

**AN ANALYSIS OF ENGLISH TEACHERS STRATEGIES IN
MOTIVATING STUDENTS TO LEARN ENGLISH
AT SMP AL-RAHMAH CILINCING NORTH JAKARTA
THESIS**

Submitted as A Partial Requirements for the Degree of *Sarjana*



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DEDICATION

This Thesis is dedicated to:

1. Allah SWT who always blessing me to finish my thesis.
2. Prophet Muhammad SAW who always giving me the best examples for doing anything.
3. My beloved parents Mrs. Ika Ana Mulyani and Mr. Imam Sofan, Mr. Rasimin and Almh. Mrs. Sumiyaningsih who always give me love, support, money and prayers in my life.
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MOTTO

لايكلف الله نفسا الا وسعها

“Allah does not require of any soul more than what it can afford”

(Qs. Al-Baqoroh : 286)

ولا تايئسوا من روح الله

“...And do not lose hope in the mercy of Allah...”

(Qs. Yusuf : 87)

“Life is like riding a bicycle. To keep your balance, you must keep moving”

(Albert Einstein)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“AN ANALYSIS OF ENGLISH TEACHERS STRATEGIES IN MOTIVATING STUDENTS TO LEARN ENGLISH AT SMP AL-RAHMAH CILINCING NORTH JAKARTA”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, April 4th 2023

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general. Hopefully, readers can provide suggestion and constructive criticism for the author for improvement in further research.

Sukoharjo, 4 April 2023

The Researcher



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ABSTRACT

Ima Febriyana Sofani. 2023. *An Analysis of English Teacher's Strategies in Motivating Students to Learn English at SMP Al-Rahmah Cilincing North Jakarta*. Thesis of English Language Education Department. Cultures and Languages Faculty.

Motivation in learning English needs to be improved. Because motivation can be a measure of student success in learning. If students have high motivation, students will achieve the objectives of learning. To raise students' motivation in learning, teachers must have strategies in teaching. The researcher focused on the strategies used by English teachers in motivating their students and what are the difficulties that English teacher have in using the strategies in motivating students to learn English.

The objectives of this study were to find out (1) to describe what the English teacher's strategies in motivating students to learn English at SMP Al-Rahmah North Jakarta (2) to describe what the difficulties that English teachers have in using the strategies in motivating students to learn English at SMP Al-Rahmah North Jakarta. This research used descriptive qualitative research. The subject of this research are two English teachers at SMP Al-Rahmah North Jakarta. The data collection in this research used observation, interview and documentation as the supporting data. The researcher used techniques of analyzing the data Miles and Huberman, namely: (1) Data Reduction, (2) Data Display, (3) Drawing Conclusion and Verification. For the trustworthiness of the data, the researcher used Triangulation Technique.

The result of this study, based on the data analysis of English teachers strategies in motivating students to learn English, the researcher found there are several strategies, such as students are given the freedom to express their difficulties while study, maintaining good relations with students and maintaining good behaviour. The teacher also run into the difficulties in using the strategies to motivate students, as follows the type of students intelligence that different in each individual, students' low interesting in learning English, the differences in background and student character that affect learning motivation, and students attitudes.

Keywords: *Teachers Strategies, Motivation, Learning*

CHAPTER I

INTRODUCTION

A. Background of the Study

Education is very important and has a great influence in a human civilization. With education, people will be created who have insight, skills, good character, and form responsibility for themselves and the surrounding environment. In learning activities at school there are many subjects are taught, all of which are aimed at enabling students to develop their potential. One of the subjects taught at school is language. According to Trianto (2009) education is a form of a dynamic human culture and there is a lot of development. Developmental education is something that needs to be done in line with cultural changes in human life.

Language is a communication tool used by humans which aims to make people understand each other about what they are talking about and what they want (Kristin, L, Leah, D, M, and Tenena, M, S. 2010). In Indonesia, apart from Indonesian, English has also become a foreign language that students must learn. The reason why English is studied is because English is an international language. English is one of the most widely used foreign languages for communication. Maximum effort in learning English is needed, because along with the development of an increasingly modern era, people are increasingly required to be able to master English, even though English in Indonesia is not a daily language. Learning English in schools students are introduced to several skills that

must be understood such as listening, speaking, writing, and reading. Students who master these skills will find it easier to learn English. In learning English there are several factors that influence. These factors will make it easier or even difficult for students when learning English. The existence of opportunity, motivation and talent is a determining factor for students.

Motivation is very important for students. Because motivation can be a measure of student success in learning. If students have high motivation, students will achieve the objectives of the learning and students who have low motivation, then these students will get results that are not appropriate. According to Hamdu and Agustina (2011) the motivation that students have in each learning activity has an important role to improve student achievement in certain subjects. Learning any kind of motivation is very necessary, because with motivation students will be encouraged to do something for their success in achieving a goal. Motivation in learning English needs to be improved. The things related to the development of students' motivation is the strategy that the teacher uses.

