 7 bisa secara spontan untuk berkomunikasi atau making conversation biasanya mereka in pairs bikin conversation. Kemudian untuk belajar berkelompok biasanya small group discussion. For example kita ada eee kita bikin small group discussion identifying the characters kemudian tentang deskripsinya bagaimana. Itu adalah hal yang menyenangkan bagi mereka asalkan materi yang disampaikan dan penyampaiannya menyenangkan kegiatan belajarnya atau kegiatan yang

ditugaskan juga akan menyenangkan tergantung pembawaan kita jadi tidak sekedar mereka disuruh berkelompok no, disiapkan materi yang menyenangkan kemudian ditugaskan secara berkelompok.

Reseacher : Lalu setelah kegiatan belajar dan pembelajaran. Bagaimana cara guru dalam menyampaikan kritik, saran dan feedback kepada siswa?

Mr. Adi : kalo secara spoken yaa kita dekati ketika mereka membuat, katakan eee membuat karya yaa writing begitu, yaa kita dekati sedikit satu-satu, dalam prosesnya waktu proses awal kalo sudah ee produksi secara mandiri kita kasih feedbacknya d paper mereka ee biasa kita kasih feedback di kertas kemudian kalau kegiatannya secara spoken yaa feedback nya kadang kita kolektif kita kan nggak bisa langsung ee menunjuk 1 atau 2 nama orang kemudian diberi feedback langsung gitu kan nggak, kita biarkan mereka selesai dulu baru kita evaluasi begitu. Say for example pembenaran pronunciation, ada gesture seperti itu jadi kita mencoba yaa walaupu kadang walaupun kelupaan kita encoba melindungi anak dari perundungan katakana kalo eee kita kasih feedback secara spontan waktu itu juga eee anak yang lain kemudian merundung, mencemooh, atau mengejek gitu kan bully gitu kalau sekarang nah gitu kalau nggak yang paling simple adalah penyampaiannya, penyampaiannya jangan secara serious kita pakai nada yang lebih bercanda tapi bermakna begitu

Reseacher : Baik pak lalu terkait apresiasi, bagaimana cara guru mengapresiasi siswa dalam belajar?

Mr. Adi : kalau saya pribadi yaa bentuknya yaa feedback kemudian dalam belajar anak atau hasil belajar anak atau penugasan anak kita biasanya kasih good, good job begitu walaupun kecil sangat bermakna bagi anak-anak. Kemudian bagi yang belum yaa ee keep learning and so on. Kemudian kalau secara spoken yaa biasakan mengaresiasi anak-anak dan dalam bentuk apa eee kita berikan penghargaan yang setinggi-tingginya bagi volunteer nanti kita kasih applause dan sebagainya jadi mereka yang mau volunteer berarti mendapat penghargaan dan besok jika sudah begitu mereka tidak ragu-ragu lagi, akan membentuk atmosfer kompetitif yang sehat jdi bagi yang mau maju atau mau volunteer atau mau menjawab itu akan ada reward atau apresiasi, applause paling tidak. Kemudian kita berikan good job dan sebagainya juga semuanya yang sudah maju kita biasakan yaa kita biasakan untuk memberi penghargaan apresiasi applause lah paling tidak itu saja. Kalau untuk berbentuk materi we don't have that. Kemudian kalau berbentuk yang lain seperti papan apresiasi kita tidak punya itu. Mungkin itu biasanya SD. Selain itu kita dari awal mengatakan bahwa kelas bahasa inggris Mr. Adi adalah kelas yang demokratif semua boleh ngacung boleh menjawab kita tidak bilang salah yaa belum tepat atau

kurang tepat jadi tidak ada yang merasa minder ketika mereka menjawab jadi semuanya boleh menjawab kita kelas demokratis siapa yang mau bertanya atau menjawab silahkan acungkan tangan. Kemudian kita tidak menjudge anak salah begitu tidak kurang tepat jadi eee semuanya termotivasi untuk menjawab kalau sudah demotivated karena sekali menjawab dibilang woe salah dan lain sebagainya kemudian diejek temannya besok lagi mereka akan malas belajar males menjawab

Reseacher : Baik pak Adi ini mungkin pertanyaan terakhir, bagaimana cara guru dalam mengevaluasi kegiatan belajar bahasa Inggris siswa?

Mr. Adi : kalau untuk mengevaluasi saya ada dua cara mbak kalau saya pribadi yang pertama menanyakan pada anak-anak bagaimana pelajaran kita kira-kira kalian mau apa seperti itu jadi selain kita yang memberi kita juga menerima request dari anak kemudian kita sesuaikan dengan KD dan program pembelajaran kita maksudnya sesuai dengan silabus yang kita apa sih nanti yang bisa diminta apakah nanti kita bisa mengakomodasi permintaan anak-anak tapi tetap sesuai dengan ranah pembelajaran kita atau ketercapaian kompetensi dasar. Kemudian yang kedua kita konsultasikan dengan guru satu rumpun dan guru mapel yang sama, karena kita ada 3 tingkat dan kebetulan ada 3 guru jadi yang lebih senior dari saya tentunya kita konsultasikan kepada beliau-beliau bahwa eee ini pembelajaran saya kurang bagaimana atau mungkin dari beliau-beliau ada ee usulan atau bagaimana kita saling melengkapi kita terapkan pada anak-anak selain itu juga ikut serta dalam forum seperti MGMP kemudian forum-forum dalam grup tertentu grup discussion gitu itu juga sebagai saran evaluasi kita sebagai sarana kita juga untuk belajar menjadi guru belajar yang lebih baik

Reseacher : Oiya pak Adi, ini pertanyaan tambahan, 12. Bagaimana sistem penilaian yg digunakan guru pada hasil kegiatan belajar siswa?

Mr. Adi : kalau penilaian seperti standarnya kita ada penilaian pengetahuan, penilaian ketrampilan dan penilaian sikap untuk ketrampilan biasanya kita ada beberapa cara yang pertama mungkin praktik kemudian ada proyek. Kalau pengetahuan bisa dari hasil penugasan atau ujian atau ketika discussion dalam kelas. Kemudian ada sikap juga attitude anak juga yang nanti kita catat dan tambahkan pada penilaian waktu pembuatan nilai hasil belajar selama periode tertentu

Reseacher : Baik pak Adi saya rasa cukup untuk wawancara online nya, terimakasih banyak atas partisipasi pak Adi, untuk selanjutnya sy jg minta izin kepada pak Adi untuk bisa mewawancarai bebera siswa rencana 3 anak dr 7a, 3 anak dr 7b dan 4 anak dr 7c.

Mr. Adi : Oke nnti coba saya cari yang representatif

Reseacher : Baik pak Adi, terimakasih pak atas bantuannya pak

Transcript interview with the teacher 2 (21st October 2020)

Reseacher : assalamualaikum pak adi, untuk wawancaranya bisa jadi jam 7 pak?

Mr. Adi : saged mbak

Reseacher : bias dimulai sekarang pak?

Mr. Adi : iya mbak, bisa

Reseacher : yang pertama bagaimana proses belajar mengajar (pembelajaran) bahasa inggris selama ini yang diberikan guru kepada siswa kelas 7?

Mr. Adi : ini yang sebelum pandemi ya settingnya?

Reseacher : iya pak, namun bias diinfokan sedikit untuk model pembelajaran saat pandemic juga pak

Mr. Adi : untuk pembelajaran di SMP Muhammadiyah 5 khususnya di kelas saya ee kita laksanakan sesuai dengan petunjuk pemerintah sesuai dengan standar pendiddikan diantaranya sesuai dengan standar isi dan standar kelulusan dan standar proses pendidikan. Untuk kegiatan poses belajar mengajar seperti biasa kita beracuan pada silabus kemudian kita buat RPP yang juga beracuan berdasarkan anjuran atau kesepakatan oleh stakesholder atau pengawas. Sebenarnya kita menggunakan metodologi pembelajaran bahasa tetapi dalam prakteknya untuk penamaan kita equivalenkan dengan apa yang ada di scientific approach metode saintifik atau pendekatan saintifk, jadi tetap menggunakan observasi dan sebagainya tapi pada hakikatnya itu adalah metode pengajaran bahasa sesuai dengan ahli bahasa yang nama-nama stepnya saja yang di equivalensikan dengan metode pengajaran saintifik. Kemudian untuk pembelajarannya seperti biasa, standar diawali dengan pembukaan salam, kemudian recalling the last activities or lasson, kemudian kalau ada penugasan kita bahas , kemudian untuk pebelajarannya karena ini pembelajaran bahasa yang diharapkan student center begitu maka kegiatannya dipusatkan kepada aktivitas siswa yang bisa membantu mereka acquiring the language salah satunya dengan memberikan penugasan-penugasan atau activity-activity yang represant the real life activities atau biasa kita sebut dengan authentic task seperti itu, tapi tidak semuanya harus authentic task karena kita sadari tidak semua authentic task bisa kita sharing untuk dijadikan activity eee anak-anak kita bangun mulai dari scaffolding nya dari awal word by word kemudian kita ajarkan the expression and then we start with the nearly authentic task atau task-task yang penugasan-penugasan yang hamper

mirip dengan kenyataan dengan role playing dan lain sebagainya atau mungkin tas yang bisa diaplikasikan dikehidupan aslinya sehari-hari. Kemudian pengajaran lagi kita biasa berikan ee untuk task nya seperti itu kita juga biasa berikan reflection dan conclusion di akhir pembelajaran kita sisakan 10 menit kita adalah kelas yang demokratis, setelah 10 menit kita selesai diskusi task dan lain sebagainya, di akhir pembelajaran kita beri waktu anak-anak untuk bertanya, kemudian kita pancing yaa mau tidak mau untuk keadaan sekarang anak itu kita pancing untuk menyimpulkan pelajaran yang mereka dapatkan, kemudian diakhir dari pembelajaran mereka membuat refleksi gimana belajar tentang ini kemudian mereka membuat refleksi, dan saya juga mendapatkan feedback eee what shoul I do next seperti itu, apa kurangnya pembelajaran yang kita laksanakan hari ini. Seperti itu untuk pembelajaran di kelas

Reseacher : kemudian pak, bagaimana porsi pembelajaran pada siswa kelas 7 terkait dengan skill bahasa inggris (speaking, reading, writing, atau listening) mana yang yang lebih banyak dipelajari dari skill tersebut?

