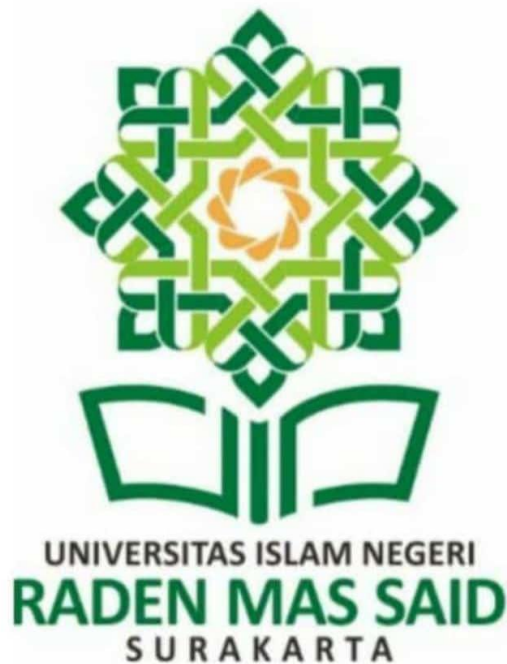


**Strategy of English Teachers in Motivating Students Learning English  
at SMK N 1 Jati The Academic year 2022/2023**

**THESIS**

**Submitted as a Partial Requirement**

**For the Undergraduate Degree in English Language Education**



**by:**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

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*Assalamu'alaikum Wr.Wb.*

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

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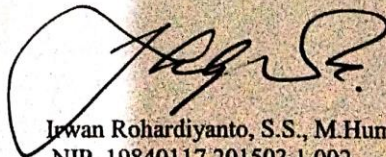
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Has already fulfilled the requirements to be presented before The Board of Examiners (munaqosah) to gain Undergraduate Degree in English Language Education UIN Raden Mas Said.

Thank you for the attention

*Wassalamu'alaikum Wr.Wb*

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## RATIFICATION

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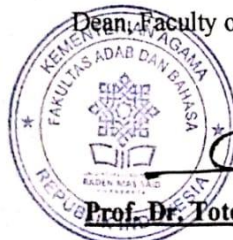
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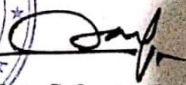
  
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## **DEDICATION**

this thesis is dedicated to:

1. My beloved parents (Bpk. Haris Adho'I and Ibu Dahmini) who always support and pray the best for me since the beginning until the end of my study
2. My brother (Khoirul Nur Amin)
3. My beloved lecturer, Mr Irwan Rohardiyanto, S.S., M.Hum who support me
4. My friend who has helped me on this journey.

## MOTTO

“Engkau takkan mampu menyenangkan semua orang. karena itu,  
cukup bagimu memperbaiki hubunganmu dengan Allah dan jangan  
terlalu peduli dengan penilaian manusia”

(Imam Syafi’i)

“Angin tidak berhembus untuk menggoyangkan pepohonan,  
melainkan menguji kekuatan akarnya.”

(Ali bin Abi Thalib)

## PRONOUNCEMENTS

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I hereby sincerely state that the thesis titled **“Strategies of English Teachers in Motivating Students Learning English at SMK N 1 Jati The Academic year 2022/2023”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refereed in the bibliography.

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

Surakarta, December 9<sup>rd</sup> 2022

Stated by,



Nurviana Khoirotuliulla

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## ACKNOWLEDGMENT

*Alhamdulillah*, all praise be to Allah SWT, the almighty god, the lord of the universe, the master of the day of judgment, god almighty, for all blessings and mercies so the researcher who is able to finish this thesis entitled “Strategies of English Teachers in Motivating Students Learning English at SMK N 1 Jati The Academic year 2022/2023”. Peace be upon our prophet Muhammad SAW. Who brought us from the darkness into the lightness.

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

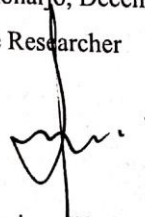
1. Prof. Dr. H.Mudofir, S.Ag., M.Pd as the Rector of the UIN Raden Mas Said Surakarta.
2. Prof. H. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Language and Culture Faculty of UIN Raden Mas Said Surakarta.
3. Budiasih, S.Pd., M.Hum as the Department Secretary of English Language Education of UIN Raden Mas Said Surakarta .
4. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education of Cultures and Language Faculty
5. Irwan Rohardiyanto, S.S., M.Hum, as the advisor who always gives the researcher supports, advices, motivations so the researcher can finish the thesis. May Allah SWT always gives mercies to you and return your kindness.
6. Yusmanto, S.Pd., as the headmaster of SMK N 1 Jati-Blora
7. Ninik Puji Utami, S.Pd, as the English teacher of SMK N 1 Jati-Blora who allowed and helped the researcher for conducting research in class.
8. All of the lecturers for the knowledge, chance, patience, and time that was given to for the researcher. May Allah returns your kindness.

9. The ten AKL grade students of SMK N 1 Jati participated in this research.
10. My beloved family always gives the best pray, prayer conditional love, unlimited patience, amazing support, and helps
11. All of my family in PBI D 2018.
12. My dear friends,

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

Sukoharjo, December 9<sup>th</sup> 2022

The Researcher



Nurviana Khoirotuliulla

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## ABSTRACT

**Nurviana Khoirotuliulla. 18.32.21.137. *Strategies of English Teachers in Motivating Students Learning English at SMK N 1 Jati The Academic year 2022/2023. English Language Education Study Program Faculty of Cultures and Languages Raden Mas Said State Islamic University of Surakarta.***

**Advisor: Irwan Rohardiyanto, S.S., M.Hum.**

The term motivation has become an important issue in the world of education. Motivation has to do with the drive to do something and perseverance to do it. Motivation will be an aspect that can determine a person's success or failure, especially in learning a language such as English. However, in English learning activities, student motivation can increase or decrease over time, so it needs to be maintained and encouraged by the teacher. Therefore, this study aims to describe the types of teacher motivation strategies and how students respond to these strategies. To conduct this study, researchers used qualitative descriptive methods. The participants of this study were English teachers of class X AKL and 36 students of SMK N 1 Jati. Researchers use observation, interviews and documentation to obtain research data. After obtaining the data, researchers analyzed the data using data analysis concepts from Miles and Huberman.

The concept consists of reducing data, displaying data, and drawing conclusions. In addition, researchers use source triangulation to obtain the validity of the data. To conduct this study, researchers used qualitative descriptive methods. The participants of this study were English teachers of class X AKL and 36 students of SMK N 1 Jati. Here researchers use observation, interviews, and documentation to obtain research data. After obtaining the data, researchers analyzed the data using data analysis concepts from Miles and Huberman. The concept consists of reducing data, displaying data, and drawing conclusions. In addition, researchers use source triangulation to obtain the validity of the data.

They maintain appropriate teacher behavior and good relations with students, create study groups, make teaching relevant and appropriate material for students, create fun and supportive atmosphere in English classes, create appropriate tasks and, protect students confidently, provide an understanding of the goals and benefits of learning English, give feedback, give rewards and rewards, and assessing student performance. Meanwhile, most students give positive responses to the motivational teacher strategy although there are students who give different responses to a particular strategy.

**Keyword: Strategies, Motivating Student and Learning English**

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Education is an important thing in human life, this means that every human being or Citizen of Indonesia deserves a proper education. Education is a container of high-quality Human Resources (HR). The science of education is one of the branches of science that is its nature because science is directed to practices and actions that affect students. The first education environment obtained is the family environment (Informal Education), school environment (formal education), and community environment (Nonformal Education) (Serdar, 2019). Informal education plays a very important role. This is because each individual gets educated to be a good child, knows manners, and has commendable ethical and moral traits. In addition to informal education, there is also formal education. Formal education is often called school education, in the form of a series of educational levels that have been standard such as elementary, junior high, high school, and PT (Higher Education), (Sulfasyah & Arifin, 2017).

The national purpose of education as stated in Pemerintah Pusat (2003) About the national education system that states: National education aims to develop the potential of learners to become human

beings who believe and fear God Almighty, have a noble character, have knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of citizenship and nationality. An occupation takes elements that can help achieve the goal. One of the elements that influence the success of an educational goal is the teacher. Therefore, a teacher is a position or profession that requires special skills in its main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education of formal education, elementary education, and secondary education (Guru, 2009). English learning activities are lessons that must be followed by students. A language that is not a mother tongue, will be difficult to learn, and understand. Language learning programs must be followed and completed in meeting the needs of assessment and teaching and learning activities (KBM), making students follow English lessons. Not all students can take English lessons, the power of reason and understanding of each student is certainly different. This is controlled by educator factors, teaching methods, and the environment.

The current reality is that there are teachers in all lessons, including English lessons, many teachers who teach less professionally in the teaching process for example less mastery of the material to be taught, less precise in using the medium of learning. So the impact on students includes students does not understand the material conveyed by the teacher, are less eager to pay attention to

learning and are bored with the lessons delivered by the teacher. Never teachers at SMK N 1 Jati include teachers who teach perfectly in the teaching process, teachers who learn the material taught and appropriately use the appropriate learning media. At the school SMK N 1 Jati students when participating in English learning have different feeling conditions, some are excited there are less excited, and usually when in conditions this learning activity in the teacher's class intersperse learning by singing stories telling. Sometimes also teachers invite students to do learning outside such as in the prayer room or school gazebo.

Therefore, teachers have an important role to continue to motivate and encourage students so that in themselves students have the willingness to continue learning and follow the learning process to the maximum. According to Sardiman (2003), Motivation is defined as the effort that drives a person to do something. The motivation of students each other is different, some students have high motivation and some students have low motivation. Therefore motivation is very important in the teaching and learning process, to encourage students to be more diligent to learn. The role of teachers here is needed to foster student learning motivation, especially in English lessons that are quite difficult.

According to the expression Tabrani R (1994), Clarifying the importance of student learning motivation or motivation in learning is that learning must be motivated in various ways so that the interests



that are important in learning are built from existing interests in children. The need for student learning motivation to increase students' interest in learning and knowledge of English lessons. Motivation to learn the overall power of hardening in the student that gives rise to learning activities, which ensures the continuity of learning activities and gives direction to learning activities, so that the desired goals of the learning subject can be achieved (Sardiman, 2004). Thus, learning motivation is the driving force for a learner or student in following certain learning. And learning itself according to B.Uno, and Hamzah (2007) is a behavior change relatively permanently and potentially occurs as a result of practice or reinforced practice based on the goal of achieving a certain goal.

The research chooses this title to look at the surrounding environment Because, in Blora itself, people's mindset toward English lessons in the world of education includes very difficult lessons. Students of SMK N 1 Jati learn English find it boring and considered burdensome by them. Because of a large number of students, there are still many who lack vocabulary which certainly makes it difficult for students to interpret, memorize and understand. So when learning English there are students who chat about the theme, and there are also those who sleep. It must be admitted that English has not entered the hearts of students and the learning process time is still relatively lacking, English learning activities there are no additional classes to motivate students to learn English.

Based on the explanation above, motivating to conduct a study with the title Strategy motivating by English teacher students to learn English at SMK N 1 Jati. This research is needed in education to increase motivated students, especially in learning English and all general lessons, teachers to be more creative in using strategies in improving student learning motivation, thus students are more eager to follow the English learning process.

## **B. Limitation of the Study**

The scope of this research discussion is the teacher's strategy to develop students' learning motivation to learn English. This research takes the object of research class 1 namely accounting (AKL) in SMK N 1 Jati located in Jati village, Jati sub-district, Blora district.

While the limitations in this research are on research methods and research objects. Research is enough to have class 1 as a research object, and not take class 2 because there will be activities that must be followed or job practices while class 3 because it will hold a national examination (UN), therefore also research uses qualitative research methods because of time constraints so that by using this method researchers have enough time to make observations and interviews with students or teachers and do not need to actively participate in teaching and learning activities.

### **C. Formulation of the Problem**

1. How is the teacher's strategy in increasing student learning motivation on English subjects at SMK N 1 Jati?
2. What are the supporting and inhibiting factors in motivating students to learn? English at SMK N 1 Jati?

### **D. Objective the study**

Based on the formulation of research problems, then this research is:

1. To describe motivating to learn English students at SMK N 1 Jati.
2. To find out the supporting factors and obstacles in motivating students to learn English at SMK N 1 Jati.

### **E. The Benefit of the study**

The results of this study are expected to provide some important contributions to the related.

1. For teachers, as an informational material efforts to increase student learning motivation and evaluation materials and thoughts for English teachers.
2. For schools, as a contribution of thought on issues related to English teachers. Strategies to increase student learning motivation at SMK N 1 Jati.
3. For other researchers, the results of this study are expected to benefit as guidelines, directions, references, and considerations for the future of researchers better in drafting research relevant to this study.

## **F. Definition of A Key Term**

### 1. Strategy

A strategy is several decisions and actions shown to achieve the goal of adapting organization resources to the opportunities and challenges facing its industrial environment (Nasta'in, 2018).

### 2. Students Motivation

Motivation is a change in energy in a person that is characterized by the emergence of feelings and preceded by a response to a goal. (h.djali, 2009).

### 3. Learning English

Learning is the process by which behavior is generated or altered through practice or experience (Mózo, 2017).

