

**THE TEACHER'S STRATEGIES IN MOTIVATING STUDENTS IN
LEARNING ENGLISH AT THE SECOND GRADE OF MTS N 4 KLATEN
IN THE ACADEMIC YEAR 2021/2022**

THESIS

Submitted as a Partial Requirements for Writing the
Thesis



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DEDICATION

This thesis is dedicated to :

1. My parents (Bp. Haryanto and Ibu Ponik Almarhumah)
2. My Brother and sister
3. My almamater UIN Raden Mas Said Surakarta
4. My best friends who always support me

MOTTO

“ Libatkan Allah dalam kehidupan mu, karena di setiap kesusahan pasti ada jalan”

**Pendidikan adalah cara mengubah dunia yang kita tempati menjadi lebih baik
Gus Nadir**

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “ The Teacher’s Strategies in Motivating Students in Learning English at The Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022” is my real masterpiece.

The things out of my masterpiece in this thesis are sined by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 4 November 2022

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, Master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “ The Teacher’s Strategies in Motivating Students in Learning English at The Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 4 November 2022
The Researcher

Heni Listyanti

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ABSTRACT

Heni Listyanti. 2022. The Teacher's Strategies in Motivating Students in Learning English at The Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022. Thesis. English Education Department , Culture and Language Faculty.

Motivation plays an important role in education, especially in language learning. Motivation is useful to encourage doing something and perseverance. In language learning, especially English, motivation can increase or decrease. Therefore, there is a need for teacher motivation strategies to improve and protect students' learning motivation. The purpose of this study is to describe the teacher's motivation strategy in learning English.

To conduct this research, the researcher used a qualitative descriptive method. The participants of this study were eighth grade English teachers. Researchers studied in grades 8 D and 8F. Here the researcher uses semi-structured interviews and observations to obtain data. After getting the data, the researcher analyzed the data using the analysis concept from Miles and Hiberman. The concept consists of reducing data, displaying data and drawing conclusions. In addition, researchers used triangulation techniques to check the validity of the data.

Based on the results of interviews and observations, it shows that teachers use several motivational strategies. Such as maintaining teacher behavior and building good relationships with students, creating a pleasant and supportive learning atmosphere, creating study groups, making materials appropriate to students, increasing expectations for success. In addition, the teacher also provides good feedback, increases student confidence and gives gifts as a form of appreciation.

Keywords : Motivation strategy, Teacher, English Learning

CHAPTER I

INTRODUCTION

A. Background of the Study

The importance of learning English in this modern era cannot be doubted because English is an international language or a global language. In addition to the development of technology, English also has an essential role specifically in the fields of education, medicine, and engineering since English becomes the first language for foreigners and also makes it easier to seek help from all over the world Dutta (2020). Therefore, it is important to teach English especially in the field of education so the students can keep up with the times in the era of globalization and are able to see the developing of a world. In addition to encourage the ability in speaking English, there are several kinds of knowledge term.

In learning English, a strategy is needed. The most important strategy is strategy motivation. It is an important component in learning because it will involve student achievement in learning English. Simply, teacher must be able to motivate students, since giving the right motivational strategy can increase students' willingness or enthusiasm in learning English.

However, students with low learning levels will affect their understanding of English material. As the teacher, there are certain ways to improve the students' skills in learning English. After the teacher explains the material, the student is asked to practice according to the material that has been taught. This can help train students and teachers to know about the student's level of

understanding. In learning a language when students make an oral or written error, they must be guided and corrected by the teacher.

Aside from the importance of student's level of understanding, encouraging their motivation in learning English is also vital. It is one of the teacher's tasks to eliminate boredom and cultivate optimism in learning English. Apart from the right stimulus, they can also be fully active. Motivation can be in the form of verbal and nonverbal. Oral interaction may be done with the teacher provides stimulus such as interactions by developing learning desires. Moreover, non-verbal reinforcement can be enhanced by gestures as well as mimics which make a good impression on learners, such as applause, thumbs up, and etc.

One of the key components of motivations is evolving positive self-evaluation such as dealing with previous failures in an appropriate manner. In the classroom, the teacher must maintain high motivation by providing constructive feedback (Lamb, 2020). Motivation may also be defined as a form of individual strength or energy that can increase willingness in performing an activity. As for willingness, it originates both from innate motivation and external motivation (Saugadi & Sari, 2020).

Alcivar & Barberan (2020) also state that teachers have a role in establishing trust relationships in motivating building learning and knowledge. In this case, human experience changes in behavior because the brain has created a process that starts from a previously acquired knowledge, so that when receiving a stimulus in the form of motivation through information from

outside (external) affects the individual to indirectly shape himself, and unintentionally when developing a behavior.

From the statements above, it can be concluded that the role of a teacher in the classroom is not only teaching but also motivating students and monitoring the students related in the classroom and the material. So, teachers can easily know the progress of students, especially in terms of achievement. Improvement in students is also related to teacher motivation. In addition, teachers and students can carry out English learning activities well even though there are some problems. Student learning motivation can increase and decrease along with certain conditions. This is a challenge for a teacher in maintaining student motivation when teaching.

There are several researches that have studied about motivating students in learning English. The first research from Herlinda, Dunifa, & Melansari (2020) state that in motivating students the teacher played motivational videos and gave suggestion and Soraya, Kurnia, & Setiawan (2018) state that in motivating students, lectures showed enthusiasm when teaching. There is the difference in this research and the previous research which lies in the object of the school. In this study, the teacher motivates students by using ice breaker, so that they are not bored and provides an understanding regarding the important of English. Based on the considerations, the researcher conducted the observations in the second grade of MTS N 4 Klaten, but before choosing this school, researcher conducted research in several schools and MTS N 4 Klaten has good motivational strategies when learning English. Initial

observations is used to find out how teachers motivate students to learn, especially in the second grade students. There are six classes in the second grade, but the two classes had low motivation in learning namely A and F Class. For example, during studying grammar the teacher must repeat the material more than one time. The student also has different enthusiasm when the learning process took place.

Based on interviews, the teacher always pays attention to the condition of the students, and she never encounters students who are sleeping in the lesson taught by her, but often students are negligent in doing homework. While the initial observations, the researcher obtained information that the teacher could manage and handle the class well. The teacher is also given the refresher time and made an effort to make students aware that English is important to learn especially in the fields of education and work or for the future since if they have English language skills, they will have plus point. In addition, the teacher could also divert students' attention to focus on the lesson that is given by the ice breaker.

The teacher gives reasons that have a relation to the refresher time in the class she taught in order to avoid of student feeling bored in learning English. To maintain student motivation, teachers also need to maintain good relations with students. This is indicated by students paying attention to the teacher who explained the material and students need to ask the teacher when there was material that had not been understood. In this case the teacher has a good strategy in generating student motivation.

Based on the statement above, the researcher is interested to conduct a thesis entitled *The Teacher's Strategies in Motivating Students in Learning English at the Second Grade of MTS N 4 KLATEN in the Academic Year 2021/2022*.

B. Identification of the Problem

Researcher found several problems in the process of teaching English at MTS N 4 Klaten. The problems are listed below:

1. Each student has different character when learning takes place
2. Some students do not submit English assignments
3. Students have a low level of motivation in learning and developing English skills such as reading, writing, and speaking.

C. Limitation of the Problem

In this study, the researcher examines the teacher's strategy in motivating students in learning English and the motivational strategies are often use by the teacher at the second grade of MTS N 4 Klaten. In this case, the researcher took one English teacher from the second grade. Moreover, there are six classes at the second grade of MTS N 4 Klaten, but the researcher will observe in two classes namely 8A and 8F. The researcher chose these two classes because the students have less motivation in learning English. This research will use the theory about motivational strategy by (Dornyei, 2001).

D. Formulation of the Problem

1. How are the teacher's strategies in motivating students in learning English at the second grade of Mts N 4 Klaten in the academic year 2021/2022?
2. What motivational strategies are often used by teacher students in learning English at the second grade of Mts N 4 Klaten in the academic year 2021/2022?

E. Objective of the Problem

1. To describe teacher's strategies in motivating students in learning English at the second grade of Mts N 4 Klaten in the academic year 2021/2022.
2. To know motivational strategies are often used by teacher students in learning English at the second grade of Mts N 4 Klaten in the academic year 2021/2022?

F. Benefit of the Study

There are two benefits of this research, those are:

1. Theoretically
 - a) The results of this research can become a source of information and be useful for further research.
 - b) The result of this research provides an overview of teacher's strategy to motivate their students in learning English.

2. Practically Teacher

- a) The results of this research are expected to be able to contribute or guide English teachers to motivate their students in learning English.
- b) The results of this study can be useful to provide good input for English teacher.

3. Other Researcher

- a) This research is expected to provide a lot of information, so that there are many choices for further researches.
- b) This research can be a reference for further research with the same problem.
- c) This research can stimulate researchers to research and find out the teacher's strategies in motivating students when learning English, so that there are many benefits and variations from researchers that will be carried out in future research.

G. Definition of Key Term

1. English Learning

English learning is something essential because it has role in communication tools in the world, literature, media, and also work in the future (Richards, 2015).

2. Motivational strategies

Motivational strategies are strategies that teach about goal-related, behavior, and effort to maintain a certain activity (Dornyei, 2001).