Mr. Adi : untuk pembagian porsi skill yang diminta itu sesuai dengan KD na mbak, jadi disitu nanti bentukna transactional conversation jadi itu otomatis lebih banyak pada listening speaking nya, kalo dibagian text itu hamper beriimbang untuk writing dan reading nya banyak unuk speaking listening nya juga banyakkita sesuikan saja dengan materi yang diajarkan sesui dengan KI KD. Biasanya kita following the textbook when E nglish ring a bell kita kan punya text book, kemudian kita tambahkan engan materi-materi tambahancontohnya kita masukan grammatical/gremmer kemudian kita masukan penambahan register-register atau penambahan kata-kata baru. Sedangkan untuk porsinya kita sesuaikan dengan materi yang diajarkan. Kalo iyu descriptive text itu harusnya berimbang antara menulis dan bisa mengungkapkan secara lisan nanti kan sesuai dengan KI KD nya disitu kana ada.

Sedangkan untuk kelas yang program khusus memang diberikan 1 jam tambahan khusus itu memang untuk tambahan conversation kita kenalkan dengan ekspresi-ekspresi tertentu kita kuatkan jadi anak-anak punya bekal lebih disbanding anak-anak di kelas regular hanya ada 1 jam penambaan saja bedanya disitu tapi untuk yang regular sesuai dengan yang diminta oleh KI KD silabus dan dari standar pendididkan.

Reseacher : baik pak, lalu apa saja media pembelajaran yang digunakan oleh guru baik saat ataupun pandemi?

Mr. Adi : untuk media pembelajaran yang digunakan standar yaa mbak kita bukunya source nya pakai yg dari pemerinta yang when English rings a bell itu kemudian kita buatkan teacher material juga yang mana kalo sya pribadi

lebih suka menggunakan powerpoint based material, kareana kita Alhamdulillah ada projector ada laptop itu lebih efisien dan menarik bagi anak-anak, lebih efisien bagi saya juga karena saya tidak perlu nulisdan tulisan saya pasti terbaca karena tulisan computer, lebih menarik karena kita menggunakan penambahan gambar dan warna, pilihan gambar dan warna yang menarik agar anak lebih tertarik untuk belajar. Untuk itu basisnya presentation, ada juga media pembelajaran berbasis computer assisted language learning (CALL based) itu buatan saya pribadi wktu itu dan masih digunakan sampai sekarang dan kita juga manfaatkan adanya internet, sebelum pandemic pun kita manfaatkan internet kita gunakan untuk literatuur atau teks-teks autentik atau conto-conto autentik, contonya kita ambil video dari youtube kemudian kita ambil video dari berbagai website yang menyediakan berbagai contoh-contoh yang mendekati baasa Inggris oe penutur aslinya. Karena saya menyadari bahwa the language of the teacher is not always good as good as the native says. Kita gunakan materi bahan-bahan ajar seperti dari youtube seperti dari chanel-chanel British council dan lain sebagainya. Kemudian untuk materi yang lain kita ambilkan beberapa software yang tersedia di pasaran seperti Cambridge learning dictionary yang online itu sebagai literature jika kita menemukan suatu kata yang aneh atau yang belum perna kita temui sekalian untuk memberikan pelafalan yang benar dan baik bagi anak-anak, memberikan conto atau example from te real native speaker so fokusnya itu audio dan video. Kita juga ada video, biasanya saya gunakan movie untuk pembelajaran yang basis nya adala text deskriptif dimana sudah kompleks kita carikan movie yang mana di situ representing the material sperti describing the actor atau describing the people in the movie maksudnya the characters in the movie contonya movie tentang binatang ya kita ambilkan movie yang sesuai, kalo movie untuk anak itu kan biasanya speech nya lambat kemudian bahasa nya tidak menggunakan bahasa yang kotor jadi itu cukup membantu anak untuk belajar teks deskriptif. Selain itu movie nya menyenangkan anak untuk dilihat jadi anak-anak tidak bosan dengan pelajaran setiap hari. Kemudian media lain kalo selama pandemic ini kesepakatan kita menggunakan google classroom dimana nanti kita menggunakan video juga tetapi bener-bener sebagian besar itu teacher made video jadi yang membuat video itu benar-benar dibuat ole guru. Kemudian kita masukan ke kanal youtube atau ke google classroom, kemudian diberikan checking untuk mengecek pemahaman anak-anak seperti itu. Untuk written nya biasanya kita ambil dari teks luar, kita ambil dari buku atau dari browsing di internet. kita ada yang adopt tapi kebanyakan kita adept jadi kita adaptasikan dengan kehidupan anak dan lavel pemahaman anak. Kalo kita adopt selurunya dari teks kadang anak-anak banyak kata yang tidak paham, memang challenging tapi kita

sesuaikaan challenge nya dengan level pemahaman bahasa anak, itu untuk yang written mungkin itu saja.

Reseacher : lalu pak untuk materi kelas 7 biasanya tema-tema apa saja yang diberikan untuk diipelajari siswa?

Mr. Adi : untuk kelas 7 karena sebagian dari mereka itu tidak mendapatkan sesuai aturan yaa sebagian kelas 7 itu tidak ada bahasa inggris, maka untuk kelas 7 kita awali dengan greeting menyapa perkenalan kemudian berhitung counting kemudian kita juga berikan tentang benda-benda disekitar mereka kemudian tentang letak bangunan, bangunan dan letaknya dan saying good bye kemudian tanking if I'm not mistaken juga ada materi yang besar itu ada descriptive text dimana itu nanti sub bab nya ada menjelaskan tentang adjectiva/adjective kemudian ada noun teruskemudian kita juga ada grammmetical disitu ada simple present tense di situ kita kenalkan verb noun dan sebagainya, kemudian adjective tadi suda kemudian kita kenalkan nama-nama binatang dan mendeskripsikan baik lisan atau tertulis dan juga nanti diakhir pembelajaran itu deskriptif tentang yang lebih besar yaitu tentang Indonesia dan isinya. Kemudian ada juga yang terakir adala memahami lagu itu nanti hanya pemahaman saja, disitu nanti memahami lagu dan liriknya dan kata-kata yang ada pada lirik tersebut,

Reseacher : lalu pak, bagaimana cara guru apabila melihat kebosanan siswa saat belajar?

Mr. Adi : kalo anak-anak bosen biasanya yaa kita alihkan dengan sesuatu yang menyennangkan ada games kita ada board game macam scrabble kemudian kita ada game yang ada di laptop atau biasa kita mainkan yang ada di short video atau movies, movies yang sesuai dengan pembelajaran pastinya kemudian yaa kita berikan cerita motivasi lebih tepatnya motivasi why they sould learn English mereka itu belajar bahasa inggris itu bukan sekedar karena nilai tetapi karena kebutuhan. Nah disitulah berawal dari situlah anak-anak itu tidak enggan untuk belajar karena mereka tau mereka belajar bukan untuk nilai tapi untuk kepentingan mereka. Nah itulah dasar yang perlu ditanamkan pada anak-anak agar mereka kembali semangat belajar dan tidak demotivated dengan pelajaran yang diberikan khususnya pelajaran-pelajaran susah seperti mathematic dan lain sebagainya. Karena perlu disadari bahwa setiap anak punya kesukaan atau interest masing-masing.

Reseacher : lalu pak, selama ini apa saja manfaat dan tujuan belajar bahasa inggris yang telah diberitahukan guru kepada siswa?

Mr. Adi : pengertian yang kami berikan pada anak-anak adalah belajar bahasa inggris adalah bekal bagi kehidupan mereka menyongsong era persaingan

global. Kita berikan contoh yang paling kecil saja dalam melakukan segala sesuatu yang berkaitan dengan teknologi IT informasi yang beredar yang lengkap itu literatur nya dari website/literatur-literatur dalam bahasa inggris kemudian penggunaan bahasa inggris itu hamper digunakan di berbagai sektor, karena anak-anak beragam ya kita berikan conto sector industi/manufaktur juga menggunakan bahasa Inggris, sector kehidupan social masayarakat sekarang juga menggunakan bahasa Inggris. Sesuai dengan apa yang dipesankan bahwa anak usia SMP itu diharapkan untuk dapat memahami dan mencari informasi menggunakan bahasa Inggris, informasi yang sederhana dan singkat dengan menggunakan bahsa inggris. Kedepannya anak-anak kami beri motivasi bagi yang menguasai bahasa dia akan mengusai dunia, dapat mengakses jendela yang selebar-lebarnya menuju jende tak terbatas di luar sana. Kemudian kaitannya spesifik dibidang pekerejaan di masa mendatang persaingannya secara global, jadi bagi yang menguasai bahasa mempunyai kesempatan yang lebih untuk dapat pengkhidupan/kehidupan yang layak. Tapi pada umumnya kami berikan yang tadi yaitu jika anda bisa menguasai bahasa inggris anda membuka jendela selebar-lebarnya untuk mendapat informasi sebanyak-banyaknya diluar sana.