While according to Bahri & Aswan (1997). Learning is a process of behavior change thanks to experience and practice. That is, the purpose of activities is a behavior change, whether involving knowledge, skills, and attitudes, even covering all aspects of the organism or personal.

## CHAPTER II

### LITERATURE REVIEW

This chapter presents a decision-related literature review including a strategy review, motivation review, and previous studies as a review to support this thesis that is by the strategy in the motivation of students to learn English at SMK Negeri 1 Jati-Blora.

#### A. THEORETICAL DESCRIPTION

##### 1. Definition of Strategy

The word strategy comes from the word *Strategos* (Yunani) or *strategus*. It is a combination of *stratos* or soldiers and *egos* or leaders. A strategy has a basis or scheme to achieve the intended goal. So basically strategy is a tool to achieve the goal.

Mufarrokah (2009, p.36) *Strategos* Means general or also means state official, general in charge of a strategic plan of something directing forces to achieve a victory. In general, strategy has the meaning of a large direction in the line of action to achieve a predetermined one. Thus according to Abdul Majid, "Strategy is a pattern that is planned and determined deliberately to take action. The strategy includes seven activities, which are involved, is activities, process activities, and supporting activities (Majid, 2013, p.3).

Syaiful Bahri Djamarah and Aswan Zain in their book *Teaching and Learning Strategies* state, "Strategy is a way or a method, while in

general strategy has the understanding of an outline of the direction to act to achieve the goals that have been determined (Djamarah Syaiful Bahri, 2010, p.5). Meanwhile, Sanjaya (2009) Strategy is the ability of teachers to create strategies in diverse learning activities to meet various levels of learners' abilities. In the world of education, strategy is defined as *a plan, method, or series of activities designed to achieve a particular educational goal* (J.R, David 1976). The learning strategy consists of all the components of the subject matter and procedures that will be used to help students achieve specific learning goals.

Learning strategy can also be interpreted as a pattern of learning activities that are selected and used by teachers contextually, by the characteristics of students, school conditions, the surrounding environment, and the specific purposes of learning formulated. Learning strategies consist of methods and techniques (procedures) that will ensure that students will achieve learning goals. In its original sense, the term strategy is often used in military affairs related to the planning and management of troops in achieving war victory.

The strategy contained activities of planning, managing, and achieving a goal. In the process of teaching and learning, strategy can be interpreted as a specific behavior used by learners to achieve learning goals (Oxford R, 1990) tegies as "specific actions taken by the learner to make learning easier, faster, move enjoyable, more self-directed, more effective, and move transferrable to new situations" (certain actions taken

by learners to make learning easier, faster, fun, independent, effective, and more transferable to new situations).

The word strategy comes from the Latin strategy, which is defined as the art of using a plan to achieve a goal. Strategy can be said to be an adjustment action to react to certain environmental situations that can be considered important, where the adjustment action is done consciously based on reasonable considerations. According to (Chandler, 1962) strategy is a tool to achieve the company's goals about long-term goals, follow-up programs, and resource allocation priorities. While according to (Porter, 1985) strategy is a very important tool to achieve competitive advantage. Some of the same terms as strategy are:

a. Method

The method is the way money is used to implement a plan that has been prepared activities so that the goals that have been prepared are achieved optimally. Methods are used to realize the strategies that have been established. Therefore, methods have a very important role in learning. The successful implementation of a learning strategy depends largely on how the teacher uses the learning method because a learning strategy may only be implemented through the use of learning methods.

b. Approach

The approach is the starting point or our view of the learning process. The strategies and methods used can be

sourced or depend on a particular approach. According to Roy Killen, for example, two approaches in learning, namely teacher-centered approaches. A teacher-centered approach according to direct, deductive, or exposition learning strategies. While the approach is student-centered approaches. Student-centered learning strategies degrade discovery learning and inductive learning strategies.

c. Technique

The technique is the way that a person does to implement a method. For example, the way that must be done for the method to run effectively and efficiently. Thus, before one performs the method process should pay attention to the conditions and situations. Daytime lectures after lunch with a large number of students are certainly different if the lecture is done in the morning with a limited number of students.

d. Tactics

Tactics are a person's style in carrying out a particular technique or method. Tactics are more individual, although two people both use the same method in the same situation and condition, of course, they will do it differently, for example in tactics using illustrations or using language so that the material conveyed is easy to understand

From the previous explanation, it can be concluded that the learning strategy applied by the teacher will depend on



the approach used, while how to carry out the teacher's learning methods can determine the techniques that he considers relevant to the method, and the use of the technique each teacher has different techniques between teachers with each other.

#### 1) Types of Learning Strategies

According to (Syahputra, 2006) Divide learning strategies into two big parts: direct and indirect. Direct strategies are then further detailed into three types, memory, cognitive, and compensatory. Indirect strategies are divided into meta-cognitive, effective, and social. Each strategy has its types of activities:

##### a) Memory

Memory learning strategies are used by learning by utilizing previous learning knowledge and experiences. This learning strategy involves a lot of memory and learning processes that use memory. For example, if learning contacts speech sounds with things that he has remembered, then he is using memory learning strategies. Included in this learning strategy is repeating previous lessons. Similarly, if the learner uses body movements to

help with understanding, he or she is practicing memory learning strategies.

b) Cognitive

A cognitive strategy is any learner behavior in the teaching and learning process that is related to the use of learning power. This strategy can be a variety of activities. In one study, six types of cognitive behaviors were determined that were expected to represent this strategy. These six behaviors are: correcting one's own mistakes, using gestures, practicing wording, writing in notebooks, reading from a whiteboard, and staring at the teaching media.

c) Compensation

The study strategy is used by learners who already have high skills. This learning strategy is usually used to overcome some limitations in language. Learners who have difficulty explaining something in a learned language, for example, can use definitions or translations in their words to keep the language process running. The movements of the body can be used to cover the limitations that he faces.

d) Meta-cognitive

A metacognitive strategy is any learner's behavior related to a learner's technique or way of dealing with and managing teaching and learning materials. In this study, metacognitive strategies realized a variety of activities that can be included in the following three categories: deciding on the attention of planning and composing teaching and learning activities and evaluating the teaching and learning process.

e) Affective

Affective strategy is any learner behavior that relates to the attitudes and feelings of learners in the face of the learning process. This strategy is further divided into two: positive affective and negative affective. A positive affective strategy is the behavior of learners that shows that learners accept and appreciate the teaching and learning process. Negative affective strategies are the behavior of learners that show that learners reject and do not appreciate the teaching and learning process.

f) Social

Social strategy is any learner behavior related to the cooperation of learners with their peers in achieving learning goals.

### g) Deductive-Inductive Strategies

When the teacher plans the lesson, it is necessary to consider useful strategies to achieve learning success. Some strategies are teacher-centered, such as lectures, recitation, answering, and practice. A more learner-oriented strategy, emphasizes inquiry and discovery.

### 2) Components of Learning Strategy

According (Nasution, 2017) Mentioned that there are 5 components of learning strategies, namely preliminary learning activities, information delivery, student participation, tests, and advanced activities.

*First*, the preliminary learning activities. Preliminary learning activities have an important role in the learning process. In this activity, educators are expected to attract the interest of learners over the subject matter to be delivered. Introductory activities that are delivered with interest will be able to motivate learners to learn. The way teachers introduce subject matter through illustrative examples of everyday life or the way teachers are convinced what the benefits of learning certain subjects will greatly affect the learning motivation of learners. Preliminary learning activities

can be done through the following technical techniques.

- a) Explain the learning goals that are expected to be achieved by all learners at the end of the learning activity. Through this activity, learners will know what to remember, solve, and interpret. In addition, learners are helped to focus learning strategies toward learning outcomes. Therefore, educators should convey the purpose of learning using words and language that are easily understood by learners. In general, explanations using case illustrations are often experienced by learners in everyday life.
- b) Do apperception, in the form of activities that connect between old knowledge and new knowledge to be learned. Show learners about the close relationship between the knowledge they already have and the knowledge to be learned. This activity can cause a sense of being able and confident so that they avoid anxiety and fear of encountering difficulties and failures.

*Second*, is the delivery of information. In this activity, educators will establish definitively what information, concepts, rules, and principles need to be

presented to learners. Some things that need to be considered in the delivery of information, namely the order, scope, and type of material.

a) Order of delivery.

The sequence of delivery of the subject matter should use the right pattern. The order of matter is given based on the stages of thinking from concrete things to abstract things or from things that are simple or easy to do to things that are more complex or difficult to do. In addition, it is also worth noting whether a material should be delivered sequentially or may jump up and down or be turned back, such as from theory to practice or from practice to theory.

b) The scope of the material submitted.

The magnitude of the material delivered or the scope of the material depends largely on the characteristics of learners and the type of material studied. Generally, the scope of the material has been drawn when determining the purpose of learning.

c) Material to be delivered.

The subject matter is generally a combination of types of knowledge material (detailed facts and

information), skills (certain steps, procedures, circumstances, and conditions), and attitudes (containing opinions, ideas, suggestions, or responses).

*Third*, is the participation of students. Student participation is very important in the learning process. The learning process will be more successful if learners actively perform exercises directly and relevant to the learning objectives that have been set. There are several important things related to student participation.

- a) Exercises and practices should be done after learners are informed about knowledge, skills, and attitudes. For the material to be truly internalized (relatively steady and settled in themselves) then the next activity should be for learners to be allowed to practice or practice knowledge, attitudes, and skills.
- b) Feedback. As soon as learners show certain behaviors as a result of learning, educators provide feedback on the learning outcomes. Through the feedback provided by educators, learners will soon find out whether the answer that is an activity they have done is right, right / not

right or there is something that needs to be improved.

*Fourth*, two types of tests or assessments are commonly done by most educators, namely pretest and posttest. In general, tests are used by educators to find out whether or not specific learning goals have been achieved and whether or not knowledge, skills, and attitudes have belonged to learners. The implementation of the test is usually carried out at the end of learning activities after learners go through various learning processes, namely the explanation of the objectives at the beginning of learning activities, and the delivery of information in the form of learning materials. In addition, the implementation of tests is also carried out after learners do exercises and practice.

*Fifth*, continued activities. Follow-up activities or follow-up in principle, have to do with the results of tests that have been done. Because the continued activity of its essence is to optimize the learning outcomes of learners. The activities that can be done to optimize the learning outcomes of learners include the following.

- a) Giving assignments or exercises that must be done at home



- b) Explaining back the subject matter that is considered difficult by learners
- c) Reading certain subject matter
- d) Provide motivation and tutoring
- e) Elements of Learning Strategy

To design and implement an effective learning strategy, it is necessary to pay attention to the elements of basic strategy or step stages as follows:

- a) Establishing the specifications of the qualification of behavior change, the objectives are always used as a basic reference in designing and carrying out every learning activity. Therefore the purpose of learning must be formulated specifically in the sense of leading to certain behavioral and operational changes in the sense that they can be measured.
- b) Choosing a learning approach, is a perspective in conveying what has been planned to achieve the goals that have been set. In carrying out learning activities must be considered and selected the main approach path that is considered the most powerful, most appropriate, and most effective to achieve the goal.

Choose and establish learning methods, techniques, and procedures.

- a) The method is the chosen way to convey materials for the purpose of learning
- b) Engineering is a way to implement methods with the means of supporting learning that has been established about the speed and accuracy of learning to achieve the goal
- c) Design assessment
- d) Designing Remedial
- e) Designing Enrichment.

## **2. Student Motivation**

### **a. Definition of Student Motivation**

The word motivation is often referred to as the word "motive" which means the force that drives a person to do something. Motive can be interpreted as a mover from within the subject to carry out certain activities in order to achieve the goal. Motives become active at certain moments, especially when the need to achieve a strongly felt or urgent goal.

In instructional communication research, teacher closeness behavior has been studied in terms of how to influence students' learning motivation (Mahmud & Yaacob, 2007). According Mc. Donald, motivation is a change in

energy in a person characterized by the onset of “feelings” and reactions to achieve goals.

From the understanding stated by Mc.Donald, it contains three important elements, namely:

- 1) That motivation initiates a change in energy in each individual human being.
- 2) Motivation is characterized by the appearance of a person's taste/Feeling.
- 3) Motivation will be stimulated due to the presence of goals.

So motivation in this case is actually a response to an action that is a goal. Motivation does arise from within the human being, but its appearance is due to being stimulated or driven by the existence of another element, namely the goal.

With the three elements on, it can be said that motivation is something complex. motivation will cause a change in the energy that exists in human energy. Motivation can also be said to be a series of attempts to provide certain conditions, so that a person wants to do something, and if he does not like it, it will seek to negate or avoid those dislikes (Sardiman, 2018).

Achievement-related learning motivation is the drive to master, manipulate, organize social and physical environments, overcome obstacles, maintain a high quality of work, compete and strive to exceed the results achieved in the

past, and outperform the achievements obtained by others (Timor et al., 2021).

Conceptually, learning motivation is defined as an internal factor with four components, namely the opportunity to achieve success, concerns about failure, interests, and challenges. Motivation can be classified into two parts, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation that exists in individual students. Extrinsic motivation is external reinforcement outside the individual self. It refers to extrinsic motivations that rely heavily on goals outside the individual or student (Ilyas & Liu, 2020). So motivation is the efforts to provide the conditions, so that the child is willing, wants to do it. If he doesn't like it he will try to resist it.