To raise students' motivation in learning, teachers must have strategies in teaching. Good classroom management will create a more organized learning atmosphere. Teachers have an important role in educating students and directing students according to their interests and abilities. In education, the term strategy is familiar. According to

Muhibbin (2007) strategy has a meaning, namely art, because doing a strategy is the same as a tactic or a plan. In Greek, strategy means a plan of action that contains several steps to solve a problem or to achieve a goal. The success of students in learning is related to the strategies that the teacher uses. In addition to strategy as an important step in learning, motivation also has a role so that students can achieve learning goals.

Students of SMP Al-Rahmah North Jakarta have different backgrounds and characteristics. This can affect students' motivation in learning. Students' interest in learning English subjects is quite low. During teaching and learning activities, many students do not pay attention to the teacher. Some students seem less enthusiastic about participating in learning activities. If the motivation is not good, the results that will be achieved by students will be unsatisfactory. Therefore, teachers must have strategies that can generate motivation and enthusiasm for student learning.

Based on the background above, the researcher wants to analyse the strategies of English teacher used to motivate students in learning English. This research conducted at SMP Al-Rahmah Cilincing North Jakarta. The researcher conducted this research with the title "**An Analysis of English Teacher's Strategies in Motivating Students to Learn English at SMP Al-Rahmah Cilincing North Jakarta**".

B. Identification of Problems

Based on the background described above, the researcher conducted pre-observation at SMP Al-Rahmah Cilincing North Jakarta and found some problems related to students' English learning activities. The problems can be drafted as follows:

1. Students have different backgrounds that affect students' motivation.
2. Different character of students can influence their motivation and enthusiasm in learning English.
3. Students need motivation in learning English.
4. Students lack motivation so teachers must have strategies in teaching.
5. Students' low interest in learning English is indicated by the behavior of students who are less concentrated when studying.

C. Limitation of the Problems

Students have different characters and also different backgrounds which can affect motivation depending on their character. Therefore teachers need strategies to increase students' motivation. This study was limited to English teachers at SMP Al-Rahmah Cilincing North Jakarta. The researcher focused on the strategies used by English teachers in motivating their students and what are the difficulties that English teachers have in using the strategies in motivating students to learn English. The researcher analyze and describe the data obtained through interviews and observations. The researcher took two teachers who teach English at SMP Al-Rahmah Cilincing North Jakarta.

D. Formulation of the Problems

In this research, there are several formulation of the problems as follows:

1. What are the English teacher's strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta?
2. What are the difficulties that English teachers have in using the strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta?

E. Objectives of the Study

Based on the formulation of the problems above, the research objectives of this study are:

1. To describe what the English teacher's strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta.
2. To describe what the difficulties that English teachers have in using the strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta.

F. The Benefit of Study

The benefits expected from this research are broadly divided into two, namely:

1. Theoretical benefit
 - a. The result of this research can be used as a reference source for further research. This research also give a good information related to the teachers' strategies in motivating students to learn English.

- b. The result of this research can add an acquaintance to readers about English teaching strategies for motivating students. This research also give any explanation about the same case, so it will be useful for further research.

2. Practical benefit

- a. Teacher

The result of this study will give and help teachers in finding strategies that are useful for increasing students' motivation in learning. Teachers can also implement this strategies to upgrade students' enthusiasm with different motivational backgrounds. It will be important for teachers because this study can help teachers to improve their creativity and help teachers to select suitable strategies in motivating students to learn English.

- b. Students

The researcher hopes that the result of this study will be able to increase students' motivation in learning English. This study will help students in motivating to learn English using the strategies that teachers used. The researcher also hopes the students will enjoy and not feel forced in learning English.

- c. Other Researchers

The researcher hopes that the result of this study can be a reference and a good information for other researchers with the same problem, so this study will useful and helpful for the next

researchers. This study also give a new knowledge for other researchers about strategies in motivating students to learning English.

G. Definition of Key Terms

1. Teacher Strategies

Teachers need strategies in the learning process so that learning activities will be conducive and effective. According to Wheelen and Hunger (2003) said that strategy is a series of decisions and actions that regulate school performance in the long term. The teacher's strategy is able to determine a useful direction to achieve learning objectives.

2. Motivation

The learning process will be carried out well if students have motivation in learning. Teachers need to raise student motivation, because not all students have motivation. This will affect learning outcomes. According to Sudarwan (2002) motivation is a force, need, enthusiasm, pressure that drives a person to achieve a goal they want.

3. Learning

Learning is an activity done by someone intentionally or unintentionally. According to Aunnurahman (2013) learning is the interaction of individuals with their environment. From this interaction will produce a new experience and knowledge or that has been acquired before.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Motivation

a. Definition of Motivation

Motivation has an important role in every learning process, because with motivation students will be encouraged to carry out activities in learning activities. Motivation has a big influence for students to achieve learning goals. Everyone will have different motivations. Students who have good learning motivation, the learning process will be more effective. In contrast to students who have less motivation, it will affect the results obtained. According to Harmer (2007) motivation is a few type of inner pressure which pushes someone to do things in order to obtain something. Motivation is an impulse that arises from within a person to do something consciously that will produce something as desired. Motivation can also be interpreted as a form of someone's effort in doing something in order to achieve the desired goal. In learning activities, motivation is very necessary, because with the motivation of students, they will be enthusiastic in learning activities.