3. Teacher

Teacher is an actors because teacher is always on the stage where the teacher has an important role in providing teaching in the classroom or providing knowledge to students (Harmer, 2007) .

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Learning English

a. Definition of Learning English

According to Barron, Hebets, Cleland, Fitzpatrick, & Hauber (2015) Learning is a structured process in a related system based on the acquisition of information obtained by individuals. Basically, learning English still considered as an important aspect in instilling insight into the English language to students. According to Richards (2015) English is not only owned by British people, but has become an international commodity which includes the interest of foreign affair, willingness to go abroad to study or work and readiness to interact with cross-cultural partners

Setyaningrum (2017) states that learning English is not an easy thing for students who do not understand the benefits and urgency of language. So, in the learning process, teachers are required to remind their students about the importance of learning English. With this, it is hoped that the motivation is able to grow in students. Teachers must also use strategies in learning English, so it is used to facilitate student understanding. However, learning English is not only presented with theory but also with speaking

practice, and this language has several skills, such as listening, speaking, reading, and writing (Sintadewi, Artini, & Febryan, 2020).

It can be concluded that learning English is to increase knowledge and be able to communicate or exchange information with other people in the world. Learning English also allows students to speak and communicate with teachers or friends and even people around the world because English is an international language.

b. The Language Abilities by Richards, (2015)

According to Richards (2015) there are four language abilities, namely :

1) Listening

Listening is one of the skills in learning a second language or a foreign language. This skill involves understanding. In addition, there are several ways in teaching listening such as listening to key words, listening to topics, listening to main ideas listening to details, and making conclusions. As for listening practice, it can also be done by distinguishing between distinctive sounds, recognizing reduced words, and recognizing stressed words, besides that, you can follow fast speech, follow slow speech, and recognize connecting words. As for recognizing

the communicative function, using information from the context of the problem found appropriate meaning.

2) Speaking

In this case, the ability to use English orally has become the main reason for learning English. Fluency in speaking English is a necessity for social purposes, for travel, for work, and for education. In the approach to learn speaking skills, it must reflect good understanding and relate to oral interactions. In improving speaking skills, it can be done by verbal interactions such as small talk, conversations, and transactions.

3) Reading

In the process of reading a second language, it can enrich understanding, clarify areas that are in accordance with the context being read. This includes the reader's knowledge of the topic of the text and in the ability to process the language in the text. The progress of a person's reading ability will reflect his language proficiency. The approach to teaching a second language through reading must be based on an adequate understanding. In addition, the selection of reading topics, reading strategies, reading motivation are also the keys to effectively learning a second language.

4) Writing

Writing is a unified form of communication and in this writing skill requires a process to develop. In the process of learning to write students are guided through planning and making written texts. In addition, by providing writing opportunities to explore various dimensions of writing such as content, genre and knowledge. This is useful in teaching writing a second language.

2. Motivational

a. Definition of Motivational

According to Harmer (2007) motivational is an internal drive that encourages individuals to do something or to achieve something. The cognitive view of motivational contains factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement. The strength of motivation depends on how much the individual gives to something to be achieved.

In the context of learning, motivation is also a concept in creating a good and comfortable learning environment or atmosphere. Meanwhile, someone who is motivated will be energetic and actively participates in learning and someone behaves in such way that they realize that this is an important thing in the learning process and second language acquisition (Westin, 2019).

According to Thohir (2017) motivation is defined as a force in all situations that lead to action. In the field of learning, sometimes there is a difference between classes for language learning and motivational, or the desire and willingness to put forth effort to learn a second language. There are 2 motivations, namely intrinsic (the desire to learn the language itself) and extrinsic (encouraging from factors such as requirements, rewards or punishments).

It can be concluded that the motivational of individual in achieving something can be influenced by several factor such as the need for exploration, activity, stimulus and new knowledge. In this case, the individual will do something that lead to action.

b. Types of Motivational

Summarized from Christianto & Karin (2019), there are types of motivation including:

1) Instrumental Motivational

In this motivational there is an impulse that makes students motivated to learn the language because of the desire to master English. Usually done by students to pass an exam, get a job or take a college entrance test.

2) Integrative Motivational

This type of motivational is a motivation that encourages students to be interested in learning everything related to English.

3) Resultative Motivational

This type of motivational usually exists as a result of the achievements received by students, especially in English language skills. For example, students who get achievements in English will be motivated to study deeper.

4) Intrinsic Motivational

This motivational arises within oneself, where students will be involved in an activity of their own volition. Intrinsic motivation will create an internal satisfaction.

5) Extrinsic Motivation

This motivation is motivation that arises because of external influences or the opposite of intrinsic motivation. For example, because there is the influence of money, test scores and prizes.

3. Motivational in Learning English

According to Hong & Ganapathy (2017) motivational has an important role in the success of learning languages, especially English, between motivational and learning are interrelated because motivational can advance learning. In this case, motivational involves psychological processes between neural, cognitive, emotional and personality activities that have the potential to interact with their environment and with high intrinsic motivation, students will be able to

control academic tasks and activities better (Fandino, Munoz, & Velandia, 2019) .

According to (Klimova, 2011) in language learning activities, especially English, teachers will feel frustrated when students lose motivation to learn, in this case he makes the concept of motivation as the basis for advancing student success in learning English, such as building personal relationships with students, involving them in language learning and show enthusiasm and allow them to freely speak in L2.

It can be concluded that the role of motivational in learning English is that it can encourage individuals to do something, not only willingly but also referring to action.

4. Motivational Strategies

a. Definition of Motivational strategy

According to Dornyei (2001) Motivational strategy is a technique that offers behavior from humans and is related to certain goals. Humans have complex behavior, therefore there are various ways to teach it, even everyone who is around and dealing with it will have the potential to influence it. In this strategy refers to the influence of motivation received by someone who can systematically have a long-lasting positive effect, because this influence can consciously be used to achieve something or certain goals. Beside that, motivational strategy is also an instructor's action that can

increase motivational in a person to learn and create motivation. Apart from contributing to stimulate mental and emotional states in which individuals desire to obtain information or knowledge (Wlodkowski in Nugroho & Mayda, 2015).

The strategy to increase motivation can be done by developing learning materials that refer to techniques, concepts, theory development and module writing. For example, using pictures or illustrations, using language that is easily understood by students, providing material from easy to difficult and the use of media must be adjusted to the material being taught (Masni, 2015).

Beside that, the purpose of the motivational strategy is to generate motivation in students, increase motivation and maintain motivation on an ongoing basis and protect from actions that tend to interfere (Dornyei & Ushioda, 2011).

From the statement above, it can be concluded that motivational strategy in the context of teaching is a technique or teacher action for increasing students interest in learning by creating motivational conditions, so that students have positive changes.

b. The Purpose Motivational Strategy

According to Hornstra, Mansfied, & Volman (2015) motivational strategies refer to all aspects of teaching that have the aim of encouraging students to learn. As for Dornyei & Ushioda (2011), the motivational goals are as follows:

- 1) Motivational strategies are formed consciously in order to generate student motivation
- 2) Useful for increasing student motivation
- 3) To maintain continuous student behavior
- 4) Protect students' motivation from distraction tendencies and competitive actions

Based on the explanation above, it can be concluded that the purpose of the motivational strategy is to generate, encourage and increase students' motivation in language learning. It can also protect students from negative distractions.

c. The Component Motivational Teaching Practice By Zoltan Dornyei

In the world of education there is a component of motivational teaching practice in second language classes. This component is also known as motivational teaching practice (MTP). These components include creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging retrospective self-evaluations. The component display is presented using the image below.

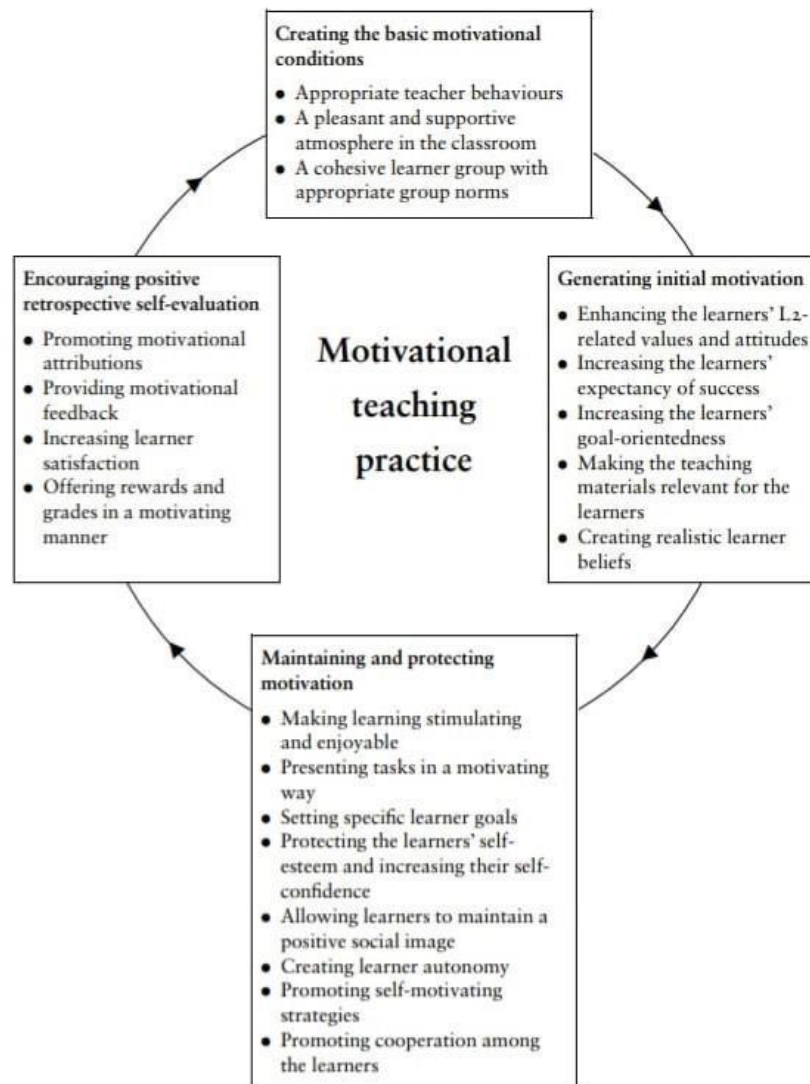


Figure 2. 1 the component of motivational teaching practice in language classroom.