They are the behaviorist definition and the cognitive definition. Behaviorists emphasize the role of reward and possible punishment in motivating behavior. Cognitive definition places a focus on how an individual's conscious attitudes, thoughts, beliefs, and interpretation of events affect behavior; That is, how mental processes are converted into action.

#### 1) The Purpose of Motivation

##### a) Motivation Goals

In general, it is said that the purpose of motivation is to move or stir a person so that there is a desire and willingness to do something so that results can be obtained or achieve certain goals. For a teacher, the goal of motivation is to move or spur his students to arise desire and desire to remind their learning achievements so that they achieve educational goals the expected and set in the school curriculum. For example, a teacher gives praise to a student who advances in the classroom and can do grammar in writing. With that praise, in the child arises self-confidence, besides that there is courage so that he is not afraid and embarrassed again if told to go forward to the classroom (Purwanto, 1998).

From the example above it can be said that a student does learning activities because someone pushed it. Motivation is the basis of the drive that encourages a lot to learn.

## 2) Function of Motivation

### a) Learning Motivation Function

In the process of learning, there is a need for motivation. Motivation is an absolute requirement to learn. Learning outcomes will be optimal if there is motivation. The more precisely

motivated you are, the more successful you will teach it. So motivation will always determine the intensity of learning efforts for students. It should be emphasized, that motivation coincides with a goal. Learning motivation is considered important in teaching and the learning process in terms of function and value or benefit. It suggests that motivation to learn and encourage behavior influence and change student behavior.

According to Sardirman (2018, pp.84-86),

It presents three motivational functions:

- (1) Encourage humans to do, so as a drive or motor that releases energy. Motivation in this case is the motor of every activity that will be done.
- (2) Determine the direction of the deed, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be done by the formulation of its goals.
- (3) Completing the deed, namely determining what actions must be done in harmony to achieve the goal, by inserting actions that are not beneficial to the goal.

While according to Wina (2010, pp.251-252)  
There are two functions of motivation in the  
learning process:

(1) Encourage the student to move

Everyone's behavior is caused by an impulse that arises from within called motivation. The magnitude of a person's passion for work is largely determined by the small amount of motivation of the person. The student's spirit in completing the tasks given by the teacher on time and wants to get good grades because students have a high motivation to learn.

(2) As director

The behavior exhibited by each individual is essentially directed toward meeting his or her needs or achieving predetermined goals. Thus motivation serves as a driver of effort and achievement. A good motivation in learning will show good results. The behavior exhibited by each individual is essentially directed toward meeting his or her needs or achieving predetermined goals. Thus motivation serves as a driver of effort and

achievement. A good motivation in learning will show good results.

So the existence of motivation will provide encouragement, direction, and actions that will be done to achieve the goals that have been formulated before. The function of motivation as a driver of effort in achieving achievement is because a person doing business must encourage his desire, and determine the direction of his actions towards the goal to be achieved. Thus students can select actions to determine what to do that serves the goals they want to achieve.

### 3) Type Motivation

In general, motivation can be divided into two types, intrinsic motivation, and extrinsic motivation.

#### a) Intrinsic Motivation

According to Sardiman (2018, pp.89-90), Intrinsic motivation is the motives that become active or function does not need to be stimulated from the outside because each individual is already encouraged to do something. For example, for someone who likes to read, no one should tell or encourage it, he has been diligently looking for



books to read. Then when viewed in terms of the purpose of the activities he does (e.g. learning activities), what is meant by intrinsic motivation is to achieve the goals contained in the act of learning itself.

According to Aini (2016), Learning motivation is the driving force of both internal (intrinsic motivation) and external (extrinsic motivation) that serves to move and direct learning activities to achieve learning goals. According to Ena & Djami (2021), Intrinsic motivation is motifs that become active or functioning so that there is no need for external stimulation because from within the individual there is already an urge to do something. Based on the above opinion it can be said that intrinsic motivation is the motivation covered in learning situations that comes from the needs and goals of the student itself, other words, intrinsic motivation does not require external stimulation but comes from the student himself. Intrinsically motivated students can be seen from the activities specified in the learning tasks as needed and want to achieve real learning goals. In other words, intrinsic motivation in terms of the

objectives of the activities carried out wants to achieve the goals contained in the deed itself. Students who have demonstrated intrinsic motivation involvement and high activity in studies.

Motivation in basic desires encourages individuals to achieve a variety of self-fulfilling needs. To meet the basic needs of students, teachers utilize the impulse is the natural curiosity of students by presenting material that is suitable and meaningful to students. Students learn driven by their desires then students can independently determine the goals that can be achieved and the activities that must be done to achieve the learning goals. Intrinsic motivation because one has encouraged curiosity, achieving goals to increase knowledge. In other words, intrinsic motivation is rooted in containing mandatory requirements for educated and knowledgeable people. Intrinsic motivation arises from self-awareness, not because they want to earn praise or appreciation.

b) Extrinsic Motivation

According to Sardirman (2018, pp.90-91), Extrinsic motivation is the motives that are active

and functioning because of external fighting. For example, someone is studying, knowing the next morning will be an exam in hopes of getting good grades, so it will be praised by his girlfriend or the theme. So what matters is not because learning wants to know something, but wants to get good grades, or to get a reward. While extrinsic motivation is active motifs and motions because of external stimulants because motivation is a force that can encourage a person to do an action, including work (Ena & Djami, 2021).

A student can be said to have an extrinsic motivation if the student learns with a purpose lies in learning with a purpose that lies outside of what he learns, such as high grades, graduation, graduate, degree, honor, and others. Extrinsic motivation although not good but still needed so that students have the desire to learn. This motivation often arises because the teacher does not tell later in life, or the subject matter is less attractive to students.

#### 4) Forms of Motivation

In teaching and learning activities, the role of intrinsic and extrinsic motivation is indispensable.

With motivation, students can develop activities and initiatives and can direct and maintain persistence in doing learning activities. In this case, it should be known that the ways and types of motivation vary, but extrinsic motivation is sometimes true, and sometimes it can also be inappropriate. This teacher must be careful in cultivating and motivating students' learning activities. Because it seems to provide motivation but does not benefit the development of student learning. There are several forms and ways that teachers can foster student motivation in activities in school (Sardirman, 2018, pp.92-95).

a) Give Number

Numbers in this case as a symbol of the value of learning activities. So that students are usually pursued are repeat grades or values on the report numbers are fine. Those good numbers for students are very strong number motivations.

b) Gifts

Gifts can also be said to be motivational, but that's not always the case. Because of the gift for a job, it may not be of interest to someone who is neither happy nor talented for the job.

c) Rivals/Competition

Rivals or competitions can be used as motivational tools to encourage student learning. Competition, both individual competition, and group competition can increase the learning achievement of students.

d) Ego-involvement

Raising awareness to students to feel the importance of the task and accept it as a challenge so that working hard by risking self-esteem, is one form of motivation that is quite important. One will try with all the energy to achieve good achievement by maintaining self-esteem, as well as for the student of the student subject. The students will learn. The students will study hard can because of their pride.

e) Give a Replay

The students will be actively learning if they know there will be a repeat. Therefore, giving this replay is also a means of motivation. But what teachers should keep in mind, is not to be too often (for example every day) because it can be boring and routine. In this case, the teacher must also be open, which means the repeat must be notified to his students.

f) Know The Results

Knowing the results of workers, especially if there is progress, will encourage students to study more vigorously. The more knowledge that the graph of learning outcomes increases, the will be motivation in students is to continue learning, with an expectation of the results continues to increase.

g) Praise

If there are successful students who complete the task well, it is necessary to be given praise. This compliment is a positive form of reinforcement and at the same time a good motivation. Therefore, for this compliment to be a motivation, the gift must be appropriate. The right praise will foster a pleasant atmosphere and increase the passion for learning and once will arouse self-esteem.

h) Punishment

Punishment as reinforcement is negative but if given appropriately and wisely can be a tool of motivation. Therefore the teacher must understand the principles of punishment.

i) Desire to Learn

The desire to learn means there is an element of intentionality, there is a purpose to learn. This will be better than any activity without purpose. The desire to learn means in the students there is indeed motivation to learn, so of course, the results will be better.

j) Interest

In the future, it has been outlined that the question of motivation is very closely related to the element of interest. This interest among others can be raised in the following ways:

- (1) Generating a need
- (2) Connecting with experience problems
- (3) Providing opportunities to get good results
- (4) Using various forms of teaching.

k) Recognized Goals

The formulation of goals that are recognized and well received by students, will be a very important motivational tool. Because by understanding the goals that must be achieved, because it feels very useful and profitable, there will be a passion to continue learning.

5) Factors that Affect Motivation

Learners' learning activities are not always reasonable, sometimes smoothly and sometimes not, sometimes quickly capture what is learned, sometimes it feels difficult to understand. In this case, the spirit is sometimes high, and sometimes it is difficult to be able to concentrate on learning. This is a reality that is often found in learners in their daily lives in teaching and learning activities. Sometimes, learning motivation can also be affected by several reasons, the following outlined various causes/factors that can reduce the motivation of learning learners.

a) Loss of Self-Esteem

The impact of the loss of self-esteem for people is enormous. Without self-esteem, learners will act very emotionally and decrease their learning motivation. Tutors need to be aware of this. Being careful with the background and not offending others is something that should be considered by tutors/teachers for adult learners. For example, if a student is punished by going forward and snaring his ear and his leg is lifted, then surely he will no longer respect the teacher/tutor and maybe the material and the whole learning process.



b) Physical Discomfort

Physical is a physiological aspect that is important to increase learning motivation. A student usually always pays attention to his physical appearance. If his physique does not make him comfortable, his learning motivation will decrease. For example a, person who has a large body will experience a decrease in motivation if he is asked to learn to run sprints on the field.

c) An Incomprehensible Rebuke

Learners are not only humans who have broad thoughts and experiences but also great prejudices as well. If the tutor/teachers r primary. Without him understanding, the learner will feel confused and prejudiced which ultimately becomes a factor in lowering his learning motivation. For example, tutors/teachers who are upset with their students who are late stick their fingers quickly to the learners. The adult student was certainly confused and thought about what was wrong with him, and he took the initiative not to attend the class.

d) Test thing that Hasn't Been Talked About / Taught

Tutors who do not understand their learners and have low flying hours, seem to be difficult and may forget or deliberately display difficult exam questions or have not been taught for various reasons. Learners who follow the learning will not be able to answer or answer inappropriately so they feel upset or feel ridiculed by their tutor. This is counterproductive to the learning process.

e) Material is too Difficult

Learning materials can be measured by applying pretest and identifying the targets of learners. Sometimes this is not considered by tutors/teachers so the material taught is too difficult/easy. Adult learners are certainly very bored with material that is too easy and very frustrated with material that is too difficult. Both affect the learning motivation of learners to the lowest level. Several strategies can be used to foster student learning motivation, namely:

- (1) Explaining learning goals to learners
- (2) Rewards
- (3) Competitions/competitions
- (4) Praise
- (5) Punishment

- (6) Developing encouragement to students to learn
- (7) Forming good learning habits
- (8) Helping students learn difficulties individually and in groups
- (9) Using varied methods

#### **b. Supporting Factors of Student Motivation**

Learners' learning activities are not always reasonable, sometimes smoothly and sometimes not, sometimes quickly capture what is learned, sometimes it feels difficult to understand. In this case, the spirit is sometimes high, and sometimes it is difficult to be able to concentrate on learning. This is a reality that is often found in learners in their daily lives in teaching and learning activities. Learners are not the same, individual differences that cause differences in learning behavior, thus causing differences in competency demands. According to (Kompri, 2016:232) Learning motivation is a mental aspect that develops, meaning it is affected by physiological conditions and psychological maturity of students. Some of the elements that affect motivation in learning are:

- 1) The aspirations and aspirations of students

Ideals will strengthen students' learning motivation both intrinsic and extrinsic.

2) Student ability

The desire of a child needs to be accompanied by ability and ability in his achievements.

3) Student condition

The student's condition includes physical and spiritual conditions. A student who is sick will interfere with attention in learning.

4) The condition of the student environment

The student environment can be in the form of the natural environment, living environment, peer association, and community life.

Moreover Darsono (2000, p.65) The factors that affect motivation to learn include:

- a) The aspirations of the students
- b) Ability of students
- c) Student conditions and environment
- d) Dynamic elements of learning
- e) Teachers' efforts in aligning students.

Globally, the factors that affect student learning can be distinguished into 3 types, namely: Internal factors, external factors, and learning approach factors (Natawidjaja, 1990). The above factors are in many ways often related and affect each other. A student who is familiar with science or patterned with extrinsic (external factors) for example, usually tends to

take a simple and in-depth learning approach. Conversely, a student with high accuracy (internal factors) and who gets a positive boost from his parents (external factors), may choose a learning approach that is more concerned with the quality of learning outcomes.

a) Internal Student Factors

Factors that come from within the student include 2 aspects, namely: physiological (physical), and psychological

(1) Physiological Aspects

The general physical condition and tone (muscle tension) that marks the fitness level of the body's organs and joints, can affect the spirit and intensity of students in taking lessons. The condition of weak organs, especially if accompanied by severe head dizziness, for example, can reduce the quality of the copyright realm (cognitive) so that the material studied is lacking or not armed.