Matematika, bahasa inggris, kemudian mata pelajaran yang diujiankan dalam ujian nasional itu kami beri pengertian bahwa pelajaran itu adalah bukanpelajaran yang utama tapi pelajaran yang wajib atau yang harus anda kuasai untuk menyongsong anda kelak di kemudian hari jika ingin menekuni salah satu pelajaran atau disiplin ilmu lain. Jadi dengan adanya bahasa inggris mereka bisa mencari di literatur-literatur bahasa aing khususnya bahasa inggris yang banyak ditemukan. Kemudian dengan mathematic mereka bisa mengembangkan ilmu eee ke berbagai macam disiplin ilmu yang lain dan sebagainya

Jadi sesuai urutan awal pembelajaran, dari awal pembelajaran setiap taun atau semester kita punya kontrak kelas dimana kita bisa perbarui tiap semester atau semester baru sesuai dengan keadaan di lapangan seperti itu, jadi kontrak kelas itu kita beritahukan bahwa selama satu semester ini atau selama satu taun ini anda belajar dengan siapa kemudian materi atau buku teks yg digunakan itu apa kemudian jam pelajarannya seperti apa kemudian kita beri materi yang diajarkan itu apa asaja dan diambil dari mana kemudian kita berikan penilaian, penilaian nya apa saja dan berapapersentase penilaian itu mempengaruhi eee nilai mereka diakhir pmbelajaran jadi itu dalam pengajaran pasti diberikan kemudian kita tambahkan tadi motivasi apa si sebenernya tujuan kamu belajar bahasa inggris kita sampaikan tadi. Tujuannya dipesankan oleh pemerintah Negara berdasarkan eee KI KD kemudian dari standar isi itu yaa standar kelulusan. Kemudian kita

sampaikan esensi dari belajar bahasa inggris sebenarnya, motivasi mereka untuk long life educationnya mereka belajar seperti itu.

Reseacher : lalu pak perihal penugasan, kan biasanya ada nilanya, apa saja manfaat atau efek yang didapat siswa dari nilai tesebut?

Mr. Adi : Penugasan yang diberikan itu biasanya akan dikumpulkan pada bapak ibu guru sebelum kita bahas atau sembari kita bahas setela itu dikumpulkan begitu. Kemudian ada penugasan yanag secara langsung kami nilai atau dikumpulkan seperti tadi, kalo secara langsung dikumpulkan dalam praktikum atau kegiatan disscuss mereka di minta untuk mumbuat same conversation atau mentioning thing dan sebagainya nanti kita beri feedback pada penugasan tersebut jadi untuk memotivasi anak itu selain juga motivasi secara lisan itu adalah feedback. Feedback juga diberikan sebagai sarana koreksi. Feedback yang diberikan bukan Cuma sekedar good excellent tetapi juga kita berikan keterangan contohnya kamu perlu menambahkan keterangan seperti kamu perlu menambahkan apa kemudian kata kerja yang baik. Manfaat atau insigt yang didapatkan dari nilai itu selain nilai berbentuk angka kita juga berikan feedback. Angka jelas itu adalah hasil secara tertulis tapi jauh lebih mendasar to make the students know their mistake, apa yang menjadi kesalahan mereka jadi mereka selain mendapat angka juga mendapat pengertian, bukan sekedar angka mereka mendapat feedback yang baik contohnya good job or sometimes kita bilang kamu harus banyak belajar mengejar ketertinggalan jadi seperti itu. Jadi efek nya tidak hanya demotivated, soalnya kalo dapat nilai buruk kan cukup demotivated yaa kalo bagus yaa lumayan motivated tapi kita juga adding some form of catatan kecil atau note jadi mereka tetap termotivasi dengan adanya nilai itu dan akan berkembang dan menyadari sebuah kesalahan yang mana akan mereka perbaiki pada kesempatan yang akan datang.

Untuk bapak ibu guru sendiri atau saya sebagai teacher dari penugasan anak itu kan kita bisa observe mana penugasan yang kiranya itu kurang itu bisa jadi bahan acuan kita bahwa sebenarnya mungkin anak nya yanag belum paham bab itu atau apa jadi kita punya suatu data jadi hal yang perlu kita kembangkan materi apa yang perlu kita ulangi agar dalam kesempatan berikutnya anak akan lebih paham bab yang tertinggal atau kurang biasanya kan dalam suatu penugasan ada beberapa items yang perlu dikerjakan atau dalam bentuknya kuis ada items yang nilainya pas ada yang salah semua. Nah itu dijadikan pijakan atau rujukan seorang guru untuk menentukan langkah kedepan nya bagi guru

Reseacher : lalu pak adi, dalam hal memotivasi sisa, faktor-faktor apa saja yang biasanya mempengaruhi dalam pemilihan strategi memotivasi dari guru kepada siswa?

Mr. Adi : Untuk memotivasi yang pertama adalah find the problem kita tentukan problemnya dulu problem nya apa nanti kita berikan saran atau motivasi yang sekiranya sesuai. Kemudian mencari latar belakang siswa, kan ada siswa yang punya latarbelakang tertentu. Kita cari juga dari problem dan latar belakang itu kita cari dulu the goal of the students in the future mereka itu pengen seperti apa. Nah kita kaitkan the goal itu menjadi sebuah motivasi. Kalo sebuah motivasi kami hanya sekedar memberikan feedback kemudian motivasi secara lisan memberikan gambaran di masa depan dengan belajar. Kebutuan masing-masing disesuaikan dengan beberapa hal yang saya sampaikan tadi. Kemudian satu dan lain anak berbeda bagaimana cara memotivasinya yaa ada yang dilakukan motivasi secara kolektif bersama-sama ada juga dengan cara pendekatan individual atau personal. Jadi satu orang nanti diberitahukan begini "kamu punya cita-cita apa nanti kamu harus begini begini dan begini dengan bahasa inggris kmu akan begini begini dan begini seperti itu lah

Reseacher : pertanyaan berikutnya pak adi, dalam hal students' learning style, bagaimana learning style kebanyakan siswa dalam mempelajari bahasa inggris?

Mr. Adi : kalo learning style nya bisa begini tidak semua anak itu punya berkepribadian untuk berani bicara di depan tidak semua anak itu ee ya berani yaa kalo saya bilang pynya keberanian untuk berbicara. Jadi kenapa saya biang kalo kita method nya itu sebenarnya adalah ganre based approach atau metode pembelajaran bahasa inggris khususnya kita ekuivalensikan dengan metode pembelajaran bahasa yaa yang kemudian kita ekuivalensikan nama-namanya ke dalam saintific approach sesuai dengan permintaan stakesholder jadi kita disitu berikan kesempatan anak-anak itu melakukan sesuatu secara berkelompok untuk menumbuhkan kepercayaan diri yaa, ya kita bilangnya seperti itu. Jadi diawal anak-anak sudah senang paling senang itu yaa belajarnya berkelompok kalo satu-satu itu mereka masih malu-malu, learning style nya mereka seperti itu. Kemudian disaat yang sudah lebih materi mereka di kelompokan kecil in-pairs seperti.yang terakhir ketika mereka suda siap mereka akan diberi waktu diberi kesempatan untuk product atau membuat product atau producing the language selesai mereka berbicara melafalkan kalimat yang pendek dan karena learning style mereka masih malu malu seperti itu di awal karena mereka masih masa peralihan dari SD ke SMP khusunya yaa kelas 7 itu. Kemudian setela mereka memberi apapun berucap apapun kita apresiasi thank you good dan lain sebagainya. biar mereka entah benar atau

salah tetap termotivasi nanti. Kemudian sekiranya ada yang kurang kita betulkan tapi tidak dengan menunjuk “kamu harusnya begini mbak ini harusnya begitu” no. kita berikan nanti koreksinya itu secara kolektif jadi tidak ada anak yang merasa terpojokan karena salah dan lain segainya jadi seperti ini contohnya ada anak yang bilang bola itu (bal) karena tulisannya ball seperti itu tapi nanti secara kolektif kita beri contoh yang bener (bol) tetapi tidak menyebut siiapa yang salah. Jadi untuk mengantisipasi learning style mereka yang masih lebih suka cendrung untuk berelompok untuk memecahkan masalah kita buatkan mereka waktu untuk disscuss tetepi disaat mereka suda baik kita kurangi dari mendengarkan dari menerima informasi kemudianmereka mulai mengolah secara satu atau dua berssmaan. Kemudian di satu waktu yang tepat disatu waktu mereka sudah sufficient knowledge yang sudah cucup, sufficient yang modalnya mereka untuk memproduksi bahasa text mereka, nanti kita minta untukberbicara sendiri, jadi seperti itu

Reseacher : untuk pertanyaan terakhir pak, biasanya apabila belajar secara kelompok atau dengan diskusi, apakah hal-hal tersebut bisa meningkatkan keinginan dan kemauan siswa dalam mempelari bahasa Inggris

Mr. Adi : belajar kelompok in pairs ataupun discussion group itu hanya salah satu cara untuk mengurangi ketegangan siswa dan keengganan siswa untuk belajar. Jadi memang tahapan nya itu lebih baik kerja dalam kelompok.pertama merelka punya kepala lebih untuk berpikir dan menghasilkan hal yang terbaik. Kemudian cara berkelompok itu anak-anak jauh merasa nyaman karena ada yang mengingatkan “you should use this one dan sebagainya” baru kemudian setelah berkelompok selesai, diberikan penugasan atau aktivitas yang lebih kompleks eee karena mereka yang lebi challenging karena mereka sudah pernah mendapat pelajaran sebelumya disitu nanti akan diberikan materi jadi kelompok in pairs. Setelah mereka mendapatkan service yang material mereka sudah mendapat material yang cukup untuk memproduksi suatu teks atau produk bahasa mereka baru diminta untuk melakukannya. Jadi memang untuk methodnya seperti itu yaa method dalam pengajaran bahasa seperti itu yaa. Meningkatkan keinginan siswa yaa bisa tapi kalo saya pribadi lebih kepada mengurangi ketegangan siswa dalam belajar jadi mereka tetap enjoy. Jadi Pertama mungkin dalam big discussion nya itu satu kelas utuh kemudian jadi small discussion group baru kemudian dikerjakan in pairs baru kemudian mereka mempraktekan secara individu. Kalo meningkatkan keinginan siswa untuk mempelajari belajar bahasa inggris ya memang dibuat seperti itu memang method nya dibuat seperti itu method pengajarannya memang kita harapkan mereka tidak langsung memproduksi bahasa No kita berikan bekal dulu sebelum mereka

memproduksi teks sehingga anak-anak itu tidak enggan. Jadi mengurangi keengganan dan menumbuhkan kepercayaan diri. Sehingga mereka tetap mau belajar dan mempunyai kemauan untuk tetap belajar bahasa inggris.