Here the researcher will explain the aspect in motivational teaching practice according to Dornyei (2001)'s theory of practice is as follows :

a. Creating the basic motivational conditions.

Not always a motivational strategy can be used. As for building an effective motivational strategy, it can be done through several ways such as proper behavior from the teacher and creating good relationships with students. For example, by showing enthusiasm when teaching. In this way, students will feel valued. In addition, the teacher must make the class atmosphere fun and not monotonous, as at the beginning of the lesson the teacher gives an ice breaker to test students' concentration. This method can also be done in the middle of learning so that students do not feel bored. This can be used so that students do not have tension and anxiety from students.

b. Generating initial motivational

After creating a learning atmosphere, teachers need to make students active in language learning. There are several ways to raise students' initial motivation, namely:

1) Enhancing the learners' language-related values and attitudes.

There are three values that are relatively separate dimensions between attitudes and values that can be promoted by teachers. Such as dimensions related to intrinsic value (in the learning process), integrative value (related to the socio-cultural view of the English language and its speakers) and instrumental

value (this relates to the consequences and benefits of learning English).

2) Increasing the learners' expectancy of success

The hope of success has become a force in motivation, because a person will try to do his best and be willing to continue to learn when he believes that he will succeed. In this case the teacher must be able to ensure that students have preparation when getting assignments from the teacher. In addition, offering help to students will indirectly make them feel guided and can increase expectations of success.

3) Increasing the learner goal-orientedness

Here the teacher must be able to make the goals achieved in their learning activities. For example, being able to master the content of the material. In addition, the teacher can ask students to negotiate related to the goals of learning English. After that, the teacher and students can negotiate the goals to be achieved.

c. Maintaining and protecting motivational

After establishing goals, it is very important to maintain and protect motivational, so that students do not feel bored. As for at this stage there are eight categories to maintain student learning motivational such as making learning interesting and fun, performing tasks with motivation (the teacher explains the usefulness of the tasks presented), setting learning goals,

increasing self-confidence and protecting students' self-esteem, maintaining an image. positive social (choose learning activities that have a good role), create learning autonomy, promote self-motivation strategies and teachers promote cooperation between students.

d. Encouraging positive retrospective self-evaluation

In this case the teacher can evaluate student performance during learning. There are several ways that teachers can do such as : (1.) promoting motivational attribution (teachers can explain their failures, and provide appropriate strategies), (2.) providing motivational feedback, (3.) increasing learner satisfaction (teachers can monitor student achievement) and offering rewards and grades in a motivational manner. For example, teachers must understand that non-reward materials can also have an effect, and must make evaluation materials for assessment to determine student progress.

5. Teacher

a. Definition of Teacher

According to Harmer (2007), “there are many metaphors to describe teachers as actors because they are always on stage”, where the teacher is someone who has a major role in learning activities that transfer knowledge and guide students to achieve learning objectives. Beside that, Keiler (2018) stated that the teacher is not a

class controller and information provider, but on the contrary the teacher becomes a coach, facilitate and model in good problem solving for her students. In addition, teachers are required to have the right strategies and models in order to create comfortable learning. Being a good teacher must have a wise attitude, mature, authoritative and can be an example.

This is also supported by the statement Heriyansyah (2018) that the teacher is also referred to as a manager whose job is to lead or direct a business by planning, organizing and controlling in order to achieve the goals that have been determined together. According to Maulana Akbar Sanjani M (2020), teachers have many tasks, such as in the fields of profession, humanity and society. In the professional field, it includes teaching, educating and training, while in the humanitarian field. For example teachers are required to be able to behave well because they are role models for students. In addition, the community views teachers as a respectable profession because they are expected to be able to acquire knowledge and teachers have a role in contributing to advancing the nation's movement.

From the statement above, it can be concluded that the teacher is someone who educates, teaches, trains and become a facilitator and moderator for students.

b. Role of Teacher

According Harmer (2007) Each teacher has a role in the classroom aimed at making it easier for students to follow learning and facilitating student progress. There are several roles of teachers according to Harmer:

1) Controller

Here the teacher acts as a controller and is responsible for the ongoing learning activities. The controller's task is to guide students, give instruction.

2) Organizer

Here the teacher plays a role in regulating students in carrying out various activities. For example, providing information to students, creating groups of students and closing the lesson when the time is up. In this case, it is also very important to involve students' interests and involve them so that the activities are not in vain.

3) Assessor

Here the teacher acts as an evaluator, correcting and providing feedback. The teacher assesses in various ways and makes observations while also deciding whether students can pass to the next stage or not. With assessment students can measure their own abilities.

4) Prompter

The teacher acts as a motivator. The teacher encourages students to think critically and creatively so that they do not depend on the teacher's reference. In addition, he can encourage students to ask something to be active in participating in learning.

5) Participant (refer to teacher)

Teachers are involved in learning activities. For example, during group learning the teacher participates in assisting students. This can make students feel comfortable and fun.

6) Resources

The teacher as a source of information and knowledge for students related to their ability to master a material. For example when students are involved in group presentations or writing here the teacher will control them. In addition, when students ask questions about something, the teacher will also provide information and respond swiftly in easy-to-understand language

7) Tutor

Here, the teacher acts as a guide and assists students when following the lesson. In addition, the teacher will assist in increasing student understanding. For example, in a study group, the teacher can offer assistance to a group of students who do not understand what they are teaching.

8) Observer

In addition to acting as a mentor, the teacher has a role as an observer. In teaching it is necessary to observe, listen, supervise and absorb so that a good relationship can be created between the teacher and students. The teacher does not only observe the activity of students but also observes in order to assess the success of students in the learning that is taught by him.

B. Previous Related Studies

There are some previous studies that relate to this research. The first study entitled “The Strategies of Teacher In Motivating Their Students In Learning English At SMA Muhammadiyah Singkut”. This research was written by Apriyani (2020). The purpose of this research is to describe the teacher's strategy in increasing motivational in learning English and to describe student responses regarding the motivation of English teachers. The subjects of this study were the teacher and several tenth grade students. The results of this study showed that teachers used extrinsic motivation and instrumental motivational in their learning. Examples include praising students, giving advice, and telling stories about idols. In addition, most tenth graders have a good response to the motivation given by the English teacher.

The second previous research was "Teacher's Strategies In Motivating Students To Learn English At Junior High School 01 Ngunut Tulungagung". This research was written by Aprilia (2020). The subjects of this study were English teachers and several students of class VII E. The results of this study indicate that teachers who teach in class VII E which are characterized by using English both inside and outside class activities have used several strategies by implementing lessons in class. real life such as games, memorization, practice and tests. Here, students have low motivation and greatly affect the improvement of students' understanding, but the implementation of motivational strategies has a positive impact on them.

The third previous research entitled "Exploring Teacher's Motivational Strategies In The Language Classroom At Mts Dar El Hikmah Pekanbaru" This research was written by Amiroh (2020). The subjects of this study were the teachers in the language class at Mts Dar El Hikmah Pekanbaru. The results of this study indicate that the teacher's motivational strategy is very important to do because it affects the student's learning process as Dornyei's theory suggests that motivational strategies include creating motivation, strategies for creating motivational, strategies for generating motivation, strategies for protecting and maintaining motivation and strategies for encouraging retrospective positive. In addition, it has been stated that the main key to motivating students is the teacher.

The fourth previous study entitled "A study On Students' Perspectives of L2 Classroom-Centered motivational Practices At A Lower-

Secondary School’’. This research was written by Westin (2019). The subjects of this study were four students from grades seven and eight, participants were selected based on their ability to engage and provide information. This research shows that in motivating students, it is necessary to have goals first, such as creating a lively learning atmosphere with students actively communicating. In addition, in language learning, students are required to communicate using English. In this case the teacher prioritizes practice to increase student motivation.

The fifth previous study entitled "Exploring Teacher Motivational Strategy In English Learning And Teaching Activity At SMP Muhammadiyah 5 Surakarta". This research was written by Firdausi (2020). This study has two focuses, namely the types of motivation of teacher motivation strategies and students' responses to teacher motivation. This research shows that the teacher uses several motivational strategies and there are differences in student responses. In maintaining motivation, the teacher uses Dornyei's practical motivational teachings which include creating conditions, generating initial motivation, maintaining, protecting and encouraging retrospective teacher evaluation. In addition, some students explained that their teacher had a good relationship with them.