(2) Psychological Aspects

Many factors include psychological aspects that can affect the quantity and quality of student learning acquisition. However, the spiritual factors of students are generally considered more essential, namely: the level of intelligence/intelligence of

students, student attitudes, student talents, student interests, and student motivation.

b) External Student Factors

Like internal factors of students, external factors of students also consist of two types, namely: social environmental factors and nonsocial environmental factors.

(1) Social Environment

The social environment of the school such as teachers, administrative staff, and classmates can affect a student's learning spirit. Teachers who always show sympathetic behavior and show good diligent, especially in terms of learning, such as diligent reading and discussion, can be a positive encouragement for students' learning activities. Furthermore, which includes the social environment of students in the community and neighbors as well as game friends around the student village.

(2) Non-social environment

Factors that include nonsocial environments are the school building and its location, the house where the student's family lives and its location, the learning tools, the weather conditions, and the study time that students use. These factors are seen as

contributing to determining a student's learning success rate.

**c. Obstacles to Students Motivation**

1) Low Motivation to Learn

English is one of the most important languages in the world today. English is needed almost in all aspects of life such as education, the world of work, business, and others as such. By mastering English one can be said to have a great opportunity in various opportunities to get a job. So that makes all encourage people to learn English. However, the position of English is a foreign language that makes the community difficult or challenging itself. English has been spoken in Indonesia from high school to university level, but this does not guarantee students understand and even have difficulty in learning English.

Teaching English becomes very difficult for students especially when English language learning is in the process. This is because it is related to resources and the surrounding environment that is less interested. As a great lazy to follow learning English. Access to English information is limited. So that students do not know English well, which can result in less interest in learning English towards them.

2) Students have limited vocabulary

Because there is too much English vocabulary, making it difficult for students in this regard. As you know English is a language that has a fairly large vocabulary and the increase in new vocabulary every day is also quite good. English does not speak every day so it makes it difficult for students to memorize vocabulary and difficult to memorize because they are not used to saying it.

3) Students find English difficult

Most students find English lessons very difficult. Because students do not understand the material or lack vocabulary, making it difficult for students to learn English. On the other hand, setting the student's mind has considered that English is difficult so students have difficulty receiving English language learning. Students must change the English can definitely be learned easily, surely students will understand better or understand when changing their mind and continue to learn.

4) A less supportive environment

Maybe we've learned so many conversations, mastered idioms, mastered phrases, clauses, and sentences. But when we never use it in real conversation, then we won't have as much automatic control in communicating as in the mother tongue. Using English is



very foreign in the surrounding environment so it makes people feel awkward using English when chatting every day. When we use English for everyday life people considerate strange even consider pretention to make people embarrassed or was when using English in the environment.

5) Supporting factors and learning inhibition factors

a) According to linguists Izzaty et al. (1967)

Schumann's 1978 research stated that social and psychological differences between students and the target language community were a major factor in learning achievement.

b) Social Factors

Eight social variables can affect the quality of foreign language learning by learners.

(1) Social domination

When the target language group dominates more politically, culturally, technically, and economically than the first language group, this encourages the mastery of the target language can be mastered quickly and easily by the first language group. This can be proven by the existence of former Portuguese colonies that use Portuguese as

their national languages such as Timor Leste and Brazil.

(2) Assimilation, preservation, and adaptation

If the first language group chooses the process of assimilation as their integration strategy in the use of the target language thoroughly with the target language culture, which means giving up their lifestyle and life values, then replacing them with the lifestyle and life values of the target language group, then carrying out a preservation process that means maintaining it continuously and the latter adapting it to their daily lives.

(3) Enclosure

The influence of the intensity of the first language group interacting with the target language group, sharing in the same social structure as in schools, recreational facilities, markets, and in the office can help facilitate the mastery of the target language.

(4) Cohesiveness

When the first language group is consistently united, keep their language from foreign language influences, shutting

themselves off from outside influences. This is reflected in some inland tribes in the archipelago who are committed to maintaining the culture and language of their ancestors until now.

(5) Size

Mastery of the target language will be easier if the target language group is more dominant than the first language group and the interaction between them is more intensive.

(6) Congruence

The target language will be easier to master when the culture of the first language group is very similar to the target language group, this can be proven by the Bugis people being able to master easily the language of the Makassar tribe, and vice versa, because the culture of the Bugis and Makassar tribes, in general, has similarities.

(7) Attitude

When the first language group and the target language group have noble morals when interacting, harmonious, and able to foster

sympathy with each other, this can facilitate the mastery of the target language.

(8) Intended length of residence

The longer the first language group lives in the target language environment the greater their desire and need to master the target language, therefore all migrant workers who have worked abroad can master the language of the country.

### **3. Academic Nuance of Student in Learning at SMK N 1 Jati**

SMK Negeri 1 Jati, is one of the State Senior High Schools on Jalan Raya Jati, Central Java Province, Indonesia. The principal of SMK Negeri 1 Jati-Blora, is Mr.Yuswanto. Similar to SMK in general, the school education period at SMK Negeri 1 Jati is taken within three academic years, starting from Class X to Class XII. SMK Negeri 1 Jati Blora has 3 Department of Expertise Competency, namely :

- a. Motorcycle Engineering and Business (Teknik Mesin Sepeda Motor & pengelolaannya)
- b. Automation and office governance (Otomatisasi dan Tata Kelola Perkantoran)
- c. Accounting and Finance Institute (Lembaga Akuntansi dan Keuangan)

SMK Negeri 1 Jati-Blora currently has 869 students (368 boys and 501 girls), 57 teachers, 18 classes, Class range X to XII (A-H), 36 subjects,

and 7 extracurriculars. SMK Negeri 1 Jati is one of the most favorite SMKNs in Blora City. SMK Negeri 1 Jati is very successful, in the fields of Scouting, PMR, Paskibra, MAPSI, Sports, and so on.

The facilities provided by SMK Negeri 1 Jati include Science Laboratory (2 Labs), Bathroom/WC, Mosque, Air Conditioner (AC), Fan, Language laboratory, School library, School canteen, UKS Room, Counseling Guidance Room, Hall, Student Council Room, Music/Cultural Arts Room, Islamic Religion and Character Education Room, Religious Room, Computer Laboratory (3 Lab), PPKN, Laboratory, Administration room, and WiFi every class. The extracurricular activities in school are Scout (Pramuka), PMR, Paskibra, Volleyball, Band, Choir, Dance, The art of reading the Qur'an, Futsal, Handball/Handball, Tambourine, Science, Robotic, and Editorial team. SMK Negeri 1 Jati which is superior in quality, Noble character, and environmental insight are always patented in every activity in this school.

The teaching and learning English is carried out two meetings in 1 week, every time 2-hour meeting (2x 45 minutes) for students of SMK Negeri 1 Jati . Based on the results of observations of the conditions for the implementation of learning on the teacher's readiness, it appears that the teacher is on time to start learning. This shows that the teacher has prepared themselves to teach; teachers also can condition students; the teacher has also prepared material to be taught to students. However, some students were still late in following the learning. It shows that

readiness students are still lacking, even though the teacher had previously reminded them of the class before starting the lesson.

The conditions of learning on student and teacher mutual observations interact during the learning process on English material, the implementation includes preliminary activities, core activities, and closing activities. In this preliminary activity, the teacher asks how students are, does attendance, and delivers learning objectives. In the teacher's core activities delivering material English, in this distance learning condition English material, the teacher succeeded in conveying in detail, this was also responded to students. Then in the closing activity, the teacher closes the lesson, conveys conclusions from the English material that has been studied, delivers material to be delivered at the meeting next, and closes with a prayer.

Based on the researcher's preliminary observations in SMK Negeri 1 Jati in Blora, it was known that the slow learners usually had some problems like lacked of concentration, did not act like other students at the same age, and the low ability of understanding a material. The teachers informed that slow learners usually get low grades in their work. In some cases, slow learners even did not pass to the higher grade. Those conditions can effect on students' psychology; the slow learners may think that they are mistreated and marginalized especially when they are confronted that they must compete with other normal students. Here, teachers have an extra duty as the motivators who encourage the normal students and also slow learners who may have limited ability. Therefore

the teacher must convince pupils that they can reach their goal and teacher should help them by providing support for them.

#### **4. Curriculum at SMK N 1 Jati**

SMK N 1 Jati uses the 2013 revision of the 2018 curriculum. During the pandemic, the curriculum that was implemented was an emergency curriculum by paying attention to the urgency of the material and student control. Currently, in the post-pandemic era, the Blora District Education Office has begun to provide assistance in terms of the Implementation of the Independent Curriculum (Kurikulum Merdeka). So that the implementation of the Independent Curriculum (Kurikulum Merdeka) can be implemented immediately.

The ideal learning is learning that is paying attention to several components that are interrelated between one component with another component. The implementation of this learning includes several components learning includes: learning objectives, learning materials, instructional media, and evaluation of all its components determine the achievement of the implementation of learning in the material English. The Learning Objectives are following the indicators contained in the curriculum, material as listed in the RPP table, which the researchers will describe as follows :

*Table 1. RPP SMK N 1 Jati Blora, Class X*

1	<p><b>TUJUAN</b></p> <p><b>PEMBELAJARAN</b></p>	<p>1. Reading Texts :</p> <ul style="list-style-type: none"> <li>a. Descriptive texts</li> <li>b. Invitations</li> <li>c. Announcement</li> <li>d. Recount texts</li> <li>e. Narrative texts</li> </ul> <p>2. Speaking</p> <ul style="list-style-type: none"> <li>a. Starting and Ending Conversation</li> <li>b. Congratulating</li> <li>c. Complimenting Someone</li> <li>d. Talking About Plans</li> <li>e. Expressing Satisfaction and Dissatisfaction</li> </ul> <p>3. Grammar</p> <ul style="list-style-type: none"> <li>a. Parts of Speech</li> <li>b. Tenses</li> <li>c. Passive voice</li> <li>d. Nouns</li> <li>e. Pronunciation</li> <li>f. Adjective</li> <li>g. Adverbs</li> </ul>
2	<p><b>KEGIATAN</b></p> <p><b>PEMBELAJARAN</b></p>	<p><b>1.Pra Pendahuluan :</b></p> <ul style="list-style-type: none"> <li>-Memberi salam.</li> <li>-Meminta salah satu siswa untuk memimpin doa.</li> <li>-Mengecek kehadiran fisik, dan psikis peserta didik</li> </ul> <p><b>2.Pendahuluan</b></p> <ul style="list-style-type: none"> <li>-Memberikan leading questions terkait materi yang akan dipelajari <b>“Have you observed the material given to you?”</b>;</li> <li>-Menjelaskan tujuan pembelajaran dan menyampaikan rencana penilaian.</li> </ul> <p><b>3.Kegiatan Inti :</b></p> <p><b>a. Memberi stimulus</b></p> <p>Sebelum pengajaran hari ini, murid diminta mempelajari materi bahasa Inggris untuk hari ini</p> <p><b>b Mengidentifikasi masalah</b></p>



		<p>-Guru mempersilakan beberapa siswa menyebutkan hasil pembelajarannya.</p> <p>-Guru menanyakan beberapa hal berkenaan dengan narrative texts , atau tentang grammar.</p> <p><b>c. Mengumpulkan data</b></p> <p>-Peserta didik mengidentifikasi narrative texts, dan menjawab soal.</p> <p>-Guru meminta peserta didik membaca dan melafalkannya secara tepat.</p> <p><b>d. Mengolah Data</b></p> <p>-Guru dan peserta didik mengecek tentang <i>grammar</i>, <i>reading</i> maupun <i>speaking</i> yang benar.</p> <p><b>e. Memverifikasi</b></p> <p>-Guru meminta peserta didik untuk mengulang kata/pronoun tentang materi yang telah dipelajari.</p> <p><b>4. Penutup</b></p> <p>-Guru dan peserta didik menyimpulkan materi dan melakukan refleksi pembelajaran;</p> <p>-Guru meminta peserta didik menuliskan jadwal harian selama seminggu;</p> <p>-Guru menginformasikan materi pembelajaran yang akan datang.</p>
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This study which is interpreted with strategies in student motivation to learn English at SMK N 1 Jati is an effort made by English teachers in motivating students to learn English of course at SMK N 1 Jati. In this interpretation how motivated to learn English students at SMK N 1 Jati-Blora? And what are the supporting factors and obstacles in motivating students to pray English at SMK N 1 Jati-Blora? build and develop student motivation to learn English at SMK N Jati-Blora. This means that the teacher's English strategy is to find solutions or problem solving faced by students in mastering the English language.

## B. PREVIOUS STUDIES

The researcher will show some previous studies related to this research.