Reseacher : saya rasa sudah cukup pak adi, terimakasih banyak sebelumnya pak untuk waktu dan kesedian pak adi

Mr. Adi : oke, semoga sukses skripsi nya mbak

Reseacher : aamiin pak adi ☺

Transcript interview with the students

Transkrip wawancara siswa 1. 7A Desi (14th July 2020)

Researcher : Assalamualaikum, apakah ini benar desi dr kelas 7A SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak ini dari kuesioner yang dek desi isi sebelumnya, chat saya ini bermaksud untuk melakukan wawancara online dengan desi terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa dek desi bisa dan ada waktu untuk saya wawancarai secara online? Mungkin ada sekitar 5-7 pertanyaan dek, Terimakasih sebelumnya

Desi : walaikumsalam mbak, insyaaAllah bisa mbak.

Researcher : Langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Desi : Iya, hubungan siswa dengan guru terjalin dengan baik

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Desi :Iya guru menyampaikan materi pembelajaran dengan baik. Guru menyampaikan materi menggunakan gambar yg ditampilkan di lcd atau dengan memperlihatkan vidio.. Jadi tidak bosen belajar

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Desi : Siswa memahami materi pembelajaran. Tidak ada kesulitan

Researcher :Good, lanjut yaa, Apakah ada game-geme/cara penyampaian pembelajaran menyenangkan yg lain yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

Desi : Mungkin dengan diberikan kuis oleh guru itu menyenangkan menurut saya pribadi

Researcher : Ok dek, selanjutnya Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Desi : Guru menegur dan memberitahu kesalahan lalu memberi saran dengan bahasa yg halus dan mudah dipahami. Tidak ada kritik yg kurang berkenan.

Researcher : next Bagaimana cara kamu mengetahui alasan kamu berhasil atau gagal ketika belajar bahasa Inggris?

Desi :Saya mengetahuiny daat saya diberi kuis,ulangan harian,ujian sekolah,atau soal-soal yang diberikan guru. Jika saya bisa mengerjakan dan mendapat nilai bagus mungkin saya sudah berhasil belajar bahasa inggris.jika saya mendapatkan nilai kurang bagus berarti saya gagal.

Researcher : Lalu, Apakah guru pernah menyampaikan kekurangan/kelemahan siswa di bahasa Inggris?

Desi : tidak pernah

Researcher : Oiya untuk yg ini, bila kmu telah mengetahui alasan nya apa yg kmu lakukan selanjutnya?

Desi : Lebih memperhatikan materi yang diberikan guru dan lebih giat belajar

Researcher : Oke dek, untuk wawancara nya cukup yaa dek, terimakasih untuk waktu dan kesediaan nya yaa.

Desi : Iya mbk sama-sama.

Transkrip wawancara siswa 2 7A Vanya (8th July 2020)

Researcher : Assalamualaikum, apakah ini benar Vanya dr kelas 7A SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak ini dari pak Adi dek untuk melakukan wawancara dengan vanya terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa dek Vanya bersedia dan ada waktu untuk saya wawancarai secara online? Mungkin ada sekitar 5 pertanyaan untuk wawancara nya 👨‍👨‍👧‍👧 Terimakasih sebelumnya

Vanya : walaikumsalam

Researcher : Bagaimana dek, apakah bisa?

Vanya : Bisa

Researcher : langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Vanya : Alhamdulillah hubungan siswa dengan guru bahasa inggris di sekolah terjalin dengan baik

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Vanya : iya karena cara guru menerangkan ada beberapa cara metodenya seperti menonton film animasi pembelajaran dan diterangkan langsung di depan kelas

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Vanya : iya sangat memahami apa yang disampaikan guru pada saat pebelajaran

Researcher : Apakah ada game-geme pembelajaran yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

Vanya : ada beberapa game yang diberikan oleh guru, salah satu game yang menyenangkan adalah menemukan kata dalam bahasa inggris

Researcher : Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Vanya : guru menyampaikan kritik dan saran di depan siswanya. Mungkin sampai saat ini tidak ada kritik yang kurang berkenan di hati saya

Researcher : Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa Inggris?

Vanya : dengan cara melihat kemampuan dan nilai-nilai saya

Researcher : Ok dek, ini untuk pertanyaan tambahan dan terakhir, setelah kamu mengetahui penyebab nya, apa yang kamu lakukan selanjutnya?

Vanya : belajar dengan lebih rajin

Researcher : Oke, terimakasih dek untuk waktu dan kesediaan nya yaa

Vanya : sama-sama kak

Transkrip wawancara siswa 3 7A Syifa (8th July 2020)

Researcher : Assalamualaikum, apakah Syifa dari kelas 7A SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak ini dari pak Adi dek untuk melakukan wawancara dengan Syifa terkait dengan

penelitian sy mengenai motivasi belajar bahasa Inggris, apa dek Syifa bisa untuk d wawancarai? Terimakasih sebelumnya

Syifa : saya bersedia, mm kalau sekarang bisa

Researcher : ok dek, langsung yaa. Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Syifa : ya terjalin dengan baik

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Syifa : guru menyampaikan materi dengan memberi kuis atau menonton sebuah video yang diberikan oleh guru

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Syifa : semua siswa memahami pembelajaran yang disampaikan oleh guru. Tidak ada siswa yang kesulitan dalam memahami materi.

Researcher : Apakah ada game-geme pembelajaran yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

Syifa :game pembelajaran yang paling menyenangkan itu bermain tebak-tebakan entah itu tebak-tebakan hewan, benda dan lain-lain

Researcher :Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Syifa : guru menyampaikan kritik dan saran dengan singkat, jelas, bahasa yang mudah dimengerti oleh siswa. Tidak ada kritik yang kurang berkenan di hati siswa

Researcher : Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa Inggris?

Syifa : Cara saya mengetahuinya adalah dari guru memberikan soal atau tugas kepada siswa

Researcher : Ok dek, ini untuk pertanyaan tambahan dan terakhir, setelah kamu mengetahui penyebab kmu gagal/berhasil, apa yang kamu lakukan selanjutnya?

Syifa : jika saya gagal saya akan mengulangi materinya dan belajar dengan sugguh-sungguh dan jika berhasil saya akan mengulangi materi yang sama dan belajar materi yang baru

Researcher : Oke, terimakasih dek untuk waktu dan kesediaan nya yaa

Syifa : iya kak, sama-sama

Transkrip wawancara siswa 4 7B Ade (8th July 2020)

Researcher : Assalamualaikum, apakah ini benar Ade dari kelas 7B SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, sy dapat kontak ini dari pak Adi dek untuk melakukan wawancara dengan Ade terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa ade bersedia dan ada waktu untuk sy wawancarai secara online? Mungkin ada sekitar 5 pertanyaan untuk wawancara nya 👨‍👨‍👧‍👧 Terimakasih sebelumnya

Ade : Wa'alaikumussalam kak, iya kak boleh

Researcher : Wawancara nya sekarang bisa dek?

Ade : bisa kak

Researcher : Langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Ade : Terjalin dengan baik, karena guru menyampaikan materinya enak

Researcher : Bagaimana cara guru menyampaikan materi pembelajaran?

Ade : Dengan cara menjelaskan didepan murid dan sering memberi pertanyaan

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Ade : Mudah memahami, dan jika ada kesulitan biasanya dalam mengartikan kalimat, susunan kata

Researcher : Apakah ada game-geme pembelajaran yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

Ade : Hanya ditunjuk secara acak untuk menjawab pertanyaan

Researcher : Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Ade : Biasanya guru hanya menyuruh untuk lebih giat belajar, tidak ada kritik yang tidak berkenan

Researcher :Ow gt, pertanyaan berikutnya, Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa Inggris?

Ade : dengan nilai yang saya dapatkan

Researcher :Ok dek, ini untuk pertanyaan tambahan dan terakhir, setelah kamu mengetahui penyebab kmu gagal/berhasil, apa yang kamu lakukan selanjutnya?