Table 2. 1 Similarities and Differences with Previous Research

No	Author	Title	Similarity	Difference
1.	Apriyani (2020)	“The Strategies of Teacher In Motivating Their Students In Learning English At SMA Muhammadiyah Singkut”	This previous research has the same topic as this research, namely teacher motivation strategies in learning English and the approach used is a qualitative approach. This research focus on motivational strategies based on	The previous research focused on motivational strategies based on Harmer’s theory and student responses to the motivational of English teacher.

			Dornyei's theory.	
2.	Aprilia (2020)	"Teacher's Strategies In Motivating Students To Learn English At Junior High School 01 Ngunut Tulungagung"	Previous research has the same topic as this research, namely teacher motivation strategies in learning English and the approach used is a qualitative approach.	The subject were English teachers and several students of class VII E. While this research is only the teacher.
3.	Amiroh (2020)	"Exploring Teacher's Motivational Strategies In The Language Classroom At Mts"	The previous research has the same topic as this research, namely teacher motivation	The difference lies in the subject and the place of research.

		Dar El Hikmah Pekan Baru"	strategies in learning English and the approach used is qualitative approach.	
4.	Westin (2019)	"A study On Students' Perspectives of L2 Classroom-Centered motivational Practices At A Lower- Secondary School"	Has the same topic as this research, namely teacher motivational strategies in learning English and the approach used is a qualitative approach	Previous research focused on selected students, while this study focused on English teacher. Beside that, place and time of the study are different.
5.	Firdausi (2020)	"Exploring Teacher Motivational Strategy In English	Both of these studies used qualitative	The differences lies in the subject

		Learning And Teaching Activity At SMP Muhammadiyah 5 Surakarta"	methods and based on Dornyei's theory	studied, this study only examined English teachers, while previous studies also focused on student responses to teacher motivation.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative approach. According to Sugiyono (2020) qualitative research method is a method used to examine the condition of a natural object which is studied in depth and as it is and is not manipulated. It is also supported by Wang (2018) that says the purpose of qualitative research is to strengthen understanding through involvement, interaction dynamically and with an approach that is in accordance with actual condition. Data acquisition can be done through describing objects by taking pictures, making videos, illustrating, and narrating. In addition, the characteristics of qualitative research are the researcher itself as a key instrument, also descriptive and emphasize the process rather than the results and emphasize meaning.

This research is categorized as a qualitative research because it does not use statistical analysis. The characteristics of this research are descriptive qualitative, in which the researcher describes in detailed, complete and in-depth sentences according to the actual situation in presenting the data (Nugrahani, 2014). This research focuses on the field of education especially on the phenomenon of teaching English. Meanwhile, the researcher analyzed and studied in depth the phenomena related to the teacher's motivational strategy in learning English in which there is also an interaction between individual and groups (students).

B. Research Setting

1. Place of Research

This research was conducted at MTsN 4 Klaten which is located on Jl. Pedan-Juwiring Km. 3, Troketon, Kec. Pedan, Klaten Regency, Central Java.

2. Time of Research

Table 3. 1 Timeline of Research Thesis Proposal

No	Month	Title Accepted	Pre Research	Write Research Proposal	Seminar Proposal Thesis	Collecting and analysis	Munaqosyah
1.	November 2021						
2.	Desember 2021						
3.	January 2022						
4.	February 2022						
5.	March 2022						
6.	April 2022						

7.	Mei 2022						
8.	June 2022						
9.	July 2022						
10.	August 2022						
11.	September 2022						
12.	October 2022						
13.	November 2022						

C. Research Subject and Informant

The subject of this research is Mrs. A who is an 8th grade English teacher at MTS N 4 Klaten. In selecting the right informants, the researcher used purposive sampling technique. According to Sugiyono (2020) said that purposive is a sampling technique based on certain considerations and goals. In this case, the researcher examined one English teacher in grades 8A and 8F.

D. Data and Source of the Data

According to Wang (2018) in data collection, the approach used is conducting interviews to collect data and transcribe for analysis. In addition,

according to Nugrahani (2014) said that qualitative data is data in the form of words, expressions, sentences, and actions done by the subject to study. There are data sources to dig up information including documents, sources, events, places, and pictures or recordings. In this study, the words and actions of the English teacher grades

8A and 8F will be analyzed while teaching. Meanwhile, the data includes the words when interviewed and the teacher's actions in teaching. Sources of data in this study are informants and activities.

E. Research Instrument

According to Collins (2021) Research instrument is a tool used by researchers to obtain, measure and analyze data in which this data is sourced from the subject in question and focused on research. In this study, the key research instrument is the researcher itself. In this case the researcher collects his own data. Researcher also uses several instruments that aim to collect data, for example, mobile phones and notes. In addition, researcher also applies interview guidelines, a list of questions, and researcher draws conclusions from their findings.

Table 3. 2 Blueprint of Interview Guide about Motivational Strategy in Learning English

The Concept of Theory	The Indicator	Question
	Creating the basic motivational conditions	How is the teacher's behaviour in creating an

According to Dornyei	<ul style="list-style-type: none"> • Appropriate teacher behaviour • A pleasant and supportive atmosphere in the classroom 	atmosphere in the classroom?
(2001) Motivational strategy is a technique that offer behaviour from humans and is related to certain goals.	<p>Generating initial motivational</p> <ul style="list-style-type: none"> • Enhancing the learners' language-related values and attitude • Increasing the learners' expectancy of success • Increasing the learner goal-orientedness 	How do teachers build relationship with students?
	<p>Maintaining and protection motivation</p> <ul style="list-style-type: none"> • Making learning stimulating and enjoyable 	How does the teacher make learning not boring?

	<ul style="list-style-type: none"> • Setting learner goal • Allowing learners to maintain a positive social image 	
	<p>Encouraging positive retrospective self evaluation</p> <ul style="list-style-type: none"> • Promoting motivational attribution • Providing motivational feedback • Offering reward and grades in a motivational manner 	<p>How do teachers evaluate students performance?</p>

F. Techniques of Collecting the Data

This study uses data collection techniques through interviews and observations. The following is an explanation of each technique as below:

1. Interview

The researcher used interviews to collect data. According to Nugrahani (2014) interview is a data collection technique through conversation with a specific purpose. Interviews were used by researcher to obtain complete data. This data collection technique is based on the experience or actions of the teacher when teaching English. Interviews were conducted directly or face to face with the eighth grade English teacher at MTS N 4 Klaten. Prior to the interview, the researcher prepared interview guidelines along with questions related to motivational strategies when teaching English. Meanwhile, the interview questions are based on Dornyei's theory of motivational strategies and journals. In the interview, the researcher used semi-structured interviews. It aims to find out information related to teacher motivation strategies in teaching English in grades 8A and 8F.

3. Observation

In this study, the researcher takes the non-participant observation. The researcher is only an observer and does not involve with the subject in question. The researcher observes the teacher during the learning process. Observations were made three times

directly. This observation aims to pay attention to the teacher when setting up the class and the ways the teacher raises students' motivation when learning English in order to avoid boredom.

G. Trustworthiness of the Data

Trust is a confirmation or close to realistic that is objective as obtained from qualitative research (Stahl & King, 2020). Meanwhile, validity is a researcher's measuring tool and depends on determining whether the data is accurate from the point of view of the researcher, participant and reader. In this study, the validity of the data was carried out by triangulation. According to Mekarisce (2020) there are three types of triangulation, namely source (source triangulation), technique (technical triangulation), and time (time triangulation).

1. Triangulation of sources

Source triangulation is done by checking the data obtained from various sources.

2. Triangulation Technique

Technical triangulation can be done by performing various techniques that produce different data. In this case, the researcher can discuss further with related sources to obtain the truth and certainty of the data.

3. Time triangulation

Time triangulation is done by checking back to related sources and using the same technique.

The triangulation used by the researcher is technique triangulation. Technical triangulation is done by checking data to the same source, but with different techniques (Mekarisce, 2020).

H. Techniques of Analyzing the Data

According to Rijali (2018), data analysis is a process of systematically searching and organizing in the form of notes from observations and interviews and others in order to increase researchers' understanding of the case being studied and provide their findings to others. This study uses data analysis techniques conducted model from Miles and Hiberman.

Miles & Huberman (1994) stated that data analysis consisted of three, namely as follows:

1. Data Reduction

In this stage the selection, concentration, focusing, simplification, and abstraction are carried out. Data collection means making a summary related to the contents of the data obtained in the field. In this study, researchers selected important data needed in the study. Then the researcher eliminates data that is not needed in the study.

2. Data Display

in this stage the data is displayed in the form of descriptions and narratives that are arranged based on the main findings in data reduction. In this case, the researcher explains and analyses the data based on the theory and previous research and also explains the data related to the teacher's motivational strategy in teaching English.