*Table 2. Previous Studies*

<b>Title</b>	<b>Writer</b>	<b>Purpose</b>
“Qualitative Study of the Best Motivational Teaching Strategies In the Omani Context: The Perspective of EFL Teachers”	Mohamad Yahya Abduallah, Hawa Mubarak Harib Al Ghafri and Khadija Saleem Hamdan Al Yahyai in 2019 daei Buraimi University College, AL Buraimi, Sultanate of Oman	The purpose of this study is to illuminate the best motivational teaching strategies that encourage students to learn English and lead to an increase in students' language competence based on teacher specificity. The findings suggest that motivational teaching strategies cannot be used in the classroom without creating a helpful environment and an interactive
"Student Motivation in Learning English in Higher Education.”	Mifta Rahman, Dewi Ismu Purwaningsih and Ufi Ruhama in 2019 FKIP Untan.	The objectives describe the motivation of students in learning English and the factors that influence motivation in learning English.
"Strategies to Foster PAI Learning Motivation among MAN 2 Tuban Students."	Laili Nur Affida and Ali Mudlofir, in 2021 Sunan Ampel State Islamic University Surabaya.	The purpose of this study is to review teacher strategies in fostering student learning motivation during the COVID-19 virus pandemic. Similarly, using Mc. Donald's theory that motivation is a process of change contained in the individual, in this case what is meant by change is the emergence of a

		behavior that is carried out to be able to achieve certain goals.
"Teacher Strategy in Increasing Student Motivation in Social Studies Subjects at MIS NUR HAFIZAH Desa Sei Rattan T.A 2017/2018"	Zuriah in 2018 FITK UIN SU Medan.	The problem of how teacher strategies in increasing student motivation.
"Teacher strategies in motivating students in learning English (Study in class X Pria 2 Boyolali in the 2016/2017 school year)"	Mohammad Wahyudi	The purpose of this study was to describe the strategies of English teachers to increase student motivation and describe student responses to English teacher strategies.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents research methods. It focuses on the methods used in conducting this research. Decisions include design research, data and data sources, data collection techniques, data verification techniques, and research data.

#### A. Research Design

Judging the procedure of research activities conducted by the author shows that the author uses qualitative research. Qualitative research methods have become a scientific tradition used in research in the fields of science, especially the social sciences, culture, psychology, and education. Even in the tradition of applied research, this method is already in high demand because its benefits are more understandable and can directly lead to policy action when compared to quantitative research. Qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods (Hernandez Sampieri Roberto, 2014). Qualitative research is a type of research that produces discoveries that cannot be achieved (obtained) by using statistical procedures or other means of quantification (measurement) (Moha & sudrajat, 2019).

While according to Furchan (1992, p.21) research procedures produce descriptive data; speech or writing, and observed behavior of the people (subjects) themselves. The approach used in this study is a descriptive qualitative approach, meaning that the data is collected in the form of words,

images, and not numbers obtained from observations, interviews, and recorded report documents. Qualitative approaches do not use the support of qualitative data, the emphasis is not on research hypotheses, but on attempts to answer research questions through formal and argumentative ways of thinking. Qualitative research has characteristics such as: Using the natural environment as a data source, having an analytical descriptive feel, pressure on processes, not results, inductive, prioritizing meaning, the existence of focus, the existence of criteria for data validity, the meaning of the research design is temporary and the results of the research are negotiated and mutually agreed upon.

The qualitative research function also understands detailed issues about situations and realities that a person faces, and as an evaluation requirement in examining the background of phenomena that cannot be researched through quantitative research. The authors of this study showed the facts related to teacher strategies in building motivation to learn English in SMK N 1 Jati, to get descriptive data in the form of written words based on data compiled orally, in writing, and documentation is observed holistically and can be looked at with context.

As a research feature of the book Sidiq & Choiri (2019) namely: data sources are reasonable situations or "natural settings", researchers as research instruments, descriptive, concerned with processes and products, data analysis is inductive, meaning as the main concern of research, prioritizes direct data, or "first hand", triangulation, highlights context details, the subjects studied are considered the same as researchers, prioritize emic

perspectives, verification, purposive sampling, using "audit trail", participation without disturbing, conducting analysis from the beginning of the research, and throughout the research, the design of the research appears in the research process, the limitation of research based on focus, planning is flexible and open, the results of the research are mutual agreement, the research is thorough, the interpretation is idiographic.

## **B. Setting Place and Time**

### **1. Place of the research**

Researchers took place at SMK N 1 Jati, located at Jl. Raya Jati village Jati, Jati District of Blora Regency. Then the location of the school is strategic and near the settlement. The selection of locations is motivated by certain considerations. The reason researchers chose the location is that the location of SMK N 1 Jati easily accessible to researchers, access can be reached quickly and easily so that research can be carried out smoothly (a little obstacle). In addition, researchers want to learn more about these efforts made by teachers in particular and schools in general, in motivating students to learn English at SMK N 1 Jati.

### **2. Time**

This research is planned from December 2021 to December 2022 at SMK N 1 Jati.

**Table 3. Time Research**

Activity	Time												
	Des 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	Mei 2022	Jun 2022	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022
Pre research in school													
Projectin g research proposal													
Seminar proposal													
Analyzin g data, writing research results													
Consulti ng this thesis to advisor													
Munaqos ah													

**C. Research Subject**

The subject of research is a term used in qualitative research.

Here the researcher took one English teacher and 36 students X AKL 1 SMK N 1 Jati as the research subjects. To obtain representative information, researchers used purposive sampling techniques.

According (Lenaini, 2021) Purposive sampling is a non-random sampling method where researchers ensure the citation of illustrations through a method of determining special identities that

match the research objectives so that they are expected to be able to respond to research cases.

Meanwhile, according to (Ahyar et al., 2020) The main characteristic of this sampling is if the sample members are specifically selected based on the research objectives. Based on previous explanations, research took one of the English teachers from class X AKL 1 to explore the central phenomenon.

#### **D. Data and Source of the Data**

##### **1. Data**

The data in research consists of all the information or materials that nature provides (in the broadest sense) that must be searched, collected, and selected by the researcher. Data can be found in anything that is the field and target of research (Olsson, 2008). Qualitative research data is generally soft data in the form of words, expressions, sentences, and actions, not hard data in the form of statistical numbers, as in quantitative research. The words and actions of people or subjects studied, observed, or interviewed are the main data in qualitative research. The main data is very important to be recorded through sketches or tape recorders, photo collection, or video recording.

People who are data sources can provide data in the form of oral answers through interviews. Which is the source of the data in this study? He is a teacher and student of class X at SMK N 1 Jati.



Data in this study in the form of opinions from interviews of research results to individual or group research subjects, observations for an event or activity conducted by researchers both at school and at home directly.

## 2. Source of Data

The data source is where the data is obtained. Understanding the various sources of research data is a very important part for researchers because the accuracy in choosing and determining the type of data source will determine the accuracy, depth, and feasibility of the information obtained. Data cannot be obtained without a data source. However interesting the problem of a research topic, if the data source is not available, the research has no meaning, because it cannot be researched to be understood.

Various data sources in qualitative research can be grouped into types and positions, ranging from the most real to the vague, ranging from primary to secondary. Therefore, in choosing a data source researchers must think about the completeness of the information to be collected also related to its validity. Various data sources that can be utilized in extracting information in qualitative research, include documents or archives, informant sources, events or activities, places or locations, objects, images, and recordings (Olsson, 2008).

Although it can be said that beyond the words and actions of the research subject (source) observed or interviewed is the second

source, actually all sources of research are included in the written source, the position is quite important, and cannot be ignored. Various types of qualitative research data sources are described as follows.

a. Document

The use of documents as a source of data in research is intended to support and add evidence. According to Olsson (2008) Documents can provide specific details that support information from other sources. Included in other types of documents are: Documents can provide specific details that support information from other sources. Included in other types of documents are:

- 1) Personal documents, such as diaries, letters, photographs, films, video recordings, poems, plays, character biographies, and so on;
- 2) Official documents, such as meeting reports, proposed policy regulations, newsletters, employee lists, employee orders, student lists, student progress reports, diplomas, deeds, decrees, state sheets, or any archives that are important records of offices, schools, hospitals, and various other agencies.

b. Resource Person (Informant)

The position of the source as a source of research data is a very important role for an individual who has information. The source not only responds to the problem asked but also chooses the direction and taste in presenting the information he has.

Therefore, in the book Olsson (2008) *Dealing with sources* requires a flexible, open, and critical attitude from researchers in understanding a variety of important information, and has a direct impact on the quality of research. For the information obtained to be more complete and diverse, the source can be selected in his position with a variety of different roles, allowing access to the information owned according to the needs of the research.

The words and actions of the source are important in its function as research data so that in the process of collecting important data to be recorded, recorded, photographed, and observed. However, in resource utilization activities, researchers must remain aware of the research plan and objectives, so that the research remains focused and directed. Given the wide variety of information available from sources, not all of them need to be unearthed, except those that fit the research problem.

c. Events or Activities

Events or activities are one of the data sources that can be used in research. Through observation of an event or activity, it can be known how something happens more definitively, because it is witnessed directly by researchers. Activity as a source of research data can take place intentionally or unintentionally, routinely and repeatedly, or only once and accidentally discovered by researchers.

d. Place or Location

Place or location is a source of data that can be used in research. Information about the condition of the location of the event or activity can be dug through the place or environment. From the location or place of occurrence of an event, critically can be drawn conclusions related to research problems.

d. Object, Pictures, and Records

Various objects, images, or recordings saw in an event can be used as a source of research data. Even in anthropological, archaeological, biological, and geophysical research, objects are a very important source of data. Various data sources can be divided into two types, namely primary and secondary data sources.

## **E. Research Instrument**

In qualitative research, the key instrument of research is the researcher, because the researcher collects the data himself. In addition, the data in qualitative research are subjective. Here researchers use several supporting instruments for data collection such as mobile phones and records. In addition, researchers also use interview guidelines. The guidelines are attached.

## **F. Techniques of Collecting the Data**

To facilitate research, the first step that researchers do is to do before conducting research officially, namely conducting a survey/observation

directly to the research site, after which the author determines the instruments and methods of data collection. After the data is collected, the discussion is selectively adjusted to the problems raised in the study. The data collection used in this study only uses observation, interview, and documentation, namely:

1. Observation

Man with all his interest in the world, allows himself to examine the social and natural realities of the surroundings. Man needs a solid foundation in conducting the systematic assessment, in capturing the visualized symptoms of reality. For this reason, observation becomes a necessary thing and becomes a necessity for the development of science. Observation in its implementation not only acts as the earliest and fundamental technique in research, but also the most commonly used technique, such as participant observation, experimental research design, and interviews (Hasanah, 2017).

This observation method is done to find out more closely the object studied is a teacher's strategy in motivating students to learn especially in English, along with things related to this. In this observation, researchers directly came to the research site (SMK N 1 Jati-) to see events or activities, observe objects, and take documentation of study locations.

2. Interview

Interviews are the most commonly used form of data collection in qualitative research. The interview method is also the process of

obtaining information for research purposes using Q&A while face to face between the interviewer and the interviewee/person interviewed, with or without using the interview guidelines (guide). These interviews are usually conducted individually or in the form of groups, in the form of oral informatics data. In addition, the interview must be done at the appropriate time and place to create a sense of pleasure, relaxation, and friendship. Then, the researcher must be honest and able to ensure that the identity of the respondent will never be known to others except for the researcher and the respondent.

Data obtained from interviews is generally in the form of statements that describe personal experiences, knowledge, opinions, and feelings. To obtain this data, researchers can use standard interview methods (Schedule Standardized Interview), standard interview (Non-Schedule Standardized Interview), or informal interview (Non-Standardized Interview). These three approaches can be done with the following techniques:

- a. Before the interview begins, politely introduce yourself to create a good relationship
- b. Show that the respondent has the impression that he or she is an "important" person
- c. Get as much data as possible
- d. Don't direct the answer
- e. Repeat the question if necessary
- f. Clarify the answer

g. Record the interview according to (Chariri, 2009).

### 3. Document

In addition to interviews and observations, information can also be obtained through facts stored in the form of letters, diaries, photo archives, meeting results, journals, activities, and so on. Data in the form of documents like this can be used to dig up information that occurred in the past. Researchers need to have a theoretical sensitivity to interpret all these documents so that they are not just meaningless items. According to Mutiarani et al. (2019), It states that the document is a record of a passing event in the form of writings, drawings, and monumental works of a person. In this study, the documentation that the author needs in obtaining the data that supports the research is an archive of records, images, and events according to the problem to be examined.

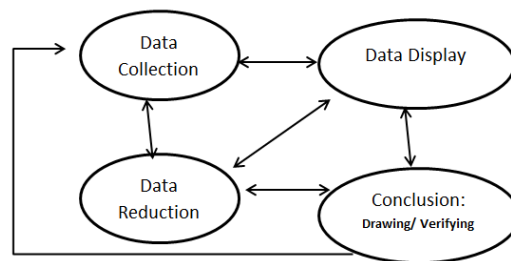
Engineering or documentation studies is a way of collecting data through archival relics and include books on opinions, theories, propositions or laws, and others related to research problems. In qualitative research, the main data collection due to the proof of the hypothesis proposed logically and rationally through opinions, theories, or laws, either supports or rejects the hypothesis.

## **G. Techniques of Analyzing the Data**

The word analysis comes from Greek, consisting of the words "ana" and "lysis". Ana means above, lysis means to break or destroy. Qualitative data analysis is an effort made by working with data, organizing data, sorting

it into manageable units, synthesizing it, finding and finding patterns. Discovering what can be told to others (Moleong, 2017, p.248). Data analysis on the ground along with the data collection process. Technical analysis of such data is carried out in the field or even in conjunction with the data collection process and thereafter.