This motivate ion will make students achieve their goals in learning activities. The learning process will be successful if

students have motivation in learning. According to Sudarwan (2002) motivation means words, encouragement, needs, enthusiasm or a psychological mechanism from within a person or group of people to achieve their goals. Added by Huit (2001) motivation is a need, desire, or desire that directs a person to take an action with the aim of achieving what is desired. Motivation is also a process that is internal or external, namely how enthusiasm and persistence arise in carrying out activities in order to achieve a goal (Winardi, 2002).

There are several indicators used to determine the strength of student learning motivation. According to Handoko (1992) the following are indicators that can be seen:

- 1) Strong will to do something
- 2) Amount of time devoted to study
- 3) Willingness to leave obligations, for example other tasks
- 4) Perseverance in doing a task

Added by Sardiman (2001) motivation in learning has several indicators, namely:

- 1) Diligent in doing the task
- 2) Not easily discouraged when faced with a difficulty
- 3) There is an interest in various adult issues
- 4) More happy when working independently
- 5) Get bored quickly on routine tasks

6) Can defend if he has an opinion.

From some understanding of motivation above, it can be concluded that motivation is the strength of a person who can cause a desire to carry out an activity. Desire that comes from within itself, or from outside. Strong or not a person's motivation, it will determine the quality, both in the field of work, learning activities or in the context of life.

b. Types of Motivation

Regard to learning, motivation has two types of motivation according to experts. Motivation that comes from an urge to behavior is divided into two, namely intrinsic and extrinsic motivation. Motivation that comes from a person is called intrinsic motivation, while motivation that arises from outside is extrinsic motivation. The following is an explanation of the two types of motivation:

1) Intrinsic Motivation

Intrinsic motivation is a change that occurs in a person, a state such as feeling dissatisfied. In the context of learning, intrinsic motivation is very important. Students who do not have intrinsic motivation will have difficulty when carrying out learning activities that are carried out continuously. On the other hand, students who have intrinsic motivation always try to move forward and learn. This desire arises because of

positive student thinking, students will think that everything they are learning now will be useful in the future. This intrinsic motivation appears in students consciously.

2) Extrinsic Motivation

According to Harmer (2007) extrinsic motivation is the end result of any variety of out the doors factors, for instance are the want to pass exam, the wish of monetary praise or the opportunity of the destiny travel. Extrinsic motivation in learning is motivation that arises outside of the student's wishes, meaning that if students place their learning objectives outside the factors of the learning situation. Students learn because they want to achieve goals that lie outside of what they are learning, for example to achieve the highest score in a lesson, want to get a degree, or an honor (Djamarah, 2002).

Both of these motivations will affect student learning activities. Both will affect the results obtained. Other definitions related to intrinsic motivation and extrinsic motivation are as follows:

1) Intrinsic Motivation

According to Deci and Ryan in Saranraj (2018) intrinsic motivation theory suggest that learning will be highly motivating for students. On the other hand, students' intrinsic motivation comes from within them. Added by Noels et al

(2000) said that there are several types of intrinsic motivation as follows:

a) Knowledge

Knowledge can be characterized as the drive to study L2, discover novel concepts, and grow in knowledge.

b) Achievement

Achieving a goal or trying to master a task is referred to as an accomplishment.

c) Stimulation

Motivation based on stimulation or completing the goal, such as aesthetic enjoyment, fun, or thrill, is related to stimulation.

2) Extrinsic Motivation

Extrinsic motivation is a desire to achieve a goal that is driven because it wants to get an external reward or avoid an external punishment. According to Harmer (2007) extrinsic motivation can come from a variety of outside factors, such as the need to pass an exam, the possibility of financial reward, or future travel. Examples of extrinsic motivation are in the form of praise, prizes, and numbers that can lead to student motivation in learning. Extrinsic motivation can be used for students who do not have intrinsic motivation.

c. Factors Affecting Motivation

According to Darsono (2000) in motivation there are several factors that can influence the motivation, including:

1) Ideals or aspirations

Ideals or aspirations is a target to be achieved by students. Each student has their own achievement target. The target in question is the goal set in the activities carried out by students.

2) Ability

Ability is needed in learning. The ability includes several psychological aspects of students, namely intelligence, observation, attention, and analytical thinking.

3) Condition

One of the factors that influence motivation is conditions that include physical, namely health and psychological, such as emotions. When students are sick, their learning motivation will also be different when students are healthy. Likewise with students' emotions, when students' moods are disturbed, their motivation will also be affected. The results of these two conditions affect the results obtained.

4) Environment

The student's environment also influences motivation, such as the home environment, family environment, or community environment.