3. Conclusion drawing or verification

Conclusion drawing is a brief explanation by returning to field notes or by outlining long arguments or reviews. Meanwhile, according to Sugiono (2015) the conclusions in qualitative research are temporary and may be able to answer the problem formulation from the start but may not. So conclusion drawing is identified as a comprehensive conclusion as long as there are data found by the researcher.

in this stage after all the data has been analyzed, the researcher draws a conclusion. This conclusion reveals related to the formulation of the problem and the subject studied in this research.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The results of this study discuss and explain the research answers, based on the data obtained by previous researchers. This data, obtained by using interview and observation techniques. The interview was conducted on 5 August 2022 with one of the 8th grade English teachers at Mts N 4 Klaten, and observations were made on 5 – 24 August 2022. There are two problem formulations in this study, namely: 1) How are the teacher's strategies in motivating students in learning English at the second grade of Mts N 4 Klaten in the academic year 2021/2022 and 2) What motivational strategies are often used by teacher students in learning English at the second grade of Mts N 4 Klaten in the academic year 2021 /2022. The part of the research findings from the description of the data found in the field, includes:

1. The Teacher's Strategies in Motivating Students in Learning English at the Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022.

In learning activities the teacher has an important role in motivating students, and of course each teacher has a different motivational strategy. The purpose of the motivational strategy is to make students more active and create a fun and comfortable learning atmosphere. In this study, the researcher focused on the teacher's strategy in motivating students in learning English based on Dornyei's theory. The motivational strategy according to Dornyei

includes several aspects, namely creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. There are several motivational strategies used by teachers based on the Dornyei's theory.

a. Creating the basic motivational conditions

Based on the results of interviews in creating motivational conditions, teachers use several ways, including building good relationships with students. As at the beginning of learning the teacher greets students regarding their presence and physical condition. This is reinforced by the results of interviews with teachers, as follows:

“Untuk membangun hubungan dengan siswa seperti pada awal kegiatan pembelajaran kan biasanya diawali dengan mengecek kehadiran siswa atau absensi ya, kemudian bertanya terkait kondisi siswa sehat atau engga gitu. Tapi selain itu juga, kan setelah corona saya selalu mengingatkan untuk cuci tangan sebelum makan dan menjaga pola makan. Nah demgan seperti itu sudah terbangun hubungan antara guru dengan siswa dan otomatis mereka juga merasa diperhatikan oleh gurunya”

In addition, the teacher also creates an enjoyable and relaxed learning atmosphere by providing ice breaker and using games to avoid boredom and create a fun learning atmosphere. Based on the results of interviews as follows:

“Terkadang kalo di jam siang itu kan mereka sudah kelihatan lesu atau bosan apabila sebelumnya pelajaran matematika, nah biasanya di awal pembelajaran saya selipkan ice breaking biar suasana jadi santai selain itu juga kadang saya seipkan game seperti mb”

The ice breaker is presented using image below :



Figure 4.1 The motivational strategy by giving ice breaker

As for the results of observations in class 8 F, the teacher as usual opened the lesson and checked student attendance. In creating motivational conditions, teachers teach by showing enthusiasm, this has a good impact on students who are initially lethargic so they become enthusiastic. In this case the teacher asks about the condition of the students and gives advice such as *“Adakah diantara kalian yang sakit ?”* and *“hari ini jangan lupa menyisihkan uang untuk infak jum’at, yang diutamakan jangan hanya kuota internet saja”*.

In learning the teacher discusses the material about asking and giving opinion. But before entering the material, the teacher makes sure that each table has an English dictionary, and if there are students who don't bring it, they are subject to a fine and must borrow from the library. In this case, the teacher

involves students a lot and creates a relaxed learning atmosphere. Like asking students “ *Oke sebelum masuk materi, ibu ingin tanya adakah yang pernah mendengar apa itu asking and giving opinion?*” and students answered that they did not understand. Then the teacher gives an explanation and material. After that, she asked students like “ *sampai sini materinya ada ditanyakan tidak, jika belum paham jangan takut untuk bertanya disini kita semuanya sama sama belajar*”. After they understand, students are asked to practice in pairs making conversations related to the material that has been taught.

Meanwhile, based on the results of observations in grade 8 D, the teacher slipped an ice breaker to start learning. The teacher gave ice breaking at noon when the students were already bored. After that they looked enthusiastic again after being given ice breaking. When teaching the teacher also shows enthusiasm, which also affects the students. In this lesson the teacher explains the material about "Expression" after that the teacher invites students to ask questions related to material that has not been understood, after finishing the question and answer session with the teacher. The teacher forms seven study groups, this is done so that students are able to work together. When in learning the teacher was meet a group that has not worked but does not want to ask then she gives positive affirmations such as “ *Saya percaya tidak ada siswa yang bodoh, semua tergantung kalian, mampu menempatkan diri atau tidak*”. In this case the teacher also develops students' ability to socialize. She urged each group to work together in completing the task.

The learning group is presented using image below :



Figure 4.2 The motivational strategy by learning group

b. Generating initial motivation

Based on the results of interviews with teachers, in the initial motivational she has several ways to increase the motivational of students. Examples are to make material that is suitable for students, she designs material that is easy to understand by students. This is based on interviews with teachers as follows:

“Saya bikin modul sendiri yang sesuai dengan kondisi siswa disini, kemudian misalkan saya mengajarkan tentang ekspresi tentang attention gitu ya...kan itu ada banyak pilihan cara yang efektif untuk yang bisa anak mudah hafal, mudah mengerti dan memahami terus saya rangkum sendiri, saya buat sendiri. Kan kadang pake buku yang darimana gitu saya terapkan ke anak kan agak kesulitan, nah itu tidak saya pake”

Then when the researcher asked about the suitability of the students, she made sure that the material was suitable for the students, because she knew the condition of the students. This is based on interviews as follows:

“Ya insyaallah sesuai, nanti misalkan ada yang pinter yang lebih sulit saya sendirikan, yang lain kan remidi nah itu saya pisahkan yang diremidi ya remidi saya kasih tambahan itu. Misalkan kalo kemarin kalian belajar Expression kan Cuma lima, selain itu juga ada lain lagi, kalian bisa pake ini.. Dan untuk mengukur tingkat kesesuaian dengan siswa seperti dengan cara test, indikatornya kan biasanya ke soal, seperti soal tertulis maupun lisan gitu apakah itu sesuai atau tidak ya itu pake ujian test atau soal tadi”.

In addition, teachers also make grades as a measure of achievement.

With the value, she can know the progress of students. According to the teacher if not given a grade, students tend to ignore and be unmotivated.

This is in accordance with the following interviews:

“Untuk nilai itu kan secara akademik, kalo sekarang kan gak ada UN, jadikan penilaian dari kelas tujuh sampai kelas sembilan itu kan nanti dijadikan daftar sekolah ke jenjang berikutnya, nah untuk motivasi tiap hari yaitu ketika memberikan tugas ke anak kemudian kita memberi nilai otomatis kan anak menjadi termotivasi, kalo gak dikasih nilai hanya sekedar dikasih tugas kan biasanya anak – anak cenderung menyepelkan kaya’ “paling besok gak dibahas dan gak dinilai.. nah itu kan jadi menyepelkan... nilai juga menjadi salah satu unsur untuk memotivasi anak supaya untuk mengerjakan tugas”

In addition, the teacher also provides an understanding of the importance of learning English in the future. The purpose of this is so that students are motivated to learn. Based on interviews with teachers as follows:

“Sebelum masuk ke materi biasanya kita motivate gitu di awal - awal pembelajaran biasanya sering gitu contohnya seperti bahasa inggris itu pentingnya gimana gimana, kalo nanti sudah berjalan ya diingatkan lagi pentingnya bahasa inggris. Apalagi bahasa inggris sebagai bahasa internasional kalo suatu saat punya skill bahasa inggris bisa memberikan point plus tersendiri”.

As for the results of observations in class 8F, before entering the material the teacher generates motivation by providing an understanding of

the importance of learning English. She said that English is important to learn, and if you have English skills it will give you a plus point. In addition, the teacher also designs the material herself, which according to him is easy to understand. In delivering material "Asking and Giving Opinion" she made sure all students paid attention and after that students were given assignments to practice speaking. Then, she scores the students. According to the teacher, giving value is one form of motivational, because with the teacher's value it can provide evaluation results and for students whose scores are less, the teacher gives positive affirmations such as *" Bagi yang nilainya kurang gapapa, besok diperbaiki dan belajar lagi bahasa inggris itu perlu banyak praktek makanya selalu saya tekankan untuk praktek yang penting jangan takut salah.*

Meanwhile, based on the results of observations in class 8 D, the teacher generates motivational in the same way as in class 8F. For example, making appropriate materials and making values as motivational as well. In delivering the material the teacher gives examples that are appropriate to everyday life, such as in the material "expression" she explains the parts of the expression and then gives examples directly. As for when the learning group is less active the teacher gives positive affirmations such as *"Saya percaya tidak ada siswa yang bodoh, semua tergantung kalian, mampu menempatkan diri atau tidak".*

c. Maintaining and Protecting Motivation

Based on the results of interviews with teachers in maintaining and protecting motivation, teachers have several ways. For example, presenting material in the form of videos and playing films or cartoons, according to the teacher, in this way students can avoid student boredom and they can practice pronunciation from native speakers. This is based on interviews with teachers as follows:

“Kadang saya bawa ke lab bahasa untuk disetelkan video materi yang masuk kedalam film atau kartun gitu. Mereka juga senang kalo pembelajarannya di lab gitu. Dengan in ikan mereka bisa mendengarkan langsung kosa kata dari native, biasanya saya putarkan yang bahasanya mudah dipahami seperti dalam kehidupan sehari-hari”.