Data analysis is the most vital process in a study. This is based on the argument that in this analysis the data obtained by researchers can be translated into results that are by scientific rules. Therefore, it takes hard work, creativity, and high intellectual ability to get satisfactory results. The process of data analysis is carried out simultaneously with data collection, meaning that researchers in collecting data also analyze data obtained in the field. Activities in data analysis are data reduction, presentation of data, and conclusion or verification (Dr. Sandu Siyoto, SKM., M.Kes, 2015).



Picture 3.1. Component in the data analysis (interactive model)

### 1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the things that matter, looking for themes, and discarding unnecessary ones. Data reduction can be done by abstracting. Abstraction is an attempt to make a summary of the core, processes, and statements that need to be maintained so that it remains in the research data. In other words, this data reduction process is carried out



by researchers continuously while researching to produce core records of data obtained from data excavation results.

Thus, the purpose of this data reduction is to simplify the data obtained during data mining in the field. The data obtained in data mining is certainly very complicated and also often found data that has nothing to do with the theme of the research but the data mixed with data that has to do with research. So with such data conditions, researchers need to simplify the data and dispose of data that has nothing to do with the research theme. So that the purpose of research is not only to simplify the data but also to ensure that the processed data is data covered in the research scope.

## 2. Data Display

According to Miles & Huberman (2014): The presentation of data is a set of information that gives the possibility of concluding. This step is done by presenting a set of information that provides the possibility of conclusions. This is done because the data obtained during the qualitative research process is usually narrative, so it requires simplification without reducing its contents. Presentation of data is done to be able to see the overall picture or certain parts of the overall picture. At this stage, researchers try to classify and present data by the subject matter begins with the coding on each sub-subject.

## 3. Conclusion or Verification

Conclusion or verification is the final stage in the data analysis process. In this section, the researchers express the conclusions of the

data that have been obtained. This activity is intended to look for the meaning of the data collected by looking for relationships, similarities, or differences. Conclusion withdrawal can be done by comparing the conformity of statements from research subjects with the meaning contained in the basic concepts in the research.

The above stages, especially the stages of reduction and presentation of data, do not only occur in tandem. But sometimes the presentation of data also requires data reduction again before a conclusion is drawn. The stages above for the author do not include the method of data analysis but enter the data analysis strategy. Because the method has been patented while the strategy can be done with the flexibility of the researcher in using the strategy. Thus, the habit of researchers using qualitative analysis methods determines the quality of analysis and qualitative research results.

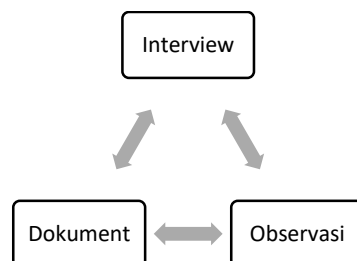
#### **H. Trustworthiness of the Data**

The validity of the data is necessary for qualitative research. Validity is the degree of accuracy of data that occurs on a research object with data that can be reported by the researcher. So valid data is data that does not differ between the data reported by researchers and the actual data that occurs on the object of the study. To examine and test the validity of data on strategies in motivating students to learn English at SMK N 1 Jati then several techniques are needed, namely:

## 1. Triangulation

Triangulation is a technique of checking the validity of data that utilizes something else (Moleong, 2017, p.330). Beyond that data to check or as a comparison to that data. Triangulation with meaningful sources compares and checks back the degree of trust in information obtained through different times and tools in qualitative research. It can be achieved by way, comparing observational data with interview data, comparing what people say in public with what they say in private, comparing what people say about the situation with what they say all the time, comparing one's circumstances and perspectives with the various opinions and views of people like ordinary people, Middle or highly educated people, people who are government people, compare the results of interviews with the contents of a related document.

Triangulation is the most common technique used to test the validity of qualitative data. In the application, the researchers compared the observed data with interview data and then compared it again with related documentation data.



*Picture 3.2. Triangulation of data collecting technique*

This way researchers can draw valid conclusions because researchers not only look and judge from one perspective but from three different perspectives to find common ground. Triangulation is used to search for data so that the data analyzed is verified.

## 2. Expansion of Research

In qualitative research, researchers are key intrusions. Therefore, the participation of researchers is very important in data collection. Order for the data obtained by the needs of observation and interview is certainly not enough in a short time but takes extra time to be present in the location of the study until the data is found to produce the desired results.

In the process of checking the validity of the data by extending the presence of researchers also conduct research with interviews to research objects (teachers and students) by coming directly to his home to get more in-depth information with a more familiar and more relaxed atmosphere because it is not affected by a rigid school atmosphere.

## 3. Peer Discussion

At the time of data collection starts from the initial tab (pre-field) until the processing researcher is not alone but is sometimes accompanied by someone who can be invited to jointly discuss the found data. Discussion with peers is one technique done by exposing temporary results or final results obtained in the form of discussions with peers. The information collected is discussed with colleagues

who share the same general knowledge of what is being studied so that researchers can review their perceptions, views, and analyses. So check the validity of using techniques by matching data with each other researcher. In this case, the researcher invites friends who have reviewed the thesis on the same topic, the teacher's strategy in cultivating/increasing learning motivation, even though the objects studied are different (subjects, objects, and research locations).

#### 4. Member Check

Cautioning that members examining may not help the validity of the study because of the power dynamics between researchers and participants where participants may simply agree with the analysis that they perceive the researcher as having power and don't want to disagree with the findings (Candela, 2019). Determine how far the data obtained corresponds to what the data provider provides. If the data found is approved by the data provider, it means that the data is valid, so it is more credible/trustworthy. In this case, the researcher also conducted a member check to almost all data providers, ranging from student interviews with other students, and teachers, and sometimes data obtained from student researchers negotiated with teachers

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The results of the study explain and discuss the answers to the research questions in chapter one based on data obtained by previous researchers. Data were obtained using observation, interview and documentation techniques. In this study, there are two objectives, namely 1) To describe motivating students' English learning at SMK N 1 Jati, and 2) To find out the supporting and inhibiting factors in motivating students to learn English at SMK N 1 Jati. As a large student is motivated to learn English because of the strategies used by teachers and feel English is very important in today's era. Researcher already provided a little explanation about class X English learning and teaching activities at SMK N 1 Jati.

Based on interviews with English teachers, in conducting English language learning and teaching activities, class X English teachers carry out activities based on the independent learning curriculum. Teachers create modules that are tailored to the abilities of the students. Teachers also hope to use the student center in their class and students master their learning. Therefore, in learning activities teachers make efforts to help students obtain easier language, for example with learning activities interestingly and not boring.

There are many methods used in the learning process, basically the purpose of using learning methods is to obtain success or success in achieving learning objectives. In delivering English material, teachers use different methods, according to the material to be delivered. Teachers carry out teaching activities using power point-based material because it makes it easier for students to understand learning. Besides that, there are games so that children don't get bored and there are story telling.

1. Strategy in motivating to learning English at SMK N 1 Jati
  - a. Using a variety of interesting teaching methods

Strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal (J.R, 1976). When the subject matter is presented in an interesting and appropriate method to arouse students' enthusiasm for learning so that learning goals can be achieved effectively because students easily understand and actively follow the learning. Students whose motivation is higher than other students are caused by the presence of motivation in themselves, because in students curiosity arises that is very strong, want to try and independent attitude of students. The method used by teachers is to try to present English in a fun way, by providing games in the midst of student learning that is not saturated and focused on the lesson. As for students who are still low in vocabulary, the teacher provides its own strategy by giving additional assignments and giving students the

opportunity to advance to do the assignments in writing, if the answers are correct students are given praise and appreciation, if the students' answers are wrong the teacher wisely guides and tells the correct answers so that students do not feel ashamed and inferior. With this strategy, students begin to grow enthusiasm for learning English.

Based on the result of an interview with miss Ninik, the English teachers of class x AKL (Friday: July 22 2022) stated that: “Metode pembelajaran yang tentunya menarik, seperti menggunakan pembelajaran PPT, game, story telling. Terkadang saya juga membuat kelompok kecil sesuai materi pembelajaran”

b. Provide incentives and reinforcement

There are several forms and ways that teachers can foster student motivation in activities in school (Sardirman, 2018, pp.92-95) among them give number, gifts, rivals, ego involvement, give a replay, know the results and other.

Provide value. In this case, the teacher does it because the teacher realizes that so many students learn which the main factor in achieving good grades. Give compliments to students who successfully completed the task well. Praise is a form of reinforcement and is a good motivation. With the right praise to cultivate a pleasant atmosphere and increase motivation to continue learning English.



Based on the result of an interview with miss Ninik, the English teachers of class x AKL (Friday: July 22 2022) stated that: “Penilaian ada 3 assessment yaitu, sikap, pengetahuan dan ketrampilan. Nilai sikap diambil dari keseharian mereka disekitar sekolah, jika sikapnya kurang baik tetapi pengetahuan luas ya bisa dinilai atau dia sangat trampil ya cukup”

2. Supporting and inhibiting factors in increasing students learning motivation in English lessons at SMK N 1 Jati.

According Mc. Donald, motivation is a change in energy in a person characterized by the onset of “feelings” and reactions to achieve goals. From the understanding stated by Mc. Donald, it contains three important elements, namely: That motivation initiates a change in energy in each individual human being, motivation is characterized by the appearance of a person's taste/Feeling, motivation will be stimulated due to the presence of goals. So motivation in this case is actually a response to an action that is a goal. Motivation does arise from within the human being, but its appearance is due to being stimulated or driven by the existence of another element, namely the goal. Based on the results of interviews, observations, and documentation that have been carried out by researchers at SMK N 1 Jati, researchers produce this data,

a. Supporting Factors

1) Students' interest in learning English.

Students who have a high motivation to learn English are caused because there is a need and drive in themselves. That way they know those needs and urges, to learn English, because they feel it's their need so they learn English and overcome difficulties, facing lessons that they don't master in order to get good grades.

Based on the result of an interview with miss Ninik, the English teachers of class x AKL (Friday: July 22 2022) stated that:

“Pada dasarnya motivasi dibangun di atas diri sendiri namun sebagai guru memiliki kewajiban untuk membangun motivasi siswa, meskipun saya katakan sebelumnya bahwa motivasi harus dibangun dalam diri sendiri. Namun sebagai seorang guru, anda harus memikirkan apa lagi yang bisa meningkatkan motivasi belajar siswa dengan berbagai metode pembelajaran yang tentunya menarik.”

## 2) P5 program

The P5 program stands for (project, reinforcement, profile, student, pancasila). This program is related to building student character, such as cleanliness, we get used to being clean in ourselves to caring about the surrounding environment.

Based on the result of an interview with miss Ninik, the English teachers of class x AKL (Friday: July 22 2022) stated that:

“Dari program ini diharapkan siswa dapat memiliki karakter yang bagus”

3) Appreciation and attention.

The award here is a form of praise given to students who are able to do the task correctly, but if the student who makes a mistake in the assignment will be taught more. Or the teacher provides guidance to students to be meticulous and perform tasks until they are correct. But if the student is still wrong the teacher will joke so that the student is not embarrassed and desperate to learn.

Based on the result of an interview with miss Ninik, the English teachers of class x AKL (Friday: July 22 2022) stated that:

“Ya pasti,kalo siswa tidak bisa menjawab pertanyaan disepan kelas pasti saya ajari atau kawan-kawanya yang mengajari. Kalo ada yang bisa menjawab tanpa Tanya saya kasih nilai tambahan atau bahkan tepuk tangan untuk apresiasinya”

b. Inhibiting Factors

1) Less of awareness.

Students do not realize the importance of learning English, so in the child there is no desire to be motivated to learn English because they think it is difficult.

Based on the result of an interview with miss Ninik, the English teachers of class x AKL (Friday: July 22 2022) stated that:

“Bahasa Inggris dari zaman dahulu adalah pelajaran yang sangat sulit, karena mereka harus mempelajari dua hal, bisa mengucapkan kata karena cara menyebut kata itu pengucapannya sama sekali tidak sama misalnya buku kenapa tidak baca buku itu tantangan pertama, kedua mereka harus memahami arti, arti dari kata kata, kemudian menyusun kata tersebut menjadi sebuah kalimat”

## 2) Environment

The environment will have a positive or negative impact on students' lives, attitudes and actions. Like a less educated television scene is not a good influence for children because it does not directly set a bad example in children. The surrounding environment that considers working better than studying, thus reducing children's learning motivation.

## 3) Support from parents/ family

In addition to guidance from teachers in schools, absolute support is the support of parents or families. The good and bad attitudes of students are more dependent on the home. In the

family environment, there are parents who wander out of town so that the child lives alone or with other families, so they do not get direct attention from the parents, who should be the parents who control the child's daily activities. Economic factors also have an effect, many children who do not continue to go to school are constrained by costs.

#### 4) Facilities and infrastructure

SMK N 1 Jari is actually for facilities and infrastructure is quite complete such as science laboratory rooms, multimedia and languages, machine practice rooms, workshop practice rooms, computer practice rooms, libraries, LCD / projectors to optimize classes, even at SMK N 1 Jati-Blora many hot-spots are free Wi-Fi as well.

#### 5) Extracurricular activities

Extracurricular activities outside of school hours can be a supporting motivation for students to learn English. In school, there are extra English languages that students of SMK N 1 Jati can participate in. Even until the students of SMK N 1 Jati follow the competence in English at the district level. As an explanation Miss Ninik (Friday, June 22, 2022): "In schools there are extra English, and those who take part in extras are also not bad, even those who take extra if there is a competition regarding English will be included".