5) Dynamic elements in learning

Dynamic elements in learning are elements that in learning activities become unstable, sometimes strong and weak, or even disappear. Conditions like this are conditional, for example students' emotions, passion for learning, learning situations and even situations in the family.

6) How the teacher teaches

Teachers also influence students' motivation in learning. How teachers teach, readiness of learning materials, delivery of learning materials, timeliness and also the familiarity of students with teachers.

According to Syamsu (2009) learning motivation can arise due to two factors, namely internal and external factors:

1) Internal Factor

a) Physical factors

Physical factors are factors that affect a person's body and physique. Physical factors include nutrition, health, and the function of the five human senses.

b) Psychological factors

Psychological factors are intrinsic factors related to aspects that can encourage or hinder student learning activities. This factor is related to students' spirituality.

2) External Factors

a) Social factors

Social factors are factors that come from the environment around students, namely teachers, counselors, friends, parents, neighbors and others.

b) Non-social factors

Non-social factors are factors that come from physical conditions around students, namely air (hot weather and cold weather), time (morning, afternoon, evening and night), place (quiet, crowded, also the quality of student learning), and facilities students' learning.

According to Sukadi (2006) there are several factors that influence motivation in achievement, as follows:

1) Experience in the first years of life

Everyone has different past experiences, this causes variations in the high or low a person's propensity to achieve.

2) Cultural background of residence

People who grew up in a culture that emphasizes tenacity, hard work, initiative and competitive attitude, and an atmosphere that always encourages someone to solve problems independently without fear of failure, will have a high desire for achievement in that person.

3) Behavior imitation

Modeling has many characteristics that can be imitated by children, including the need to pursue achievement if the model chosen has this motivation.

4) The environment where the learning process takes place

A pleasant learning atmosphere, not much pressure, encouraging and an optimistic attitude will encourage students to be enthusiastic and interested in learning. Students will also have an attitude of tolerance in a competitive atmosphere and not worry about failing.

5) Parents' expectations of their children

Parents' expectations can also make children work hard and are encouraged to excel. Because the child will strive for success whose behavior leads to achievement.

d. The Function of Motivation in Learning

Motivation in learning has a function as a driver of action, as a mover of action and as an action manager (Reid, 2002).

Motivation has the following functions:

1) Motivation as a driver of action

Motivation can be a driving force for students to carry out activities while studying. Initially students who do not have an interest in learning will be motivated to learn to find out more about what has been learned.

2) Motivation as a mover of action

Motivation will give birth to an attitude that turns into a desire in students to carry out an activity. Intellect proceeds with body, action and mind that will make students fully understand what they are studying.

3) Motivation as an action manager

Motivation can serve as a guide for students' attitudes and actions while studying. Motivated students will be able to choose what to do and not to do. The influence factor in learning is the learning objective.

Furthermore, according to Uno (2008) said that the function of motivation in learning activities is as follows:

- 1) Encourage students to do activities to meet needs.
- 2) Determine the direction of the goals to be achieved.
- 3) Determine the activities to be carried out.

Based on the description above, it can be concluded that the function of motivation in learning is to encourage, direct, and move students' actions in learning which are used to achieve learning objectives. So that the results obtained will be in accordance with the students' earnest efforts.

2. Teacher's Strategies

a. Definition of Teacher's Strategies

In general, strategy is a tool, plan or method that used to complete a task (Beckman, 2004). Added by Brown (2004) stated that strategies are specific techniques of approaching a trouble, or task, modes of operation for reaching a selected end, deliberate designs for controlling and manipulating certain information. According to Lawton in Sarode (2018) define, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Learning techniques influence the delivery of material in the classroom by the teacher in order to meet learning objectives. In general, strategy can also be interpreted as a guideline for acting to achieve predetermined goals.

Strategy in the world of education can be interpreted as a plan in the form of a series of activities that will be carried out in order to achieve learning objectives. The series of activities arranged in the learning strategy include activities carried out throughout the learning process, meaning that the strategy only reaches the process of preparing an activity plan, not yet on its action activities. With a teacher's strategy in teaching activities, the achievement of goals such as the use of facilities and learning

resources will be achieved. There are four basic strategies in the teaching and learning process, namely:

- 1) Identify and determine student behavior and personality according to the demands and changing times.
- 2) Considering the right learning system to be more efficient in achieving learning objectives.
- 3) Select and determine procedures, methods and techniques in learning that are considered appropriate to be used as guidelines for teachers in teaching students.
- 4) Establish norms and criteria for student success that will be used as guidelines by teachers in evaluating learning.