Then when the researcher asked about how to organize the class, she explained that it depends on the material being taught. For example, in learning speaking, students are required to be active. This is based on the following interviews:

“Beda materi beda metode mba, kalo misalkan speaking seperti ini kan awal-awal pembelajarn kebanyakan speaking ya metodenya yaitu siswa langsung belajar aktif seperti praktek di depan kemudian diskusi tentang percakapan ke project based learning dll kalo bahasa inggris kebanyakan prakteknya”

The teacher also explained that she also often gave assignments to students to repeat the material and one of them was also a form of motivating students to learn and forming a sense of responsibility for students. This is based on interviews with teachers as follows:

“Kadang juga saya beri tugas supaya mereka mau mengulang materi dan mau belajar”.

As for the results of observations in class 8 F, the teacher sets learning objectives such as giving the material "asking and giving opinion" where the learning goal is that students are able to ask and give opinions in English. As for the previous day the teacher gave homework and after that she checked the students' work and gave punishment for students who did not do the assignments. The teacher gives praise to students who are active in class and can answer questions from the teacher such as “*good*” In addition, when students practice in pairs the teacher also gives compliments such as “*pengucapannya baik tapi suaranya tolong dikerasin lagi*”.

While the results of observations in class 8D in creating a relaxed learning atmosphere, the teacher urges students to study outside the classroom where previously the teacher gave directions regarding the group and the tasks to be done. After that, when it comes to group presentations, she also increases students' confidence by giving praise when there is a presentation group that she thinks meets the criteria by saying “*good job, suaranya sudah keras bagus mas, pembukaan presentasinya bagus*”.

d. Encouraging positive retrospective self-evaluation

Based on the results of interviews with teachers that he gave feedback as a form of evaluation and gave a warning, when meeting students who were less active the teacher invited students to be active by giving an invitation in the form of an invitation. As in the results of the interview as follows:

“Setiap selesai praktek saya berikan feedback sebagai evaluasi juga, supaya mereka merasa diperhatikan juga seperti itu, dan

kalua misalkan ada yang diem aja terus saya bilang, ayolah gak paham tanya jangan cuma diem kalo diem kan gurunya gak ngerti udah paham atau belum ya kalo misalkan salah ya banyak-banyak belajar dan jangan kebanyakan main hp, game online kan gak ada kaitannya dengan masa depan, ya sekedar seperti itu”.

In addition, when the researcher asked questions related to seeing student boredom and student satisfaction, the teacher explained that she always tried not to create a monotonous learning atmosphere. Based on the results of interviews as follows:

“Kalo dulu kan ngajar tinggal ngajar aja, tapi kalo sekarang dituntut supaya siswa itu tidak mudah jenuh di saat pembelajaran akhirnya saya banyak belajar ice breaking ataupun game akhirnya ketika jam sianmg itu saya selipkan ice breaking. Tapi kalo pagi jarang, solanya kan mereka fresh”.

Based on the results of observations in class 8F, the teacher provides feedback for students when practicing speaking such as *“ Ini materinya sudah benar, tapi suaranya kurang keras”*. As for when the teacher met a student who did not understand, she explained again and then asked the student to rework. After that, each student practiced and gave an assessment, the teacher gave positive affirmations in class like *“ kalian jangan takut salah, kita semua disini sama sama belajar, manfaatkan waktu belajar kalian sebaik mungkin”*.

As for the results of observations in class 8D, when learning takes place she also provides feedback such as *“ okay, semunya apakah kalian sudah paham, apa yang saya jelaskan tadi”*. In addition, when it was time for the group presentation, the teacher gave feedback, especially when it was the first time for 8D presentations in learning English. For example

“ Saya mklumi jika tadi banyak yang masih malu-malu, karena ini baru pertama kalinya ya presentasi, untuk kedepannya semoga bisa lebih baik lagi” .The teacher also gave a gift in the form of pocket money vouchers to the best group as a form of motivational to do better. She appreciates student performance and gives positive affirmations for groups that don't get prizes like *“ Untuk kelompok yang tidak mendapatkan hadiah, gakpapa jangan patah semangat ya. Tetap semangat students”*

2. Motivational Strategies Often Used by Teachers in Learning English at the Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022.

a. Emphasize the importance of learning English

The way that teachers often use to increase motivational is by reminding the importance of learning English. In this way, it is hoped that students are aware and can increase their interest in learning English. This is reinforced by the results of interviews with teachers, as follows:

“Yang sering saya lakukan ya saya tekankan lagi pentingnya bahasa inggris di masa depan, apalagi untuk masuk diperguruann tinggi maupun dilapangan kerja. Apalagi ditambah bahasa inggris kan sebagai bahasa internasional, kalo punya kemampuan bahasa inggris juga dapat memberikan point plus tersendiri”.

The reason teachers often remind the importance of English in the future is to attract students' attention and so that they are interested in learning English.

b. Giving gifts as appreciation

In generating student motivational, teachers also give prizes to groups or students who are successful in learning. By being given this prize, it is hoped that students will do better, and increase their self-confidence.

This is reinforced by interviews with teachers, as follows:

“Kalo strategi motivasi yang sering saya gunakan ya tadi memberikan reward, biar mereka merasa senang dan kedepannya supaya lebih baik lagi. Walaupun tidak seberapa hadiahnya yang berupa uang jajan dan mereka sudah senang banget”.

Teachers do this to retain students and keep students motivated to be better.

c. Using a cooperative learning model combined with games

According to the teacher, this method is effective so that learning is not boring. In addition, students are also required to be active and work together with their respective groups. This is reinforced by interviews with teachers, as follows:

“Biasanya tu saya padukan dengan game, kalo yang sering saya lakukana kemarin itu, seperti dictionary, yang singkatannya dari dictionary dan picture jadi saya bagi beberapa kelompok siswa, kemudian masing-masing kelompok akan saya kasih beberapa kartu yang berisi kosa kata, nah dari kosa kata itu salah satu dari mereka menggambar kemudian tugas dari pemain yang lain untuk menebak gambar yang di buat oleh kelompok lainnya. Nah nanti kelompok mana yang bisa menjawab benar, yang paling banyak jawab yang benar itulah kelompok yang menang jadi intinya permainan ini melibatkan kerja sama juga untuk menambah kosa kata kadang juga ada kelompok yang membahas tentang genre, saya kasih beberapa teks yang berisi rangkaian cerita atau text, nah tugas kelompok mendiskusikan teks itu apa dan diurutkan ceritanya. Kemudian mereka mempresentasikan teks apa yang mereka dapatkan, kemudian kelompok lain menebak itu teks apa gitu”.

The purpose of combining learning with games is to develop student creativity and so that the learning atmosphere is not boring.

d. Learn English Using Movies or Cartoons

Learning English through films or cartoons is beneficial for students. They can learn pronunciation from native speakers and usually the language used in cartoons is a simple language that is often found in everyday life. This is reinforced by interviews with teachers, as follows:

“Kadang saya bawa ke lab bahasa untuk disetelkan video materi yang masuk kedalam film atau kartun gitu”.

This is done by the teacher in order to improve English pronunciation well and increase students' vocabulary. It can be conclude on observations, it is shown that when learning English, teachers often remind students of the importance of learning English. In addition, she also always appreciates student performance and gives appreciation in the form of words and gifts.

B. Discussion

This section discusses the results of the research and focuses on research questions based on Dornyei's theory. The first discussion is the teacher's motivation strategy in learning English. The next discussion is a motivational strategy that is often used by teachers in learning English.

1. The Teacher's Strategies in Motivating Students in Learning English at the Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022.

Teachers have a dominant role in learning, especially in providing direct instructions for the acquisition of knowledge, as well as teachers need to create a comfortable learning atmosphere (Keiler, 2018b). As for creating a comfortable learning atmosphere, it is necessary to have a motivational strategy that encourages students to learn. According to Dornyei (2001) motivation strategy is a way to maintain certain activities. As for each teacher has a different motivational strategy, this study discusses the motivational strategy based on Dornyei's theory.

According to Dornyei (2001), there are four aspects of motivation in teaching, in that aspect there are types of strategies to motivate students in learning. The first aspect is creating the basic motivational conditions in which motivational strategies cannot be executed successfully without conditions (Dornyei, 2001). Based on the three motivational conditions required such as appropriate teacher behaviour and good relations with students, a pleasant and supportive classroom atmosphere and a cohesive learning group with appropriate group norms.

As for creating motivational conditions, the eighth grade English teacher at MTS N 4 Klaten uses three strategies. In building

good relationships with students, teachers do this by showing enthusiasm when teaching, asking questions about students' conditions and appreciating their every achievement. In addition, in building a learning atmosphere, the teacher provides ice breaking and learning outside the room so that students do not feel bored.

With this ice breaking, it helps students to focus and to be more enthusiastic in participating in learning. This is also supported by a statement from University (2022) which says that providing ice breaking in the learning process can create a relaxed atmosphere and can build positive relationships with students so that they can build a productive learning environment. Then in terms of forming a cohesive study group the teacher also does the same thing, this aims to train cooperation and discussion between students. With group work, it can increase students' creativity and improve their social skills and work will also be completed faster.