The next research was by interviewing several students from X AKL 1, in order to find out the validity and level of reliability of the data obtained from key information. Based on the results of interviews with them;

Student 1 (Friday 22 June 2022) stated that:

“Belajar bahasa Inggris karena bahasa Inggris adalah bahasa internasional, dan bahasa Inggris diperlukan untuk melamar pekerjaan atau bisa juga untuk mengasah kemampuan pengucapan dan penafsiran bahasa Inggris yang baik dan benar. Faktor penghambat dan mendukung pembelajaran bahasa Inggris. Pengucapan vokal bahasa Inggris yang masih salah, sehingga menyulitkan saya, tetapi bu Ninik mengerti. Bu Ninik selalu mengajari kami dengan sabar, humoris, ceria dan penuh senyuman. Terutama ketika siswa mengantuk ketika mereka di kelas, mbak Ninik selalu mengajar diselingi dengan candaan atau bahkan nyanyian”.

Student 2 (Friday 22 June 2022) stated that:

“motivasi saya belajar bahasa Inggris karena saat ini tempat kerja membutuhkan seseorang yang bisa berbahasa Inggris, sehingga dapat berinteraksi dengan orang asing yang menggunakan bahasa Inggris dan lebih mudah saat memulai percakapan. Siswa 2 juga mengatakan bahwa belajar bahasa Inggris juga sangat menyenangkan, Bu Ninik yang mengajar bahasa Inggris menggunakan berbagai metode pembelajaran sehingga membuat belajar bahasa Inggris menjadi sangat menyenangkan. untuk memahaminya dan memahami kosa kata sedikit”.

Student 3 (Friday 22 June 2022) stated that:

“Belajar Bahasa Inggris juga perlu dan penting untuk bekal di masa depan, semoga bermanfaat juga saat kita mulai bekerja nanti. Bahasa Inggris sangat menarik walaupun sering ada kendala dalam penulisan, cara mengartikannya, dan cara menyusun kalimatnya. motivasi saya ingin belajar bahasa inggris adalah saya ingin suatu saat bisa membawa orang tua saya ke luar negeri tanpa kendala bahasa. faktor pendukung saya adalah saya suka nonton film asing jadi penasaran Bahasa Inggris, terus mengajar bahasa Inggris yang mudah dipahami dan dipahami sehingga membuat saya lebih nyaman belajar bahasa Inggris. Hambatan belajar kata dan pengucapan bahasa Inggris dibaca berbeda, saya juga tidak tahu banyak kosa kata”.

Students 4 (Friday 22 June 2022) stated that:

“Motivasi belajar bahasa Inggris adalah ingin mendalami pelajaran bahasa Inggris. Vocabulary sedikit untuk dipahami. Pelajaran bahasa Inggris sangat menyenangkan karena Bu Ninik yang mengajar, misal Ninik mengajar ke berbicara bahasa Inggris dan percaya diri. Untuk itu, saya harus aktif belajar bahasa Inggris agar mengerti bahasa Inggris. Pendukung saya belajar bahasa Inggris karena sering menonton film berbahasa Inggris dan ingin belajar bahasa Inggris berguna untuk masa depan. Jika sulit bagi orang untuk belajar bahasa Inggris, sulit untuk menghafal kosa kata dan berbicara bahasa Inggris, mereka tidak berani tidak percaya diri”.

Student 5 (Friday 22 June 2022) stated that:

“Saya belajar bahasa Inggris karena saya akui saya tidak bisa bahasa Inggris. Karena saya ingin kuliah dan saya pikir pelajaran bahasa itu penting di masa

depan. belajar bahasa inggris dengan materi, saya mencoba belajar dengan mendengarkan musik bahasa inggris dan artinya agar sedikit demi sedikit menambah kosa kata dan mengerti penerimanya.dukungan pembelajaran guru bahasa inggris yang sangat asik selama pembelajaran sehingga membuat saya merasa kurang nyaman belajarnya, sedangkan faktor penghambatnya saya masih banyak kosa kata yang belum saya pahami sehingga saya kesulitan memahami dan cara pengucapannya yang masih tersendat membuat saya kurang percaya diri. Saya akan membuang rasa malas saya karena itu juga merupakan halangan bagiku”.

Based on the statement above, researchers can conclude that students' motivation to learn English is still lacking because it is because some students are still lacking in mastery of English vocabulary and pronunciation so that it is an obstacle to learning it. Lack of awareness of the importance of education, as well as lack of attention from his family. In addition to interviews, researchers also make observations, this is to find out the motivation of students in learning English so that with the lecture and discussion methods used, and in discussions teachers explain related to the material and give their assignments.

Even so, English teachers have tried their best to achieve an effective and efficient learning process. Teachers need trainings to be able to develop their professionalism as professional teachers by developing various methods.



## B. Discussion

Strategy in motivating to learn English at SMK N 1 Jati This section presents the results of the study. The discussion here focuses on finding research questions related to theories in chapter two. Therefore, the first discussion is about how is the teachers strategy in increasing student learning motivation on English at SMK N 1 Jati and what are the supporting and inhibiting factor in motivating student to learning English at SMK N 1 Jati.

### 1. Strategy in motivating to learn English at SMK N 1 Jati

#### a. Using a variety of interesting teaching methods

The teacher is a person who has an important role to encourage students to learn motivation, especially English. In the world of education, strategy is defined as *a plan, method, or series of activities designed to achieve a particular educational goal* (J.R, David 1976). Meanwhile, Sanjaya (2009) Strategy is the ability of teachers to create strategies in diverse learning activities to meet various levels of learners' abilities. However, each teacher has different motivational strategies to encourage students to learn in English.

According to From the understanding stated by Mc.Donald, it contains three important elements, namely: That motivation initiates a change in energy in each individual human being. Motivation is characterized by the appearance of a person's taste/Feeling. Motivation will be stimulated due to the presence of

goals. So motivation in this case is actually a response to an action that is a goal. Motivation does arise from within the human being, but its appearance is due to being stimulated or driven by the existence of another element, namely the goal.

Teachers do not apply all strategies in mc theory. Donald. But it is worth noting that each teacher has his own motivational strategy to motivate students based on certain factors such as the background of students' knowledge and problems. Teachers maintain good behavior and relationships towards students, teachers must show that they are accepting and caring, demoralize and show their mental and physical readiness towards students. In addition, the teacher creates a fun and supportive atmosphere to learn English in the classroom. Here based on interviews, teachers do not put pressure and demands on students to create fun learning activities.

b. Provide incentives and reinforcement

There are several forms and ways that teachers can foster student motivation in activities in school (Sardirman, 2018, pp.92-95). Give number, gifts, ego involvement, give a replay, know the result, praise, punishment, desire to learn, interst, recognized goal. To give intensive and strengthening can be by giving gifts, giving grades or numbers in this way can have a positive effect on students. There are three types of assessment, knowledge, attitude and skills. For the value of attitudes taken from attitudes in English

classes. For knowledge is judged from the results of assignments, exams or discussions. For the teacher's skill score, the teacher sees how he is skilled in learning English. Based on the results of the interview, teachers realize that the results of the assessment can make students motivated. Therefore, the teacher adds some notes to keep the students motivated by the score will develop and realize their mistakes and continue to correct them.

2. Supporting and inhibiting factors in increasing student learning motivation in English leasson at SMK N 1 Jati. Based on the results of interview, observation and documentation that have been carried out by research at SMK N 1 Jati.

a. Supporting factor

1. Students interest in learning English

After the researcher discussed the supporting factor here the researcher saw that there were students who were very interested in learning English and some were usually not interested, because English is a very difficult lesson for them from their vocabulary. There are many encouragements to learn English from within, family and the surrounding environment. The teacher also says that, "basically motivation is built on itself, but the teacher has an obligation to build student motivation". When teacher researchers have tried to

make learning fun, but there are students who lack enthusiasm, whether there may be feelings of not wearing.

## 2. P5 Program

When researchers of SMK N 1 Jati had a P5 program. This program is very supportive with the motivation to learn English. The teacher also said that this program is very influential in various aspects because this program is useful for students for their future lives.

## 3. Appreciation and attention

The award here is a form of praise given to students who are able to do the task correctly, but if the student who makes a mistake in the assignment will be taught more. Or the teacher provides guidance to students to be meticulous and perform tasks until they are correct. But if the student is still wrong the teacher will joke so that the student is not embarrassed and desperate to learn.

Teachers here reward them with grades or prizes. Teachers also assess attitudes, knowledge and skills. So the teacher assesses his students at all times. This can make students motivated to continue learning English because they get appreciation from their teachers.

## b. Inhibiting factors

### 1) Less of awareness.

Students do not realize the importance of learning English, so in the child there is no desire to be motivated to learn English because they think it is difficult. The researcher also asked one of the students if they had learning difficulties, because in their hearts English was difficult to get from the heart of his own mind.

## 2) Environment

The environment will have a positive or negative impact on students' lives, attitudes and actions. Like a less educated television scene is not a good influence for children because it does not directly set a bad example in children. The surrounding environment that considers working better than studying, thus reducing children's learning motivation. During the study, the researcher also asked about the factors that affect English learning, namely the environment, if the environment does not support students also to learn English.

## 3) Support from parents/ family

In addition to guidance from teachers in schools, absolute support is the support of parents or families. The good and bad attitudes of students are more dependent on the home. In the family environment, there are parents who wander out of town so that the child lives alone or with other families, so they do not get direct attention from the parents, who should be the parents who control the child's daily activities. Economic

factors also have an effect, many children who do not continue to go to school are constrained by costs.

4) Facilities and infrastructure

SMK N 1 Jati is actually for facilities and infrastructure is quite complete such as science laboratory rooms, multimedia and languages, machine practice rooms, workshop practice rooms, computer practice rooms, libraries, LCD / projectors to optimize classes, even at SMK N 1 Jati many hot-spots are free Wi-Fi as well.

5) Extracurricular activities

Extracurricular activities outside of school hours can be a supporting motivation for students to learn English. In school, there are extra English languages that students of SMK N 1 Jati can participate in. Even until the students of SMK N 1 Jati follow the competence in English at the district level.

## CHAPTER V

### CONCLUSION AND SUGESSTION

#### A. Conclusion

This chapter shows the conclusions of the research results. After conducting research at SMK N 1 Jati.

1. The teacher's strategy in increasing learning motivation is to use methods in a teaching and learning process, these methods include.
  - a. The lecture method is a method in the teaching and learning process where the teacher conveys stories orally to students who are generally passive.
  - b. The power point method is a method that uses PPT displayed with LCD briefly.
  - c. The game method is a method that presents learning materials through various forms of play.
  - d. The question and answer method is a method of students and the teacher or a teacher asks while the student answers about the material that has been delivered.
  - e. The discussion method is a group activity in solving problems to make decisions.

The method used by the teacher to give material to students depends on the material to be delivered to carry out learning activities. And if you only use the rhythmic motto, Q&A and learning discussions don't go well. Teachers at SMK N 1 Jati are getting more creative day by day so that they use various methods

that are easy to understand and attract students to make the teaching and learning process better.

2. Supporting and inhibiting factors in increasing student learning motivation at SMK N 1 Jati

a. Supporting factors

There is an interest in students in learning English. There is intrinsic motivation in the student caused by the strong motivation of the need or impulse of curiosity in him. The implementation of a good disciplinary program. With good examples, it will be able to influence the nature of student learning and responsibility, so that students are motivated to learn. Appreciation and attention from the teacher. The award here is in the form of praise given by the teacher to students who are able to solve a task or problem, if nothing is right is not because the student is punished but the student will be guided to be better.

b. Obstacle factor

Lack of awareness of students about the importance of learning English, so students do not at all get the motivation to learn. An environment/community that will have a negative or positive impact. In this case, the environment / community will have a positive or negative effect on the lives, attitudes and actions of students. Inadequate facilities and infrastructure, so students are less motivated in participating



in the study. Lack of support from parents/families. Support from parents/families is the main role for children to be good children, this condition depends on the circumstances / conditions at home.

## **B. Suggestions**

Based on the results of the study, the researcher would like to provide the following suggestions:

- a. For teachers of English subjects at SMK N 1 Jati to use a variety of other methods that are appropriate in accordance with the material taught so that students can be enthusiastic in learning English and be active in the learning process.
- b. For subsequent researchers, researchers can take the same approach to other materials so that they can be used as comparative studies in improving the quality and quality of education.

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## **APPENDICES**

### **Appendix 01**

#### **Observation Guidelines**

1. The history of the establishment of SMK N 1 Jati.
2. Vision and Mission of SMK N 1 Jati.
3. The state of students at SMK N 1 Jati.
4. The State of Teachers and Employees at SMK N 1 Jati.
5. The State of Facilities and Infrastructure at SMK N 1 Jati.

## **Appendix 02**

### **Interview Guidelines**

#### **Interview the Teacher**

1. Bagaimana motivasi belajar bahasa Inggris di SMK Negeri 1 Jati?
2. Belajar bahasa Inggris menggunakan metode apa?
3. Apa faktor pendukung dan penghambat dalam memotivasi? siswa untuk belajar bahasa Inggris di SMK Negeri 1 Jati?
4. Apakah sebelum mengajar guru merencanakan materi agar pembelajaran itu menyenangkan?
5. Apakah waktu pembelajaran bahasa Inggris membuat kelompok belajar?
6. Apakah setiap materi selesai diberi tugas atau pekerjaan rumah untuk siswa?
7. Apakah guru melindungi rasa percaya diri pada siswa?
8. Apakah guru memberi nilai pada kinerja siswa dalam belajar bahasa Inggris?