Ade : Biasanya jika gagal saya mencari kegagalan saya ada dibagian mana, jika berhasil akan lebih semangat dalam belajar

Researcher : Ok dek, terimakasih untuk waktu dan kesediaan untuk wawancara yaa

Ade : iya kak, sama-sama

Transkrip wawancara siswa 5 7B Zayyan (8th July 2020)

Researcher : Assalamualaikum, apakah ini benar zayyan dari kelas 7B SMP Muhi 5? Saya tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak ini dari pak Adi dek untuk melakukan wawancara dengan zayyan terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa zayyan bersedia dan ada waktu untuk saya wawancarai secara online? Mungkin ada sekitar 5 pertanyaan untuk wawancara nya Terimakasih sebelumnya

Zayyan : bisa

Researcher : Langsung yaa, bagaimana hubungan guru bahasa Inggris dengan siswa, apakah terjalin dengan baik dan siswa menyukai guru tersebut?

Zayyan : iya

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Zayyan : pak adi menjelaskan tiap kata dan kalimat

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Zayyan : bisa dipahami dan tidak ada kesulitan

Researcher : Apakah ada game-geme pembelajaran yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

Zayyan : ada, tapi tidak ada yang menyenangkan

Researcher : Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Zayyan : guru menjelaskan kekurangan siswa dan tidak ada kritik yang kurang berkenan di hati siswa

Researcher : Ok dek, makasih yaa buat waktunya

Zayyan : no problem

Transkrip wawancara siswa 6 7B M. Fauzan (13th July 2020)

Researcher : Assalamualaikum, apakah ini benar Muhammad fauzan dari kelas 7B SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, sy dapat kontak ini dari kuesioner yang Muhammad fauzan isi sebelumnya, chat sy ini bermaksud untuk melakukan wawancara online dengan Muhammad terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa dek Muhammad bisa dan ada waktu untuk saya wawancarai secara online? Mungkin ada sekitar 5-7 pertanyaan dek 🤲 Terimakasih sebelumnya

M. Fauzan : iya mbak bisa, besok siang jam 11 yaa

Researcher : ok

Researcher : Assalamualaikum dek, jd bisa jam 11 dek?

M. Fauzan : ya.

Researcher : Langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

M. Fauzan : ya

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

M. Fauzan : iya guru menjelaskan sampai jelas

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

M. Fauzan : Ya, tidak ada kesulitan dalam memahami materi bahasa Inggris, karna gurunya menjelas kan Sampai siswa tau

Researcher :Good, lanjut yaa, Apakah ada game-geme/cara penyampaian pembelajaran menyenangkan yg lain yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

M. Fauzan : Ya, yang paling menyenangkan mencocokkan dengan baik dan benar

Researcher : Ok dek, selanjutnya Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

M. Fauzan : tidak ada

Researcher : next Bagaimana cara kamu mengetahui alasan kamu berhasil atau gagal ketika belajar bahasa Inggris?

M. Fauzan : saya harus yakin/ percaya diri

Researcher : Apakah guru pernah menyampaikan kekurangan/kelemahan mu di bahasa Inggris?

M. Fauzan : belum

Researcher : Ow oke untuk wawancara nya cukup dek, makasih untuk waktu dan kesediaan nya yaa

M. Fauzan : Ya

Transkrip wawancara siswa 7 7C Najwa (9th July 2020)

Reseacher : Assalamualaikum, apakah ini benar najwa dari kelas 7c SMP Muhi 5? Sy Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak ini dari pak Adi dek untuk melakukan wawancara dengan najwa terkait dengan penelitian sy mengenai motivasi belajar bahasa Inggris, apa dek najwa bersedia dan ada waktu untuk sy wawancarai secara online? Mungkin ada sekitar 5 pertanyaan untuk wawancara nya. Terimakasih sebelumnya

Najwa : oh ya kak boleh

Reseacher : Langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Najwa : Baik, karena guru bahasa Inggriss (pak adi) itu kalau sedang mengajari siswa siswi nya mudah untuk di pahami

Reseacher : Bagaimana cara guru menyampaikan materi pembelajaran?

Najwa : Saat guru menyampaikan pelajaran sangat menyenangkan dan mudah di pahami

Reseacher : Apakah ada kesulitan saat belajar bahasa Inggris? Jika iya tolong ceritakan kesulitan mu

Najwa : Tidak, hanya saja sedikit kesulitan saat dialog

Reseacher : Bagaimana cara guru membuat pelajaran menjadi menyenangkan dan mudah d pahami??

Najwa : Dengan cara belajar lewat LSD projector, dan menjelaskan secara rinci

Reseacher : Oke, Apakah ada game-geme pembelajaran yg diberikan guru, jika iya apa yang paling menyenangkan Menurut siswa?

Najwa : Ada, yaitu tebak tebakan kata sifat dan watak fable.

Reseacher : Pertanyaan berikutnya, Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Najwa :Saat guru menyampaikan kritik/saran kepada siswa dengan cara menasehati dengan baik, tidak ada

Reseacher : Baik, ini pertanyaan terakhir yaa dek, Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa Inggris? Setelah kamu mengetahui penyebab nya apa yg kamu lakukan?

Najwa : Saya mengetahui penyebab keberhasilan karena saya memperhatikan saat guru menjelaskan. dan setelah saya mengetahui dari hal tersebut saya akan belajar se rajin rajinnya

Researcher : Baik dek, cukup untuk wawancara nya, terimakasih untuk waktu dan kesediaan nya yaa dek

Najwa : iya kak sama-sama

Transkrip wawancara siswa 8 7C Anisa (12th July 2020)

Researcher : Assalamualaikum, apakah ini benar anisa dari kelas 7C SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak atas bantuan pak Adi dek untuk melakukan wawancara dengan anisa terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa dek Anisa bisa dan ada waktu untuk sy wawancarai secara online? Mungkin ada sekitar 5-7 pertanyaan dek. Terimakasih sebelumnya

Anisa : Waalaikumsalam iya saya Anisa dari kelas 7C Insya Allah saya bisa untuk penelitian mengenai motivasi belajar bahasa Inggris

Researcher : baik, makasih dek, bisa sekarang?

Anisa : bisa mbak

Researcher : Langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Anisa : Hubungan guru dan siswa nya sangat terjalin dengan baik,iya.

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Anisa : iya, guru menyampaikan materi dengan cara yang lebih bisa di mengerti dan di pahami

Researcher : Apakah siswa memahami apa yg di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Anisa : iya, Kesulitan saat guru menyampaikan materi yang belum di mengerti dan di pahami.

Researcher :Good, lanjut yaa, Apakah ada game-geme/cara penyampaian pembelajaran menyenangkan yang lain yang diberikan guru, jika iya apa yang paling menyenangkan Menurut siswa?

Anisa :iya, Game yang paling menyenangkan menurut siswa adalah game tentang film yang di lihat dari laptop guru

Researcher : Ok dek, selanjutnya bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Anisa : Cara menyampaikan kritiknya dengan kata tegas dan jelas, tidak ada

Researcher : Ow oke, next bagaimana cara kamu mengetahui alasan kamu berhasil atau gagal ketika belajar bahasa Inggris?

Anisa : Caranya dengan melihat nilai atau dengan cara bertanya dengan guru

Researcher : lalu setelah kmu mengetahui alasannya, apa yg kmu lakukan selanjutnya?

Anisa : Yang akan saya lakukan adalah dengan cara belajar dengan giat

Researcher : Baik dek, untuk wawancara online nya sudah selesai, makasih dek untuk waktu dan kesediaan nya

Anisa : iya mbak sama-sama

Transkrip wawancara siswa 9 7C Bintang (8th July 2020)

Researcher : Assalamualaikum, apakah ini benar Bintang dari kelas 7C SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak atas bantuan pak Adi dek untuk melakukan wawancara dengan Bintang terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa dek Bintang bisa dan ada waktu untuk sy wawancarai secara online? Mungkin ada sekitar 5-7 pertanyaan dek. Terimakasih sebelumnya

Bintang : walaikumsalam, Iya saya bintang dari SMP Muhammadiyah 5 ska

Researcher : Baik jika begitu, apa bisa bintang d wawancara secara online lewat wa?

Bintang : bisa

Researcher : langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Bintang : hubungan saya dengan guru bahasa inggris sangat baik

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Bintang :Caranya dengan memberikan soal kepada murid-murid dan dibahas bersama-sama

Researcher : Apakah siswa memahami apa yang di sampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Bintang : Siswa memahami apa yang disampaika guru tapi terkadang guru menyampaikannya terlalau cepat dan menggunakan bahasa inggris yang kami tidak pahami

Researcher : Apakah ada game-geme/ cara penyampaian pembelajaran menyenangkan yg lain yg diberikan guru, jika iya apa yg paling menyenangkan Menurut siswa?

Bintang : ada beberapa game, game yang menurut siswa paling menyenangkan adalah game yang terdapat hadiah di dalamnya

Researcher : Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yg dirasa kurang berkenan di hati siswa?

Bintang : Cara guru menyampaikan kritik dan saran kepada siswa adalah dengan baik, jelas dan dimengerti oleh siswa

Researcher : Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa Inggris?

Bintang : caranya dengan bertanya kepada guru dan teman

Researcher : Ok dek, ini untuk pertanyaan tambahan dan terakhir, setelah kamu mengetahui penyebab nya, apa yang kamu lakukan selanjutnya?

Bintang : mengoreksi dan membenarkan

Researcher : Ok dek, terimakasih untuk waktu dan kesediaan untuk wawancara yaa

Bintang : sama-sama kak

Transkrip wawancara siswa 10 7C Udin (12th July 2020)

Researcher : Assalamualaikum, apakah ini benar Udin dari kelas 7C SMP Muhi 5? Saya Tazkiyah Firdausi mahasiswa IAIN Surakarta, saya dapat kontak atas bantuan pak Adi dek untuk melakukan wawancara dengan udin terkait dengan penelitian saya mengenai motivasi belajar bahasa Inggris, apa udin

bisa dan ada waktu untuk saya wawancarai secara online? Mungkin ada sekitar 5-7 pertanyaan dek. Terimakasih sebelumnya

Udin : boleh kak silahkan

Researcher : Langsung yaa, Bagaimana hubungan siswa dengan guru bahasa Inggris nya? Apakah terjalin dengan baik?