Meanwhile, according to Anderman & Anderman (2014) in creating learning motivation by forming cooperative learning groups, teachers must review several things such as learning objectives, study group results, types of cooperative group structures (which are appropriate for students), procedures when the group proceeds and monitor student. The benefits of having a study group can increase students' learning motivation and will tend to be active because they

realize that it will be successful if all members can contribute (Costley, 2021).

The second aspect of motivational strategy is generating initial motivation. According to Dornyei (2001), student motivation does not grow automatically in the learning process, there needs to be an effort to generate motivation in students. Generating initial motivation consists of five motivational strategies, namely: Enchanting the learners L2 related values and attitudes, increasing the learner's expectancy of success, increasing the learners' goal-orientedness, making the teaching materials relevant for the learners and creating realistic learner beliefs.

As for generating motivation, the teacher uses three of the five motivational strategies. One of them is growing hope of success, because in this way it can lead individuals to do things well and there needs to be positive values to achieve success (Dornyei, 2001). This is in accordance with the results of research where teachers increase expectations of success such as by providing understanding to students regarding the importance of English in the future and calling it an international language, this method aims to increase interest in learning English.

The teacher also makes relevant material by paying attention to the background and condition of the students. The teacher looks for material from various sources, then summarizes it. In explaining the learning material, the teacher also provides examples such as in

everyday life. In this case, it aims to make it easier for students to understand the material and make learning not monotonous. This is in accordance with the practice of teaching motivation in generating motivation by making relevant materials for students (Dornyei, 2001).

The third aspect is to maintain and protect motivation. This includes making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting the learners' self-esteem and increasing their self-confidence, allowing learners to maintain a positive social image, creating learner autonomy, promoting self-motivating strategies and the last promoting cooperation among the learners (Dornyei, 2001).

As for the results of this study, the teacher uses several motivational strategies. For example, teachers make learning interesting by presenting material in the form of videos and playing films or cards. In addition, the teacher also makes learning methods that are in accordance with the material and makes assignments as a way to maintain learning motivation and form responsible personalities for students. As for increasing self-confidence in students, the teacher does this by praising and appreciating student performance.

In maintaining motivation to learn so as not to get bored, the teacher does learning outside the classroom. This method can reduce student tension and make the learning atmosphere enjoyable. This is supported by Mann, Gray, & Cowper (2021) who say that learning is

one way to help students to develop, one of which is by learning outside the room which can connect students directly to the environment and eliminate boredom.

The last aspect of motivation is encouraging positive retrospective self-evaluation. This includes promoting motivational attribution, providing teacher feedback, increasing learner satisfaction and providing rewards in motivation. According to Dornyei (2001) in providing feedback to students, teachers are encouraged to look at every thing or student's contribution in learning and in student achievement. In accordance with the results of this study, the teacher gave feedback to students by providing input or feedback. In addition, the teacher also invites students to be active in learning by giving calls and giving prizes to successful study groups. By being given this prize, it aims to motivate students to be better and maintain their enthusiasm in learning.

2. Motivation Often Used by Teachers in Learning English at the Second Grade of MTS N 4 Klaten in the Academic Year 2021/2022.

According to Dornyei (2001), in generating student motivation, it is necessary to have an understanding of learning objectives and to foster success expectations because with that we will learn best. Based on the results of interviews and this research, before entering into learning the teacher increases the hope of success by reminding the importance of learning English in the future.

In addition, she explained that having the ability to speak English can provide a plus point when in the world of work and with English it will be easy to understand technology. This method can raise students' awareness that they not only learn English but also understand the benefits of what they learn. This is also supported by a statement from Telaumbanua (2014) which says that in generating motivation, teachers can help in finding students' personal reasons for doing something, one of which is to increase expectations of success.

According to Dornyei (2001) motivational strategies also cannot be carried out without several conditions. One of which is a pleasant and supportive classroom atmosphere, especially in learning languages, students often experience mistakes when they have to pay attention to pronunciation, intonation, grammar and content simultaneously. So from this case, it is necessary to have a pleasant and supportive classroom atmosphere.

Based on the results of interviews with teachers in learning English, she often combines material in the form of games. As each group is given a card and draws according to the picture on the card, then the other group guesses the picture in English. According to the teacher, this method makes students enthusiastic and can increase their vocabulary and practice their pronunciation.

The learning combined with games can create a fun learning atmosphere and can increase student creativity. Students can also

express and develop creativity and build interactions with groups. This is supported by the statement from Liu, Vadivel, Rezvani, & Namaziandost (2021) which states that games that emphasize meaning in learning, especially language, can make it easier for individuals to remember the language being studied because it involves physical, social, emotional, and cognitive.

Beside that, in the aspect of maintaining and protecting motivation, there is one way to make learning interesting and fun Dornyei (2001). The results of the interviews show that in maintaining student motivation, teachers often invite students to enter the language laboratory and present material in the form of videos. According to Roslaniec (2018), presenting material in the form of videos is easier to attract the attention of students than reading text. In addition, the teacher also adjusts films and cartoons so that learning is not boring.

Learning English through films or cartoons is beneficial for students. They can learn pronunciation from native speakers and usually the language used in cartoons is a simple language that is often found in everyday life. According to Dornyei (2001), giving gifts or awards is a positive thing to appreciate student performance. This is in accordance with the results of interviews and observations in generating student motivation, the teacher also gives gifts to groups or students who are successful in learning. The teacher gives a gift to the best presentation group in the form of pocket money vouchers. By being given this prize,

it is hoped that students will do better and increase their self-confidence. In addition, Telaumbanua (2014), states that giving gifts is a source of motivation for students, because this can make them work harder and earnestly.

CHAPTER V

CONCLUSION AND SUGESSTION

A. CONCLUSION

In maintaining student motivational, there are several strategies for teacher motivational in learning English. The motivational strategy is analysed based on Dornyei's theory, in which there are four aspects in motivating students. These aspects are creating the basic motivational conditions, generating initial conditions, maintaining and protecting motivation and encouraging positive self-evaluation.

The motivational strategy used by the 8th grade English teacher is to increase success expectations such as providing an understanding of the many benefits of learning English. In creating a pleasant learning motivational, she builds good relationships and communication with students and provides ice breaker when they are starting to feel lethargic. In addition, it generates motivational by making material that is easy for students to understand. As for maintaining student motivation by studying outside the room and giving gifts as a form of appreciation to successful students. Based on this research, these strategies provide a good contribution for students to be active and not easily bored.

In the context of teacher learning, one of the important factors in achieving learning success. Therefore, the motivational that she often applies when teaching English includes emphasizing the importance of learning

English, giving gifts, using cooperative learning models combined with games and using films or cartoons. These methods can manipulate students' feelings of boredom and make them more enthusiastic in participating in the ongoing learning.

B. SUGESSTION

Based on the analysis of *The Teacher's Strategies in Motivating Students in Learning English at the Second Grade of MTS N 4 KLATEN in the Academic Year 2021/2022*, the suggestion can draw as follows :

1. For Teacher

- a. Teachers must be able to be patient in explaining the material, so that they can understand the content of the material, especially students who are not from the English language field.
- b. Teachers must always have good motivational strategies, innovations that are able to make students enthusiastic and happy in participating in learning.

2. For other researchers

- a. Researchers hope that this research can be a reference for researchers who conduct research on the same topic.
- b. Future researchers are expected to maximize research to obtain more complete data.

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APPENDICES

APPENDIX 1

The interview guidliness

List of questions :

1. Bagaimana pembiasaan guru ketika masuk kelas?
2. Bagaimana guru dalam menciptakan suasana kelas yang mendukung?
3. Dalam membuat bahan ajar, bagaimana guru membuat materi yang sesuai dengan tingkat siswa?
4. Lalu apakah itu sesuai dengan siswa?
5. Untuk mengukur kesesuaiannya dengan siswa, dengan cara seperti apa?
6. Dari mana sumber materi yang ibu gunakan?
7. Kemudian perihal penugasan biasanya ada nilai, apa saja manfaat atau efek yang di dapat siswa dari nilai tersebut?
8. Bagaimana guru dalam menyampaikan kritik , saran maupun umpan balik pada siswa?
9. Bagaimana ibu dalam mengatur kelas, apakah berpusat pada guru atau diselingi dengan diskusi?
10. Bagaimana guru dalam melihat kebosanan siswa?
11. Strategi motivasi apa yang sering guru gunakan ketika dalam pembelajaran?

Appendix 2. Transcript interview

Researcher : Assalamu'alaikum bu, apa sekarang bisa untuk memulai wawancaranya bu?

Mrs. Astu : Wa'alaikumsalam, iya bisa mbak

Researcher : Baik bu, langsung saja ya, bagaimana pembiasaan ibu ketika masuk kelas?

Mrs. Astu : Biasanya kan diawali dengan itu, dengan ngecek atau absensi yang gak masuk siapa kemudian kondisi siswa sehat apa enggak e gitu,

Researcher : Lalu, bagaimana ibu dalam menciptakan suasana kelas yang mendukung?

Mrs Astu : Ya kita motivate gitu, di awal-awal pembelajaran ya saya sering gitu bahasa inggris itu pentingnya gimana gimana kalo nanti sudah berjalan hanya sekedar mengingatkan saja pentingnya pentingnya belajar bahasa inggris itu.