From the explanation above, it can be seen that there are four main problems that must be used as a reference by the teacher for the success of learning activities in accordance with what is desired. The four main problems include:

- 1) Specifications and qualifications of desired behavior change in accordance with learning outcomes.
- 2) Choose an approach in learning activities that is effective and appropriate in order to achieve learning objectives.
- 3) Select and define procedures, methods, and techniques in learning.
- 4) Setting the limits of success for their students, this is done so that teachers can have a reference that can be used as an

evaluation of learning outcomes and measure the extent to which students understanding the material that has been delivered.

b. Types of Teacher's Strategies in Teaching

In teaching and learning activities the teacher has a strategy to achieve the objectives of learning. In its implementation, it can be seen that there are several types of learning strategies. According to Burdon and Byrd (1998) there are two types of strategies to choose, as follows:

1) Deductive-inductive strategy

Teacher strategies are needed in learning planning to be useful for achieving learning objectives. There are several teacher-centered strategies such as lectures, questions, resistance and practice. While the student-centered strategy is more emphasis on inquiry and discovery. With a deductive learning strategy, it will start with known principle and then move to unknown principles. On the other hand, if the inductive learning strategy is carried out from an unknown principle to a known principle. The teacher who uses an inductive approach as an example is teaching about the "topic sentence", then the teacher will give an example of a paragraph with an emphasis on the topic sentence. Meanwhile, teachers

who use deductive strategies will ask students to write their own sentences.

2) Direct expository strategy and complete learning

Direct expository strategy, the teacher will explain the lesson in sequence. The teacher will carefully control the material and skills learned by students. In general, in this strategy the teacher will convey new skills and concepts in a short time. This learning strategy is also centered directly on the material and the teacher will clearly convey the learning objectives to students. The teacher will monitor student understanding and will provide feedback on student performance. Included in the direct learning strategy is explicit learning.

Complete learning strategies are based on that all students can complete the material being taught if the students' conditions are prepared at that time. The condition of these students is related to the time given must be sufficient, the teacher provides feedback, individual learning programs, relates to the portion of material that is not mastered at the beginning of learning, and the opportunity for students to show completeness after remediation.

a) Direct Learning

In direct learning there are four components, namely the determination of clear objectives of the learning, the learning is led by the teacher, the teacher monitors the learning outcomes carefully, the method of organization and class management. Direct learning is considered effective because it attracts students' attention, strengthens student responses, provides corrective feedback, and makes correct responses.

b) Explicit Learning

In explicit learning, teachers are required to pay attention to students, provide reinforcement or correct responses, provide feedback to students regarding their progress, and increase the amount of time spent remaining to study the material.

c) Complete Learning

Complete learning is an individualized learning approach that uses a structured curriculum which is then broken down into a series of small knowledge and skills that are learned. Teachers use thorough learning strategies to organize learning in the right way, present information and skills according to existing patterns, determine regularly how far the results are, shape students' abilities,

help students when they have difficulties with guidance and additional lessons or practices, then provides extra enrichment for students to master the material quickly.

d) Lecture

In this learning strategy the teacher conveys facts and principles, while the students take notes. Students seem to have no space to ask questions or have discussions. Lectures can be used to disseminate information in a short time, explain difficult ideas, encourages students to learn to present information or solve it in a certain way.

e) Demonstration

Demonstration involves a visual approach to testing processes, information, ideas. This strategy allows students to see the teacher as an active teacher and model. Most students see demonstrations as examples of activities. Demonstrations can be used to display a certain legitimation, so that students will be interested.

f) Questions

If the teacher uses questions, consider the level of questions, and the use of convergent and divergent questions, the types of questions, and the way the questions are structured. First, questions can be developed for each level of the cognitive domain (knowledge,

understanding, application, synthesis, and evaluation). Second, there are two types of answers put forward. Third, determine the right types of questions in the existing situation. Fourth, regardless of the type of question being asked, structure the questions.

g) Recitation

Recitation is the teacher's verbal questions related to the material that has been studied. So the teacher asks to find out if student know the answer to the question, not to get information.

h) Practice

Practice also includes checking the material that has been studied. Practice is expected to consolidate, clarify, and emphasize the material that has been studied. Practices and exercises are included in the tests which are expected to help students understand the information better.

i) Review

Review is an opportunity for students to look at a topic at different times. A review can be in the form of a summary at the end of a lesson or a unit of a chapter, quizzes, outlines, discussions and questions and answers.

j) Overall class discussion

Overall class discussion can be done in groups in one class. If used properly, class discussions will be able to encourage students to think critically and also improve the ability of students who excel and those who do not to participate in this class discussion activity.

c. Components of Strategies

According to Hamruni (2009) educational strategies consist of the components, there are teachers, students, purpose, materials, methods, techniques, media, assessment, and situations or environment.

1) Teacher

Teacher is the key point in this matter because teacher is the main point in teaching and learning activity. Teachers can manipulate other components of teaching strategy as variations. However, no one component of educational strategy can manipulate teachers. The purpose of instructional manipulation is to make the students environment the one expected from the teaching-learning process, which ultimately result in the student achieving the expected standard of competence. Teachers must adhere to the implementation.

2) Students

Students are the components that implement a program of study to improve their ability to achieve learning objectives.

3) Purpose

Purpose is the basic for determining strategy, materials, media and teaching evaluation. Therefore, in educational strategy, determining objectives is the first thing must choose from teachers.