#### **Interview the Students**

1. Bagaimana motivasi anda belajar bahasa Inggris dan apa?
2. Faktor pendukung dan faktor penghambat yang anda hadapi ketika belajar bahasa Inggris?

### Appendix 03

#### TEACHER'S INTERVIEW RESULTS

*Table 4. Teachers interview results*

No	Date/Time	Question	Answer	Source Person
1	Jum'at, 22 July 2022	Bagaimana motivasi belajar bahasa inggris diSMK N 1 Jati-Blora?	“Pada dasarnya motivasi itu dibangun pada dalam diri tapi sebagai guru punya kewajiban membangun motivasi siswa, walaupun tadi saya bilang harusnya motivasi dibangun dalam diri sendiri. Tetapi sebagai guru harus memunculkan apa lagi bisa meningkatkan motivasi belajar siswa dengan berbagai macam metode pembelajaran yang pastinya menarik. Kalo dikelas harus membuat materi-materi yang menarik tidak mulai dengan text book, tetapi materi tersebut bisa dikalaborasi dengan membuat metode pembelajaran sendiri seperti ppt, game, dan story telling”.	Mrs. Ninik Puji Utami, S.Pd.
2	Jum'at, 22 July 2022	Belajar bahasa inggris menggunakan metode apa?	“Metode yang dibuat sesuai mapel dan materi. Kalo saya membuat kelompok ketika mendiskusikan tentang materi introduction misalnya, kan introduction perkenalan diri bisa juga memperkenalkan temannya bisa grouping dengan cara berpasangan atau kelompok kecil. Guru juga menambahkan setiap pembelajaran diusahakan bapak ibu guru memberi assessment dengan cara memberi tugas, paling tidak tugas yang diberi kelas. Misalkan mereka dikelas dianggap kurang bapak ibu guru memberi tugas lain (pekerjaan rumah)”.	Ninik Puji Utama, S.Pd
3	Jum'at, 22 July 2022	Apa faktor pendukung dan penghambat dalam memotivasi siswa untuk belajar bahasa	“Bahasa inggris dari zaman dulu sudah dianggap pelajaran yang sangat sulit, karena mereka harus belajar dua hal, bisa mengucapkan kata itu karena kata cara pengucapannya yang disebut pronouncation sama sekali tidak sama	Mrs. Ninik Puji Utama, S.Pd



		Inggris di SMK Negeri 1 Jati?	misalnya book kenapa tidak dibaca book itu tantangan pertama, yang kedua mereka harus mengerti artinya, arti kata perkata, kemudian membangun kata menjadi kalimat”.	
4	Jum’at, 22 July 2022	Apakah sebelum mengajar guru merencanakan materi agar pembelajaran itu menyenangkan?	“Pasti, setiap awal semester pastinya kita diberi tugas untuk membuat lesson plan atau rencana pelaksanaan pembelajaran, kita selalu membuat dan diupload di school menejemen sekolah dile file kita semua diupload disana, selain file sekolah juga minta dibukukan”.	Mrs. Ninik Puji Utama, S.Pd
5	Jum’at, 22 July 2022	Apakah waktu pembelajaran bahasa inggris membuat kelompok belajar?	“Tergantung materi yang akan disampaikan sih mbak, misal materi introduction itu bisa membuat kelompok dengan cara memperkenalkan temanya atau memperkenalkan diri sendiri, sebenarnya tergantung materi sih mbak”	Mrs. Ninik Puji Utama, S.Pd
6	Jum’at, 22 July 2022	Apakah setiap mataeri selesai diberi tugas atau pekerjaan rumah untuk siswa?	“Saya sendiri jarang memberi tugas pekerjaan rumah, karena menurut saya dikelas X diberi waktu 4 jam, 4 jam sudah cukup menurut saya dalam seminggu jadi ada dua pertemuan sudah cukup kita mendistribusi waktu 4 jam itu cukup untuk menyampaikan satu materi. Kita ini ada berapa materi ya, bentar saya cek dulu. Artinya gini menejemen timenya kelas X sudah kita betul betul pikirkan jadi kita jarang memberi tugas jarang karena waktunya sudah sangat longar 4 jam. Materinya sendiri dikelas X itu ada 5 materi yang akan kita sampaikan pada siswa-siswi, yaitu materi pertama, introducing self tambahanya memperkenalkan orang lain, descriptive text, recount text, narrative text dan announcement. Kita sudah mendistribid betul waktunya, semoga waktunya cukup untuk menyapaikan materi tanpa memberi tugas rumah yang banyak”.	Mrs. Ninik Puji Utama, S.Pd

7	Jum'at, 22 July 2022	Apakah guru melindungi rasa percaya diri pada siswa?	“iya pasti, saya akan memberi apresiasi kepada sehingga mereka percaya diri, misal saja mereka maju untuk menjawab pertanyaan tapi salah pasti saya bilang ya jawabanya kurang benar, kalo saya ngomel ngomel ini jawabanya kamu salah blab la besoknya lagi pasti mereka males maju didepan kelas untuk menawab pertanyaan.	Mrs. Ninik Puji Utama, S.Pd
8	Jum'at, 22 July 2022	Apakah guru memberi nilai pada kinerja siswa dalam belajar bahasa inggris?	“ada nilai rapot, nilai diambil dari 3 aspek, sikap, pengetahuan dan ketrampilan. Nilai sikap kita ambil dari mereka mengikuti pembelajaran walaupunsebetulnya kita tidak care pada sikapnya, mereka mengikuti pembelajaran dengan baik atau tidak.	Mrs. Ninik Puji Utama, S.Pd

## Appendix 04

### STUDENT'S INTERVIEW RESULTS

*Table 5. Student's interview results*

no	Date/Time	Question	Answer	Source Person
1	Jum'at, 29 july 2022	Bagaimana motivasi anada belajar bahasa inggris dan apa?	Belajar bahasa inggris karena bahasa inggris merupakan bahasa internasional, dan bahasa inggris diperlukan untuk melamar pekerjaan atau bisa untuk mengasah mampu ketrampilan megucapkan dan mengartikan bahasa inggris dengan baik dan benar	Putri Adinda Sari (X AKL 1)
		Factor pendukung dan penghambat yang dihadapi dalam belajar bahasa inggris	Pengucapan vocal bahasa inggris yang masih keliru, sehingga membuat saya kesulitan, tetapi miss ninik memaklumi. Miss nik selalu mengajari kami dengan sabar, humoris, ceria dan penuh senyuman. Apalagi pas waktu siswa ngantuk saat dikelas, miss nik selalu mengajar dengan diselingi bercanda atau bahkan bernyanyi	
2	Jum'at, 29 july 2022	Bagaimana motivasi anada belajar bahasa inggris dan apa?	Motivasi saya belajar bahasa inggris karena zaman sekarang tempat kerja dibutuhkn seseorang yang bisa berbahasa inggris, dan biar bisa berinteraksi dengan orang asing yang menggunakan bahasa inggris dan lebih mudah saat memulai pembicaraan. Siswa 2 juga mengatakan bahwa kalo belajar bahasa inggris itu juga sangat menyenangkan. Miss nik yang mengajar bahasa inggris menggunakan berbagai metode pembelajaran sehingga membuat belajar bahasa inggris sangat menyenangkan	Nur Halimah (X AKL 1)
		Factor pendukung dan penghambat yang dihadapi dalam belajar bahasa inggris	Saya mengalami kesusahan dengan cara pengucapaanya ditulisan sama yang dibaca berbeda sehingga membuat kesulitan untuk memahaminya dan sedikit	

			memahami kosa kata, pendukungnya keluarga selalu mendukung ketika saya ingin belajar bahasa inggris.	
3	Jum'at, 29 july 2022	Bagaimana motivasi anada belajar bahasa inggris dan apa?	Belajar bahasa inggris itu juga perlu dan penting untuk bekal dimasa depan, mungkin juga berguna saat kita mulai berkerja nanti. Bahasa inggris itu sangat menarik meskipun sering ada kendala saat seperti penulisanya, cara pengucapanya, dan cara perletakan kalimat. Motivasi saya ingin belajar bahasa inggris adalah saya ingin suatu saat nanti saya bisa membawa kedua orang tua saya pergi keluar negeri tanpa ada kendala bahasa	Yuliya Dinda (X AKL 1)
		Factor pendukung dan penghambat yang dihadapi dalam belajar bahasa inggris	Factor pendukung saya adalah saya suka menonton film luar negeri sehingga saya penasaran terhadap bahasa inggris, terus miss nik mengajar bahasa inggris mudah di pahami dan dimengerti sehingga membuat saya tambah semangat belajar bahasa inggris. Penghambat belajar bahasa inggris kata dan pengucapan dibaca berbeda, saya juga tidak banyak mengetahui kosa kata	
4	Jum'at, 29 july 2022	Bagaimana motivasi anada belajar bahasa inggris dan apa?	Motivasi belajar bahasa inggris adalah ingin mendalami pelajaran bahasa inggris. Kosa kata cuma sedikit yang dimengerti. Pelajaran bahasa inggris sangat seru karena Miss ninik lah yang mengajar, mis ninik mengajarkan untuk berani berbicara bahasa inggris dan percaya diri. Untuk itu saya harus giat belajar bahasa inggris supaya bisa dan paham bahasa inggris	Jesika Silvia Maharai (X AKL 1)
		Factor pendukung dan penghambat yang dihadapi dalam belajar bahasa inggris	Pendukung saya belajar bahasa inggris sih karena sering nonton film bahasa inggris dan ingin belajar bahasa inggris berguna untuk jenjang masa depan. Kalo pengambat belajar bahasa inggris susah menghafalkan	

			kosa kata dan berbicara bahasa inggris itu tidak berani tidak percaya diri	
5	Jum'at, 29 july 2022	Bagaimana motivasi anada belajar bahasa inggris dan apa?	Saya belajar bahasa inggris karena saya akui bahwa saya tidak bisa bahasa inggris. Karena saya ingin kuliah dan saya kira pelajaran bahasa penting masa yang akan datang. Ketika saya bosan belajar bahasa inggris dengan materi, saya mencoba belajar dengan mendengarkan music bahasa inggris beserta artinya agar sedikit demi sedikit menambah kosa kata dan mengerti pengucapannya.	Naswa Risqueena Azzahra (X AKL 1)
		Factor pendukung dan penghambat yang dihadapi dalam belajar bahasa inggris	Pendukung belajar bahasa inggris guru yang sangat asik saat pembelajaran sehingga membuat saya semangat belajar, sedangkan factor penghambat saya masih kurang mengerti kosa kata yang banyak sehingga saya mengalami kesulitan mengerti dan cara pengucapan yang masih belepotan membuat kurang percaya diri. Saya akan membuang rasa malas saya karena itu juga merupakan factor penghambat saya	

**Appendix 05****LIST OF STUDENTS X AKL 1***Table 6. List of students X AKL 1*

NO	NIS	Nama Siswa	L/P
1.	22217	Achmad Rifa'i	L
2.	22218	Agus Setyawan	L
3.	22219	Ameylia Indah Cahyani	P
4.	22220	Anandita Cellin Affandi	P
5.	22221	Andre Dea Bagus Satria	L
6.	22222	Anggi Citra Berliyana	P
7.	22223	Anik Kusnul Adi Fatimah	P
8.	22224	Anisa Nur Prihatin	P
9.	22225	Aisyafaah	P
10.	22226	Aulia Dwi Rahmawati	P
11.	22227	Bagas Syaiful Rohhim	L
12.	22228	Bina Ameliya Dwi Riyanti	P
13.	22229	Chaca Fely Rosdiana	P
14.	22230	Desti Surya Citra	P
15.	22231	Elsa Febri Wijayanti	P
16.	22232	Fitria Ayu Nur'aini	P
17.	22233	Hendrika Wahyu Nugroho	L
18.	22234	Jesika Silvia Maharani	P
19.	22235	Meylani Anggara Putri	P
20.	22236	Milani	P
21.	22237	Mita Ayu Rahmawati	P
22.	22238	Naswa Risqueena Azzahra	P
23.	22239	Novia Salsabila Artiadi	P
24.	22240	Nur Halimah	P
25.	22241	Nur Leli Fejriyanti	P
26.	22242	Pradika Wahyu Febriano	L
27.	22243	Puspita Riski Ayunda Sari	P
28.	22244	Putri Adindasari	P
29.	22245	Rahmad Saiful Rosyid	L
30.	22246	Rina	P
31.	22247	Salma Hera Untari	P
32.	22248	Shagita Ayu Lestari	P
33.	22249	Siti Junia Lestari	P
34.	22250	Yeyen Hafianti	P
35.	22251	Yossi Rizq Wahyu Ananta	L
36.	22252	Yuliyah Dinda Nurhidayah	P

**Appendix 06**

**FIGURE OF DOCUMENTATION**



**Figure 01.** *Teaching and learning activity at class X AKL 1*



**Figure 02.** *Teaching and learning activity at class X AKL 1*



**Figure 03.** *Interview with teacher*