Udin : ya baik kak

Researcher : Apakah guru menyampaikan materi pembelajaran dengan baik? Jika iya tolong ceritakan bagaimana cara nya

Udin : Baik, biasa kalau pas di terangin itu dengan cara tegas dan disuruh perhatiin di depan, biasanya kalau gak merhatiin dikasih pertanyaan. Dan disuruh jelasin depan kelas.

Researcher : Ow oke, Apakah siswa memahami apa yg disampaikan guru saat pembelajaran? Jika ada kesulitan tolong ceritakan apa kesulitan dalam memahami materi bahasa Inggris

Udin : Kadang sebagian ada temen saya yg tidak memahani yg disampaikan oleh guru. Kalau kesulitan sedikit lah. Kalau saya bisanya sering memahami yg disampaikan guru

Researcher :Good, lanjut yaa, Apakah ada game-geme/cara penyampaian pembelajaran menyenangkan yang lain yg diberikan guru, jika iya apa yang paling menyenangkan menurut siswa?

Udin : kalau game jarang sih kak, tapi kayak e pernah Cuma aku lupa

Researcher : Ok dek, selanjutnya Bagaimana cara guru menyampaikan kritik dan saran kepada siswa? Apakah ada kritik yang dirasa kurang berkenan di hati siswa?

Udin : Dengan dijelaskan di depan. Menurut saya berkenan

Researcher : Ow oke, next Bagaimana cara kamu mengetahui penyebab kamu berhasil atau gagal ketika belajar bahasa Inggris?

Udin : Penyebab saya berhasil belajar bahasa Inggris itu memahami guru saat diterangkan dan belajar

Researcher :Ow ya dek, apakah guru pernah memberi tahu siswa mengenai kekurangan/ tentang kelemahan yang dimiliki siswa saat belajar bahasa Inggris?

Udin : kadang

Researcher : Ok dek, untuk wawancara hari ini cukup yaa, terimakasih untuk waktu dan kesediaan nya yaa dek

Udin : oke kak, sama-sama

Appendix 4. Questionnaire guideline

List of Questionnair

Intrinsic motivation

1. Jelaskan secara singkat alasan mu belajar bahasa inggris?
2. Apakah kamu senang / semangat ketika belajar bahasa inggris di kelas?
3. Apakah kamu juga belajar bahasa inggris ketika di rumah?
4. Apakah kamu memberi tahu kesulitan mu dalam belajar bahasa inggris kepada guru? Berikan alasan singkat!
5. Apakah kamu tepat waktu dalam mengumpulkan tugas / PR bahasa inggris? Mengapa demikian?

Extrinsic motivation

1. Apakah kamu akan semangat belajar bahasa inggris jika diberikan reward/hadiah oleh guru?
2. Apakah kamu paham jika diberikan saran dan kritik oleh guru?
3. Apakah kamu belajar bahasa inggris untuk mendapatkan nilai yang baik?
4. apakah dengan diberi pujian oleh guru membuatmu lebih semanga
5. Apakah kamu menyukai belajar bahasa inggris dengan cara berkelompok?

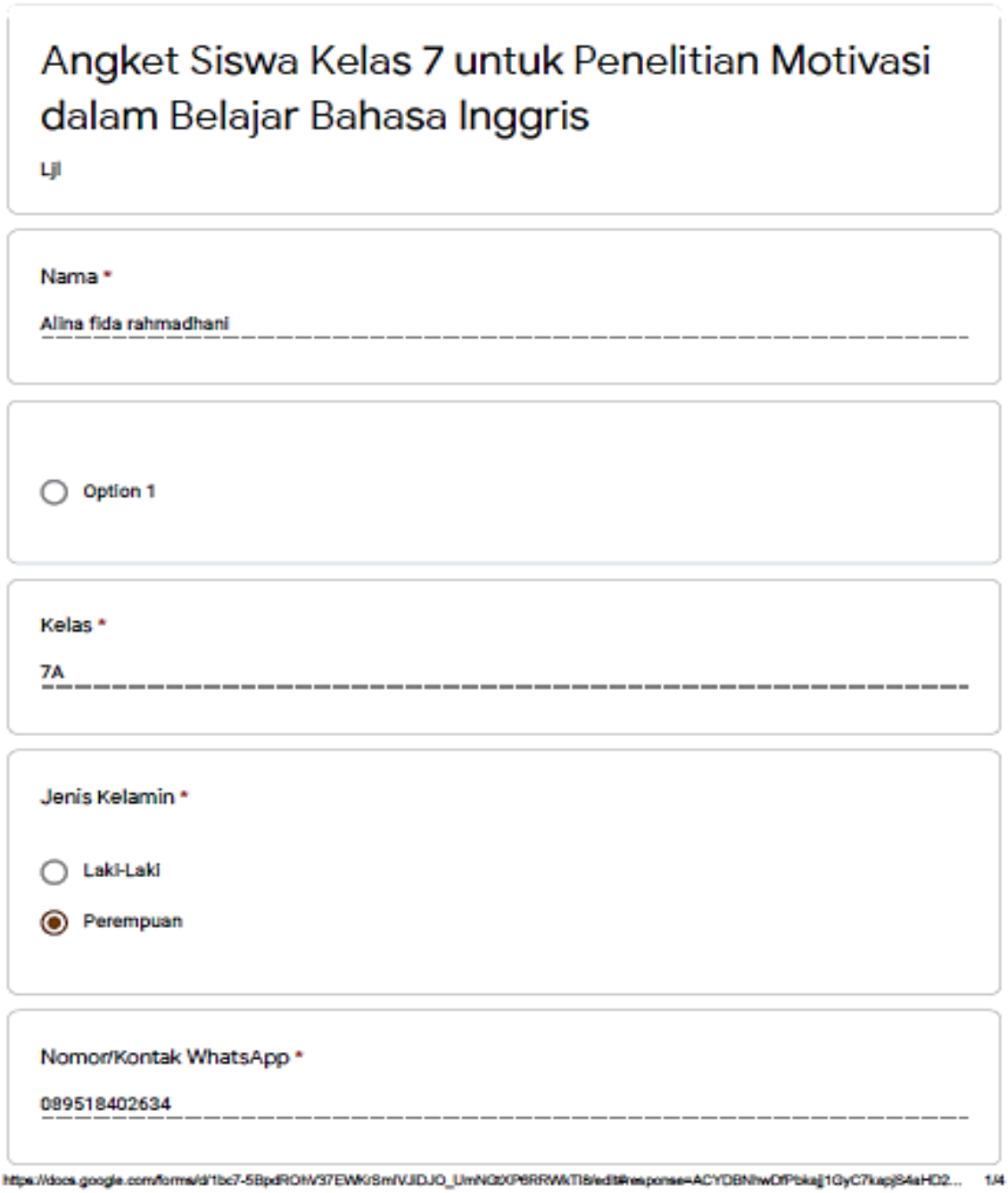
Appendix 5. List of students who answered the questionnaire

Table 5. List of students who answered questionnaire

No	Nama	Kelas	Jenis Kelamin
1	Alina fida rahmadhani	7A	Perempuan
2	Desi	7A	Perempuan
3	Dina mikaila moraya	7A	Perempuan
4	Indah Safitri	7A	Perempuan
5	Kholifah Nur Sifa Septiana	7A	Perempuan
6	Latifah Nur 'Aini	7A	Perempuan
7	Lusy Oktavia Rahmadhani	7A	Perempuan
8	Naila Tsany Aqila	7A	Perempuan
9	Najmut Tsaqib G.P	7A	Perempuan
10	NAJWA LABIBAH	7A	Perempuan
11	Nasywa Aqila Wibowo	7A	Perempuan
12	Neilzya naditia putri	7A	Perempuan
13	Vanya Nur Adinda	7A	Perempuan
14	Yashinta aprillia wibowo	7A	Perempuan
15	Abiel Muhammad Pasha	7B	Laki-Laki
16	Ade Auliansyah Hutama Putra	7B	Laki-Laki
17	Afendy nur mustafa	7B	Laki-Laki
18	Alan ilham maulana aji	7B	Laki-Laki
19	Ananda Dwi Setiyadi	7B	Laki-Laki
20	Ananda ridho eka saputra	7B	Laki-Laki
21	Fadlialghifari	7B	Laki-Laki
22	Fadlulloh reyhan al lutfhi	7B	Laki-Laki
23	M. Rifqi Zayyan Qushayi	7B	Laki-Laki
24	Muhammad Andika Putra	7B	Laki-Laki
25	Muhammad Fauzan suputro	7B	Laki-Laki
26	Muhammad Rifky Irwansyah	7B	Laki-Laki
27	Muhammad Rofid Muzhaffar	7B	Laki-Laki
28	Muhammad Salman Al Fariz	7B	Laki-Laki
29	Rasya jundi	7B	Laki-Laki
30	Thoha Bagus Nurhidayat	7B	Laki-Laki
31	Amdad iman praditya	7B	Laki-Laki
32	Adrian Zelanda Akarsya	7C	Laki-Laki
33	Alya rahmawati	7C	Perempuan