4) Materials

Educational materials are the vehicle for achieving educational objectives and a central component of the educational process.

5) Methods

Methods are a set of generalized educational specifications for achieving language goals. The methodology deals primarily with the roles and behaviors of teachers and students, them with characteristics such as linguistic and subject matter objectives, sequencing and materials.

6) Techniques

Techniques are teaching methods, skills or styles chosen by teachers to facilitate the teaching and learning process.

7) Media

In education, media are the specific media used in the teaching and learning activity to impart knowledge to students, commonly referred to as media literacy.

8) Assessment

Assessment is the component of knowing the outcome of the teaching and learning process, so that the teacher knows the expected outcome. Evaluation can be summative and formative.

9) Environment

The environment influences teachers in making decision about teaching strategies. Situation in this case means a situation or physical condition such as climate, school, place or facilitation and the others.

3. Learning English in Junior High School

According to Brophy (2004) learning tends to occur under autonomous and self-determined circumstances and is more goal-oriented. Unfortunately, for a variety of reasons, it can be challenging to create these settings in classrooms. Learning is a process that involves many different experiences. According to Kasihani (2001) English is the first foreign language that is considered important for the purpose of access information, absorption and development of science, technology, art culture and building relations with other nations. English is an international language that is often used in various fields, even English has been included in the education curriculum in Indonesia. Many schools teach English and apply it as a daily language in the school environment

English is a common subject in the curriculum for Elementary School, Junior High School and Senior High School as an international standard subject. In its implementation, there are four cores of learning English in Indonesia, namely reading, writing, listening and speaking. The following is an explanation related to the four skills in learning English in junior high school:

a. Reading

Reading is an activity of interacting with language that has been encoded into writing. The interaction must produce understanding or meaning contained in the text to its target. The ability to read has a close relationship with the ability to speak spoken language, because reading is an active and continuous process that is influenced by the interaction between a person and his environment. Reading is a form of interaction with language, therefore reading is a language activity. Readers are faced with words, phrases and sentences as well as visual media as a complement, which will form one and even the whole manuscript with the writing system adopted.

According to Eskey, the best way to teach reading is to give students reading texts. Since reading skills are important, this also applies to learning to read English texts. If there is no encouragement from the teacher, the students will not have enthusiasm, and students will think that learning to read texts in

English is difficult. This is where teacher interference is needed for students (Gutrhie, 2004).

b. Speaking

Some people think that learning a language is easy, because they think that we use the language every day. Learning a language is not only to communicate, but also to know and understand the meaning contained in the words used. One of the developments of language is the ability to speak. Through speaking activities we can interact with fellow humans. According to Bjorklund (2005) language development is related to speech development, someone who is able to speak will be richer in language skills. The richer the language skills, the more confident the child will be.

c. Listening

To master English, students are asked to master several skills in the language. One of them is the ability to listen. This ability must be mastered before other skills. Students can hone their listening skills through films. Watching movies with English subtitles will improve their listening skills. Apart from watching movies, listening to English songs is also an effective way to train students' listening skills in learning English.

d. Writing

Writing is one of the skills found in learning English which is a psychomotor assessment. Students are taught to be able to master

and use it for daily activities. Writing is not an ability that is obtained instantly and quickly, because it requires a time-consuming process. Besides needing to be developed for learning, writing skills are also needed as a communication tool. Writing skills in academics can also be used to generate creations and ideas.

4. Teacher's Strategies to Motivate Students in Learning English

In psychology, motivation is one of the most important concepts. Theories about motivation attempt to explain anything less than why people behave and think the way they do. This concept is very important in language education. Teachers and students often use this term to explain why learning is successful or unsuccessful. In fact, motivation is the primary motivation to initiate second or foreign language learning (L2), then driving force to sustain the long and often tedious learning process. Without enough motivation, individuals with the most remarkable abilities are unable to achieve long-term goals. Similarly, proper curricula and good instruction alone are not sufficient to ensure students' success, students also need a minimum motivation (Dornyei, 2005).

Mintzberg (1994) cited by Nikols (2012) notes that strategy is a plan, it is a way to get there by then. It is possible to create an effective situation for classroom activities through specific guidance and teachers performing structured measurements. In order to solve the

problems, the difficulty of learning English, teachers need proactive and creative ways to arouse student's interest in English learning. Motivational strategies are the skills of the activity before the lesson begins. Motivational strategies are relevant before, during, and after activity. In using the motivational strategies, the teachers do to create conditions in which students are willing to pay attention to the process of teaching and learning in classroom. Giving motivational strategies in the process of teaching and learning English aims to improve the quality of teaching.

According to Wilcox (2017) there are five main methods for motivating students in learning, as follows:

- a. Encourage a progressive attitude rather than a fixed mindset. Students who have improved mindset are undoubtedly more driven to put forth a good effort.
- b. Establish a respectful and deep connection with students. If all of the students will be sincerely motivated and inspired by the teachers, each students should be personally familiar to the teachers.
- c. Develop a sense of community among the students. This implies that students require a secure learning environment where they are prepared to struggle and take chances.