Researcher : Berarti kaya' dikasih semacam pengertian gitu nggih bu

Mrs. Astu : Iya sama motivasi

Reseracher : Kemudian, dalam membuat bahan ajar, bagaimana ibu membuat materi yang sesuai dengan tingkat siswa?

Mrs. Astu : Saya bikin modul sendiri yang sesuai dengan kondisi siswa disini, kemudian misalkan saya mengajarkan tentang ekspresi tentang attention gitu ya...kan itu ada banyak pilihan cara yang efektif untuk

yang bisa anak mudah hafal, mudah mengerti dan memahami terus saya rangkum sendiri, saya buat sendiri. Kan kadang pake buku yang darimana gitu saya terapkan ke anak kan agak kesulitan, nah itu tidak saya pake

Researcher : Lalu, menurut ibu apakah itu sesuai dengan siswa?

Mrs. Astu : Ya insyaallah sesuai, nanti misalkan ada yang pintar ya saya kasih pengayaan yang lebih sulit saya sendiriin, yang lain kan remidi nah itu saya pisahkan yang diremidi ya remidi yang udah saya kasih tambahan itu. Misalkan kalo kemarin kalian belajar Expression kan Cuma lima, selain itu juga ada lain lagi, kalian bisa pake ini..

Researcher : Dan untuk mengukur kesesuaiannya dengan siswa, dengan cara seperti apa bu?

Mrs. Astu : Dengan cara test tadi mba, indikatornya kan biasanya ke soal baik soal tertulis maupun lisan gitu apakah itu sesuai atau tidak ya itu pake ujian test atau soal tadi, apakah sesuai atau tidak ya pakenya itu, pake soal.

Researcher : Lalu dari mana sumber materi yang ibu gunakan?

Mrs. Astu : Ya macam-macam dari buku, internet atau google ya.

Researcher : Kemudian perihal penugasan biasanya ada nilai, apa saja bu manfaat atau efek yang di dapat siswa dari nilai tersebut?

Mrs. Astu : Untuk nilai itu kan secara akademik, kalo sekarang kan gak ada UN, jadikan penilaian dari kelas tujuh sampai kelas

sembilan itu kan nanti dijadikan daftar sekolah ke jenjang berikutnya, nah untuk motivasi tiap hari yaitu ketika memberikan tugas ke anak kemudian kita memberi nilai otomatis kan anak menjadi termotivasi, kalo gak dikasih nilai hanya sekedar dikasih tugas kan biasanya anak – anak cenderung menyepelkan kaya’ “paling besok gak dibahas dan gak dinilai.. nah itu kan jadi menyepelkan... nilai juga menjadi salah satu unsur untuk memotivasi anak supaya untuk mengerjakan tugas..

Researcher : Lalu bagaimana ibu dalam menyampaikan kritik , saran maupun umpan balik pada siswa?

Mrs. Astu : Kalo misalkan ada yang diem aja , terus saya bilang “ ayolah gak paham tanya jangan cuma diem kalo diem kan gurunya gak ngerti udah paham atau belum ya kalo misalkan salah ya banyak-banyak belajar dan jangan kebanyakan main hp, game online kan gak ada kaitannya dengan masa depan, ya sekedar seperti itu

Researcher : Bagaimana ibu dalam mengatur kelas, apakah berpusat pada guru atau diselingi dengan diskusi?

Mrs. Astu : Tergantung materinya juga si mbak, kalo dikelas 8 ini kan banyak materi yang language focus gitu ya, grammar gitu. Lebih banyak pusatnya tapi ya kadang kita kasih soal yang banyak didiskusikannya, emang

sekarang kan kita dituntut banyak siswa yang aktif jadi
ykita seringnya ke siswanya tapia da yang individu
adanya grouping

Researcher : Kalo yang grouping sistemnya gimana bu?

Mrs. Astu : Kalo grammar itu, misalkan saya kasih sebuah teks,
kemudian saya suruh grup itu untuk membaca teks tersebut
tanpa mereka kadang ngerti artinya yang penting kan tadi
saya sudah ngajarin tentang grammar nah kalian cari
misalkan di dalam teks tersebut mana saja yang ada unsur-
unsur grammarnya misalkan saya kasih teks recount, kan itu
tentang pengalaman ya, otomatis itu kan terkait dengan past
tense nah kalimat mana yang mengandung unsur past tense
terus language fiturenya yang mana yang ada keterangan
waktu misalnya yesterday dan lain-lain.

Researcher : Metode pembelajaran yangt cocok menurut ibu, yang
seperti apa bu?

Mrs. Astu : Beda materi beda metode ya mba, seperti ini awal-awal
pembelajaran kan speaking, banyak speakingnya ya
metodenya itu siswa langsung belajar aktif seperti siswa
langsung praktek di depan, diskusi tentang percakapan ke
project based learning dll kalo bahasa inggris kebanyakan
prakteknya.

- Researcher : Bagaimana guru dalam melihat kebosanan siswa?
- Mrs. Astu : Kalo sekarang ya dituntut siswa itu gak boleh jenuh, gak ngantuk akhirnya sayakan banyak belajar ice breaking, tergantung jamnya juga mbak, kalo jam pagi klan mungkin anak-anak masih fresh jadi kalo pagi saya malah jarang ice breaking, kalo sing-siang itu udah paginya udah dapat matematika, bahasa arab terus bahasa inggris di jam 7 8 itu kemudian saya beri ice breaking.
- Researcher : Strategi motivasi apa yang sering gunakan ketika dalam pembelajaran?
- Mrs. Astu : Yang sering saya lakukan ya saya tekankan lagi pentingnya bahasa inggris di masa depan, apalagi untuk masuk diperguruann tinggi maupun dilapangan kerja. Apalagi ditambah bahasa inggris kan sebagai bahasa internasional, kalo punya kemampuan bahasa inggris juga dapat memberikan point plus tersendiri.
- Researcher : Baik, kalo yang lain bu?
- Mrs. Astu : Kalo strategi motivasi yang lain memberikan memberikan reward, biar mereka merasa senang dan kedepannya supaya lebih baik lagi. Walaupun tidak seberapa hadiahnya yang berupa uang jajan dan mereka sudah seneng. Biasanya tu

saya padukan dengan game, kalo yang sering saya lakukan kemarin itu, seperti dictionary, yang singkatannya dari dictionary dan picture jadi saya bagi beberapa kelompok siswa, kemudian masing-masing kelompok akan saya kasih beberapa kartu yang berisi kosa kata, nah dari kosa kata itu salah satu dari mereka menggambar kemudian tugas dari pemain yang lain untuk menebak gambar yang di buat oleh kelompok lainnya. Nah nanti kelompok mana yang bisa menjawab benar, yang paling banyak jawab yang benar itulah kelompok yang menang jadi intinya permainan ini melibatkan kerja sama juga untuk menambah kosa kata kadang juga ada kelompok yang membahas tentang genre, saya kasih beberapa teks yang berisi rangkaian cerita atau text, nah tugas kelompok mendiskusikan teks itu apa dan diurutkan ceritanya. Kemudian mereka mempresentasikan teks apa yang mereka dapatkan, kemudian kelompok lain menebak itu teks apa gitu. Dan yang terakhir kadang saya bawa ke lab bahasa untuk ditelkan video materi yang masuk kedalam film atau kartun gitu.

Appendix 3. Field note of observation

First observation, August 5, 2022 in class 8 F.

The teacher opens and checks the attendance of students, after that he motivates students by providing an understanding of the importance of learning English. He builds a good relationship by increasing enthusiasm when teaching. Before entering the lesson he required each student to bring an English dictionary. Then he guides students to practice English according to the material given last week. Students then practice in pairs with the material asking and giving opinion. During the learning process the teacher gives examples of correct pronunciation and provides feedback. He also trains students' confidence by coming forward in front of the class and practicing speaking English. The teacher gives warnings and punishments for students who do not do assignments and gives plus points for students who are active.

The second observation was on August 10, 2022 in grade 8 D.

The teacher opens and checks the presence of students. Then the teacher tells the lesson to be learned. The teacher ensures that each student brings an English dictionary, if not, they are encouraged to borrow from the library. After that, the teacher explained the Asking and Giving Attention material, and asked the students whether they understood it or not. Then the teacher forms group members, which consist of 7 groups. After that he suggested to study outside the room, namely in the courtyard of the mosque. During the learning process the teacher gives positive affirmations and encourages students to be active. Due to insufficient learning hours, the presentation was carried out at the next meeting.

Third observation on August 24, 2022 in class 8D.

At the beginning of the lesson, as usual, the teacher opens and checks the attendance of students. Because in the afternoon the teacher gives ice breaking so that students focus and not get bored. After that, students are encouraged to make presentations with their respective groups with the material Asking and Giving Attention. Previously, none of the groups wanted to make the first presentation, then the teacher gave motivation to be confident and not afraid to fail. After the positive affirmation from the teacher, then there was a group that wanted to make the first presentation. In the presentation process, the teacher trains students' self-confidence and trains their speaking skills in English. It looks like the students are still embarrassed, then the teacher gives examples of correct pronunciation and provides feedback and grades. At the end of the lesson, the teacher gave prizes for the best presentation group as a form of appreciation and motivation and gave punishment for students who did not do the presentation assignments.

Appendix 4. Documentation