No	Nama	Kelas	Jenis Kelamin
34	Anisa Rahma Fauziah	7C	Perempuan
35	Anisa Taufiq Qurohmah	7C	Perempuan
36	Bintang Wahyudi	7C	Laki-Laki
37	Devi Putri Safitri	7C	Perempuan
38	Malika adrian syahputra	7C	Laki-Laki
39	Muhammad rizky ath thoriq	7C	Laki-Laki
40	Muhammad Syafruddin	7C	Laki-Laki
41	Mutiara Eileen Ignacia	7C	Perempuan
42	Najia Sabrina Ruslamardi	7C	Perempuan
43	Nayla Evelin Putri	7C	Perempuan
44	Rahmadani nur safitri	7C	Perempuan
45	Rista Asrofika Rosiyana	7C	Perempuan
46	Zidane arjuna	7C	Laki-Laki
47	Rinda Novia Nur Cahyani	7C	Perempuan
48	Winda nur Maisyaroh.	7C.	Perempuan

Appendix 6. The questionnaire of google forms



Angket Siswa Kelas 7 untuk Penelitian Motivasi dalam Belajar Bahasa Inggris

Ljl

Nama *

Alina fida rahmadhani

Option 1

Kelas *

7A

Jenis Kelamin *

Laki-Laki

Perempuan

Nomor/Kontak WhatsApp *

089518402634

Pertanyaan 1-10

Jawablah pertanyaan berikut berdasarkan diri kamu sendiri

1. Jelaskan alasan mu belajar bahasa Inggris! *

Karna aku ingin pintar dalam bhs inggris karna menurut ku bhs inggris agak susah

2. Apakah kamu semangat ketika belajar bahasa Inggris di kelas? mengapa demikian? (berikan alasan singkat) *

Semangat karna pak adi mengajarkan bhs inggris dengan lembut dan kadang suka bercanda

3. Apakah kamu juga belajar Bahasa Inggris di rumah atau di luar jam sekolah ? *

- (●) Ya
- ( ) Tidak

4. Apakah Kamu memberi tahu guru tentang kesulitan mu dalam belajar bahasa Inggris? dan mengapa demikian? (berikan alasannya) *

Kadang karna belum terlalu paham materinya

5. Apakah kamu tepat waktu dalam mengerjakan dan mengumpulkan tugas atau PR bahasa inggris yang diberikan guru? *

- (●) Ya
- ( ) Tidak

6. Apakah kamu belajar bahasa Inggris juga untuk mendapatkan nilai atau peringkat yang baik/tinggi? *

- (●) Ya
- ( ) Tidak

7. Apakah kamu akan semangat belajar bahasa inggris apabila ada reward/hadiah dari guru? mengapa demikian? (berikan alasannya) *

Di kasih hadiah atau tidak saya tetap semangat karna tujuan saya ingin belajar bhs inggris bukan mendapatkan hadiah

8. bagaimana pendapat mu mengenai kritik dan saran yang diberikan guru bahasa inggris kepada siswa saat kegiatan belajar mengajar? *

Senang karna saran guru baik untuk siswa atau murid agar siswa bisa menguasai bhs inggris

9. Apakah dengan diberi apresiasi (contohnya pujian dan tepuk tangan) oleh guru saat kegiatan belajar bahasa inggris, juga akan meningkatkan semangat mu dalam belajar bahasa inggris? *

- (●) Ya
- ( ) Tidak

10. Apakah kamu menyukai belajar bahasa inggris dengan cara berkelompok? *

- (●) Ya
- ( ) Tidak

This content is neither created nor endorsed by Google.

Google Forms

Appendix 7. The data analysis table

Table 7.1 Data analysis table of teacher's motivational strategies with MTP by Dornyei (2001)

No	MTP aspects	MTP Strategy	TMS	Interview data with the seventh grade English teacher
1	Creating basic motivational condition	Appropriate teacher's behaviors and good relationship with the students	Keeping appropriate teacher's behavior and good relationship toward the students	1. *untuk menjaga hubungan yang dekat itu lebih kepada saling membumi saling merendahkan hati mengurangi ego* 2. *Kedua kita harus lebih menurunkan ego, tidak boleh menunjukan bahwa guru itu garang itu tidak boleh. Ee jadi agar-agar anak juga segan dengan kita. Kita disegani bukan ditakuti.* 3. *kita kurangi membentak-bentak, kita kurangi meninggikan nada biasanya begitu. Anak-anak tahu kalau kita itu bukan orang yang friendly yaa mereka bakal enggan untuk belajar*
		Pleasant and supportive atmosphere in the classroom	Creating pleasant, enjoyable and supportive atmosphere for learning English in the classroom	1. *yaa bagi saya pribadi belajar yang menyenangkan itu adalah belajar yang mengikutsertakan semua warga kelas* 2. *kemudian belajar yang tidak memberikan tekanan-tekanan kepada anak. Tidak terlalu menuntut kepada anak* 3. *Kemudian belajar menggunakan materi yang bisa diterima oleh setiap anak yang ada di dalam kelas meskipun nanti tingkat pemahaman nya akan sangat berbeda-beda materi yang bisa berterima kepada semua anak di dalam kelas* 4. *kita dari awal mengatakan bahwa kelas bahasa inggris Mr. Adi adalah kelas yang demokratif semua boleh ngacung boleh menjawab. Jadi semuanya boleh menjawab kita kelas demokratis siapa yang mau bertanya atau menjawab silahkan acungkan tangan* 5. *Belajar di dalam kelas itu bagi saya juga eee belajar yang tidak selalu menuntut testing atau pengujian atau pengambilan nilai dalam bentuk tes, tapi lebih kepada proses-proses dan kegiatan yang menyenangkan yang tentunya berdasarkan menyandari teori-teori bahasa inggris.*
		A cohesive learner group with	Making learning group	1. *kalau belajar berkelompok kita biasa gunakan dalam in pairs atau small group discussion kalau in pairs yaa biasanya tentang ee bikin conversation karena memang anak kelas 7 belum bisa yaa karena tidak semua anak*

		appropriate group norms		*kelas 7 bisa secara spontan untuk berkomunikasi atau making conversation* 2. *Kemudian untuk belajar berkelompok biasanya small group discussion. For example kita ada eee kita bikin small group discussion identifying the characters kemudian tentang deskripsinya bagaimana.* 3. *kegiatan yang ditugaskan juga akan menyenangkan tergantung pembawaan kita jadi tidak sekedar mereka disuruh berkelompok no, disiapkan materi yang menyenangkan kemudian ditugaskan secara berkelompok.*
2	Generating initial motivation	Enhancing the learners' language-related values and attitude		
		Increasing the students' expectancy of success in particular task and in English learning in general.		
		Increasing the learner goal-orientedness		
		Making the teaching materials	Making the teaching material	1. *untuk memotivasi anak-anak yaa agar tetap semangat kita beri materi-materi yang membuat mereka semangat dan curious mungkin dengan menggunakan berbagai media biasanya video dan music.*

		relevant for the learners	to be relevant, and appropriate for the students	2. *Kemudian materi yang diberikan itu tidak monoton karena biasanya anak males karena materi yang digunakan monoton apalagi paper based begitu* 3. *Yang bisa membuat tertarik adalah kita sesuaikan dengan materi yang sesuai dengan lingkungan sekitar mereka. For example tentang pengenalan orang yaa orang yang paling dekat yaa contohnya pengenalan orang tua mereka. Mereka akan bersemangat atau tentang deskripsi contohnya. Deskripsi tentang apa yang ada disekitar mereka*
		Creating realistic learner belief		
3	Maintaining and protecting motivation	Making learning stimulating and enjoyable		
		Presenting task in motivating way	Making appropriate task and homework for the students	1. *Untuk PR yaa biasanya kita berikan sesuai dengan KD yang diajarkan tapi ketika pekerjaan rumah atau penugasan yaa yang diberikan bisa dibuat sesuai dengan lingkungannya, atau kita sebut dengan sumber-sumber kegiatan yang natural dalam penggunaan bahasa kita buat seperti itu* 2. *Tapi ketika itu memang harus menuntut lebih kepada pemahaman pedagogik mereka ya kita berikan seperti penugasan PR pada umumnya. Memang tidak semua penugasan/PR bisa dibuat bermakna dan dalam penggunaan bahasa secara natural atau kita biasa sebut authentic material dan lain sebagainya* 3. *jadi mereka bisa relate antara penggunaan bahasa dan background knowledge yang sudah ada, Jadi mereka tetap tertarik dan tidak terlalu berat semuanya bisa mencoba.*
		Setting specifi learner goals	Giving the understanding of goals and benefits	1. *yang pertama d awal pembelajaran kami beri pengertian bahwa bahsa inggris bisa bahasa inggris itu kepentingan anak-anak bukan kepentingan bapak ibu guru* 2. *kemudian manfaat dari mempelajari bahasa inggris sendiri itu apa, jadi anak-anak tidak buta ketika belajar*

			from learning English	*bahasa inggris tu tujuan dan manfaatnya untuk mereka bukan sekedar mencari nilai* *3. belajar bahasa inggris adalah bekal bagi kehidupan mereka menyongsong era persaingan global*
		Protecting the learner self-esteem and increasing their self-confidence	Protecting students' self-confidence	*1. kita mencoba yaa walaupu kadang walaupun kelupaan kita mencoba melindungi anak dari perundungan katakan kalo eee kita kasih feedback secara spontan waktu itu juga eee anak yang lain kemudian merundung, mencemooh, atau mengejek gitu kan bully gitu kalau sekarang, kalau nggak yang paling simple adalah penyampaiannya, penyampaiannya jangan secara serious kita pakai nada yang lebih bercanda tapi bermakna begitu.* *2. Kemudian kita tidak menjudge anak salah begitu tidak kurang tepat jadi eee semuanya termotivasi untuk menjawab kalau sudah demotivated karena sekali menjawab dibilang woe salah dan lain sebagainya kemudian diejek temannya besok lagi mereka akan malas belajar males menjawab* *3. kita tidak bilang salah yaa belum tepat atau kurang tepat jadi tidak ada yang merasa minder ketika mereka menjawab*
		Allowing students to maintain a positive social image		
		Creating learner autonomy		
		Promoting self-motivating strategies		
		Promoting cooperation among the learners	Making learning group	It was stated before in creating basic motivational condition