- d. Set high expectations and clear goals. This means sets high expectations and supports students in their difficulties. Enables learners to rise to meet those expectations.
- e. Inspire. These are the teachers who inspired, challenged, and motivated their students in and who will be remembered years later.

The students with a low in exceptional are loss of motivation. The loss of motivation frequently stem from a low vanity or self-belief level. Usually students have some problem in learning, such as in low motivation, low of their intelligence, low of their behavior, and occasional interest in studying English. As the teachers, there is lots that may be achieved to enhance the motivation. According to Watson (2008) there are several strategies to improve students' motivation in learning as follows:

- a. Always construct on previous knowledge, it means that the teacher truly needs to recognize precisely wherein the students is academically good.
- b. Be certain to reward and apprehend all efforts and tries at improving. Give a plenty of verbal and also non-verbal affirmation.
- c. Provide possibilities for peer mentoring, pal up, social skill improvement and cooperative studying each time the state of affairs presents.
- d. Use picture organizers to help the students.

- e. Give instant comments for on assignment, assignment completion, stable efforts and established development at each opportunity.
- f. Encourage independence at each possibility and offer positive comments while the students is working properly.
- g. Always awareness on the students' capabilities now no longer disabilities.
- h. Provides possibilities for students to take dangers in new learning conditions.
- i. Give students possibility to offer comments. Always offer possibilities at some point of the day for the students to revel in success.

From the statement above, the researcher can conclude that the teachers' strategies are the crucial one to inspire students in learning process. The teachers must have opportunity methods so as the process of learning and teaching may be interest and also fun.

According to Harmer (2001) there are a few following traits to enhance students' motivation to a success in learning and teaching process, such as:

- a. A willingness to pay attention. Good students pay attention what's occurring in teaching and learning process. In phrases are actually being attentive to the English used in absorbs it with agility and intelligence.

- b. A willingness to experience. Some of students are not afraid to have a go. It means that they may be organized to take a risk, to attempt matters out and notice how it works in teaching and learning activity.
- c. A willingness to ask questions. Although a few teachers can turn out to be indignant through the students who are continuously asking the problems in teaching and learning activity. For students, it is excellent in the event that they have a few questions for the teachers.
- d. A willingness to consider a way to learn. Good students convey or invent their personal examine abilities while they arrive to a lesson through their personal or perhaps making group for discussion.
- e. A willingness to simply accept corrections. Good students are organized to be corrected if it enables them. It means that the teachers are giving feedback includes praising students for things they do properly and providing them the capacity to do matters higher in which they have been much less successful. It includes teachers in judging students' responses to correction so they can act accordingly.

Based the explanation above, the teachers need to have opportunity approaches so as the process of learning may be interest and fun. Not simply it, the learning version by the teachers is one of the essential approaches to enhance student's motivation. Learning model is a form of applications or consumer manual teaching strategies designed to obtain the learning objectives. The guidance consist of the teachers'

responsibility in planning, implementing, and also comparing learning activities. One of the desires of using learning model is to growth students all through in learning activities.

Added by Dimiyati (2002) the efforts made by teachers to motivate students in learning are as follows:

- a. Students are given the opportunity to tell the obstacles they face during learning activities.
- b. The teacher asks the students' parents to give them the opportunity to self-actualize in learning.
- c. Utilizing elements in the surrounding environment to encourage students to learn.
- d. Time order, reinforcement and a pleasant atmosphere are centered on student behavior while learning.
- e. Stimulate students to be confident in what they are doing, that students can overcome all the obstacles that exist in learning activities.
- f. Teachers can use the experience and abilities of students in optimizing learning activities. Student behavior when learning is a behavior that shows their daily life. Therefore, the experiences that teachers give to their students in increasing learning motivation are as follows:
 - 1) Students are given the task of reading the previous material and also taking notes on important things from the material that has been read.

- 2) The teacher solves things that are difficult for students to solve by telling the solution.
- 3) The teacher provides solutions to the problems that students face, as well as educating students' courage in overcoming difficulties.
- 4) The teacher provides opportunities for students to solve problems and also help their friends who are also having difficulties.
- 5) The teacher gives encouragement to students who succeed through their difficulties in learning.
- 6) The teacher respects the experience and abilities of students so that students can learn independently.