4	Encouraging retrospective sef evaluative	Promoting Motivational attribution	Assessing students' performance in learning English.	1. *Kalau penilaian seperti standarnya kita ada penilaian pengetahuan, penilaian ketrampilan dan penilaian sikap untuk ketrampilan biasanya kita ada beberapa cara yang pertama mungkin praktik kemudian ada proyek.* 2. *Kalau pengetahuan bisa dari hasil penugasan atau ujian atau ketika discussion dalam kelas.* 3. *Kemudian ada sikap juga attitude anak juga yang nanti kita catat dan tambahkan pada penilaian waktu pembuatan nilai hasil belajar selama periode tertentu* 4. *Angka jelas itu adalah hasil secara tertulis tapi jauh lebih mendasar* to make the students know their mistake
		Providing motivational feedback	Providing feedback	1. *katakan eee membuat karya yaa writing begitu, yaa kita dekati sedikit satu-satu, dalam prosesnya waktu proses awal kalo sudah ee produksi secara mandiri kita kasih feedbacknya d paper mereka* 2. *kemudian kalau kegiatannya secara spoken yaa feedback nya kadang kita kolektif kita kan nggak bisa langsung ee menunjuk 1 atau 2 nama orang kemudian diberi feedback langsung gitu kan nggak, kita biarkan mereka selesai dulu baru kita evaluasi begitu* 3. *Kemudian biar tetap semangat kita kasih ee reward dan comment biasanya begitu.*
		Increasing learner satisfaction	Increasing learner satisfaction by rewarding and appreciating the students' progress	1. *Jadi mereka yang mau volunteer berarti mendapat penghargaan dan besok jika sudah begitu mereka tidak ragu-ragu lagi, akan membentuk atmosfer kompetitif yang sehat jdi bagi yang mau maju atau mau volunteer atau mau menjawab itu akan ada reward atau apresiasi, applause paling tidak. Kemudian kita berikan good job* 2. *Dalam belajar anak atau hasil belajar anak atau penugasan anak kita biasanya kasih good, good job begitu walaupun kecil sangat bermakna bagi anak-anak. Kemudian bagi yang belum yaa ee keep learning and so on.* 3. *Kalau secara spoken yaa biasakan mengaresiasi anak-anak dan dalam bentuk apa eee kita berikan penghargaan yang setinggi-tingginya bagi volunteer nanti kita kasih applause dan sebagainya* 4. *Kalau untuk berbentuk materi we don't have that. Kemudian kalau berbentuk yang lain seperti papan apresiasi kita tidak punya itu. Mungkin itu biasanya SD.* 5. *Kemudian kita berikan good job dan sebagainya juga semuanya yang sudah maju kita biasakan yaa kita*

				biasakan untuk memberi penghargaan apresiasi applause lah paling tidak itu saja.
		Offering reward and grade in a motivation manner		

Note: MTP = Motivational Teaching Practice

TMS = Teacher Motivational Strategy

Table 7.2 Data analysis table of the students' responses toward TMS

No	TMS	SR	Data from students' interview and questionnaire
1	Keeping appropriate teacher's behavior and good relationship toward the students	Positive	1. *Bintang 7C: hubungan saya dengan guru bahasa inggris sangat baik* 2. *Ade 7B: Terjalin dengan baik, karena guru menyampaikan materinya enak* 3. *Desi 7A: Iya, hubungan siswa dengan guru terjalin dengan baik*
2	Creating pleasant and supportive atmosphere for learning English in the classroom	Positive, but there was student that felt bored because of the subject duration	1. *Semangat karna pak adi mengajarkan bhs inggris dengan lembut dan kadang suka bercanda (Alina fida rahmadhani 7A)* 2. *Semangat, karena guru bahasa inggris interaktif dan tidak membosankan (Muhammad Salman Al Fariz 7B)* 3. *Semangat(Alasan saya karena Dalam Membahas Materi bahasa inggris sangat ceria dan Membuat saya Semangat karena hal itu. (Anisa Rahma Fauziah 7C)* 4. *Suka krn kyk ada game gitu kyak yg kotak" itu lupa namanya (Dina mikaila moraya 7A)* 5. *Membosankan, karena durasi pelajaran bahasa inggris yg cukup lama membuat saya bosan (Muhammad rizky ath thoriq 7C)*
3	Making learning groups	Positive, but there was student that did not like to learn in group	*47 anak mengatakan ya untuk pertanyaan apakah mereka menyukai belajar dengan cara berkelompok* *1 anak mengatakan tidak untuk pertanyaan apakah mereka menyukai belajar secara bekelompok*
4	Making the teaching material relevant and appropriate for the students	Positive, but the students still had difficulty	1. *M. Fauzan 7B: Ya, tidak ada kesulitan dalam memahami materi bahasa Inggris, karna gurunya menjelas kan Sampai siswa tau* 2. *Vanya 7A: iya karena cara guru menerangkan ada beberapa cara metodenya seperti menonton film animasi pembelajaran dan diterangkan langsung di depan kelas* 3. *Najwa 7C: Tidak, hanya saja sedikit kesulitan saat dialog* 4. *Bintang 7C: siswa memahami apa yang disampaikan guru tapi terkadang guru menyampaikannya terlalau cepat dan menggunakan bahasa inggris yang kami tidak pahami*
5	Making appropriate task	Positive but certain	*39 anak mengatakan ya untuk ketepatan mengumpulkan tugas/PR*

	and homework for the students	students were negative	*9 anak mengatakan tidak untuk ketepatan mengumpulkan tugas atau PR*
6	Protecting students' self-confidence	Positive	1. *Vanya 7A: .....Mungkin sampai saat ini tidak ada kritik yang kurang berkenan di hati saya* 2. *Zayyan 7B: guru menjelaskan kekurangan siswa dan tidak ada kritik yang kurang berkenan di hati siswa* 3. *Udin 7C: Dengan di jelaskan di depan. Menurut saya berkenan*
7	Giving the understanding of goals and benefits from learning English	Positive	1. *Karena supaya saya bisa mendapatkan wawasan yang luas, supaya dapat berbicara dengan orang luar (Kholifah Nur Sifa Septiana 7A)* 2. *Agar fasih berbahasa inggris karena bahasa internasional (Muhammad Salman Al Fariz 7B)* 3. *Untuk menambah wawasan yang luas dalam komunikasi dengan orang lain di seluruh dunia dan bisa meningkatkan karier yang akan dating (Nayla Evelin Putri 7C)* 4. *Agar dapat mengerti dunia (Bintang Wahyudi 7C)*
8	Providing Feedback	Positive	1. *Najwa 7C: Saat guru menyampaikan kritik/saran kepada siswa dengan cara menasehati dengan baik* 2. *Ade 7B: Biasanya guru hanya menyuruh untuk lebih giat belajar* 3. *Syifa 7A: guru menyampaikan kritik dan saran dengan singkat, jelas, bahasa yang mudah dimengerti oleh siswa* 4. *Desi 7A: Guru menegur dan memberitahu kesalahan lalu memberi saran dengan bahasa yg halus dan mudah dipahami* 5. *Menerimanya supaya lebih baik lagi belajarnya (Muhammad Andika Putra 7B* 6. *menambah semangat utk lbh giat belajar bhs inggris (Muhammad Rifky Irwansyah 7B)* 7. *10 anak mengatakan tidak untuk belajar dirumah/diluar jam sekolah* 8. *37 anak mengatakan ya untuk belajar di rumah atau di luar jam sekolah*
9	Increasing learner satisfaction by rewarding and appreciating the students' progress	Positive, negative, and neutral	1. *Iya. Karena adanya reward menambah semangat dan lebih seru dalam belajar (Muhammad Salman Al Fariz 7B)* 2. *Tidak karena belajar buat diri sendiri agar supaya pandai tidak mengharap imbalan (Thoha Bagus Nurhidayat 7B)*

			3. *Iya sangat semangat karna ada hadiah untuk lebih menyemangatkan Tetapi jika tidak ada hadiah saya pun juga semangat (Rinda Novia Nur Cahyani 7C)* 4. *Iya, karna bagiku itu adalah tantangan (Najwa Labibah 7A)* 5. *45 anak mengatakan iya untuk pertanyaan apakah dengan diberi apresiasi akan membuat siswa lebih bersemangat dalam belajar* 6. *3 siswa menyatakan tidak untuk pertanyaan serupa*
10	Assessing students' performance in learning English.	Positive	1. *Anisa 7C: Caranya dengan melihat nilai atau dengan cara bertanya dengan guru* 2. *Anisa 7C: Yang akan saya lakukan adalah dengan cara belajar dengan giat* 3. *Syifa 7A: cara saya mengetahuinya adalah dari guru memberikan soal atau tugas kepada siswa* 4. *Syifa 7A: jika saya gagal saya akan mengulangi materinya dan belajar dengan sugguh-sungguh dan jika berhasil saya akan mengulangi materi yang sama dan belajar materi yang baru* 5. *Bintang 7C: caranya dengan bertanya kepada guru dan teman* 6. *Bintang 7C: mengoreksi dan membenarkan*

Note: SR= Students Responses