Added by Sanjaya (2009) teachers need to do some rights to increase student motivation, including:

a. Clarify goals

Clear goals to be achieved will make students understand what they are learning. Students' understanding of learning objectives will make students motivated and generate interest in learning. The clearer the goal, the stronger the motivation.

b. Generating student motivation

Students who have an interest in a field will be motivated to learn. It is important to develop students' interest in developing learning motivation by linking experiences with students' interest.

c. Create a pleasant atmosphere

When learning activities take place, the teacher must make the learning atmosphere as enjoyable as possible. Because of the good atmosphere, students will feel safe and without pressure so that

students are free from fear. The classroom atmosphere should look more lively and less tense with the occasional teacher making chatter.

d. Using an attractive presentation method

In presenting material and information, the teacher must convey it with new and more varied techniques, with different techniques and supported by means or media that have never been used before that will attract students' attention. The curiosity of students will appear and it will motivate students in learning.

e. Giving praise

Students who are given praise by the teacher when completing assignments or so on, will motivate students to learn. Because for some people praise will lead to satisfaction and pleasure. Praise given must be in accordance with the results obtained by students.

f. Leave a comment

Teachers can also provide positive comments for their students. Positive comments will be able to make students motivated to be even more active in learning.

g. Create competition and cooperation

Teachers can create healthy competition between students. Through this competition, students will try hard to achieve good results. Teachers need to design learning activities that allow students to compete well. This competition can be done individually or in groups.

5. Teachers' difficulties in using strategies to motivate students to learn English

Many factors must be considered in improving the quality of learning in schools. The two important components are teachers and students, who have an active role in ongoing learning activities in the classroom. An important component in achieving educational goals is the teacher, because the teacher plays an important role in the development of education. Teachers have the task of educating the nation in some form in formal education. In the process of learning at school, motivation is needed. Because someone who does not have motivation in learning will not be possible to carry out learning activities. Because what a person sees will certainly arouse his interest as far as what he sees has something to do with his own interests.

To motivate students to learn English in class, of course the teacher has the strategies used. However, in classroom practice, teachers have difficulties in using strategies to motivate students to learn English. The following are the difficulties teachers usually encounter in motivating their students to learn:

a. Different levels of intellectual intelligence of students

Intellectual intelligence is an initial capital for students to understand the environment and make the environment a source of learning, then through understanding and learning experience students slowly develop concepts to be able to manage natural

resources for the benefit of life. A person's ability to achieve success is inseparable from the factor of intellectual intelligence. The higher the intellectual intelligence possessed, the greater the encouragement and opportunity to achieve success. According to Schunn and Reder in Suharnan, "important indicators and intelligence behavior are related to short-term memory, general knowledge, reasoning and solving a problem and adaptive behavior". (Suharnan, 2005). Students who have high intelligence tend to be faster and more accurate in processing information compared to those who have low intelligence. This also applies to the process of retrieving information or knowledge in students memories. Students who have high intellectual intelligence are better at coding information than students who have low intelligence. The ability to store information in memory in the form of well-organized schemata and to access that information efficiently is an important characteristic of intelligence.

b. Physical and spiritual condition of students

According to Dimiyati and Mudjiono (2010) student motivation can be influenced by several factors, one of which is the physical and spiritual condition of students. a student who is feeling sleepy, hungry, sick or a student's emotional condition such as anger will be able to interfere with the concentration or attention of students in learning. According to Oktadiana (2019) students

who are in an unwell state feel tired, so they cannot concentrate on what the teacher is conveying. With the loss of concentration, the students' hearing and vision will become less clear. This makes it difficult for students to understand the information the teacher provides.

c. Low interest in learning

According to Warsito (2019) interest is a sign of a person's liking or interest in something that is in front of him without any coercion. Interest is basically acceptance of a relationship between oneself and something that exists outside oneself. The stronger or closer the relationship, the greater the interest. Interest and motivation in learning are two related things. The importance of motivation in learning can be revealed from the notion of motivation itself, as stated by Winkel (1996) learning motivation is the overall psychic driving force within students that causes learning activities and gives direction to goals. So the lack of motivation to learn will affect student learning outcomes themselves.

Everything that interests other people may not interest certain people other than something that suits their needs. Students who are interested in a lesson will study it seriously because there is an attraction for it. Interest is not brought from birth by someone, but acquired later. Interest in something learned and affect learning. So

if students have low interest, it becomes difficult for students to feel like, enjoy learning about it to gain new knowledge, attitudes and skills.

d. Parental attention influences children's motivation and achievement

In teaching and learning activities, motivation is important. Because the existence of motivation to learn will be able to encourage students to have a passion for learning. Conversely, if students do not have motivation or have low motivation, there will be no motivation in students to learn. There are several factors that affect student motivation in learning. This influence can come from outside (external factors) or from within (internal factors). Internal factors come from the students themselves such as interests, talents, health, learning strategies, learning motivation and others. While internal factors come from the family environment, school, community, learning facilities, and the teacher's way of teaching.

According to Sukmadinata (2003) other environments have an influence that is no less important in student achievement, including the social environment, which is the social environment between humans, namely the social environment between educators and students, students with peers, students with families. involved in educational interactions. The attention of good and responsible parents will always strive to realize their roles and functions by paying attention to all aspects of the child's physical

and non-physical needs. Physical needs mean that parents meet all of a child's primary needs: the need for clothing, food and shelter. Non-physical needs are parents being able to condition the child into an atmosphere that benefits the child in the future such as: child discipline problems in utilizing time, guidance in behavior, direction in carrying out routine tasks, supervision in socializing, and paying attention to reward and punishment issues for those who excel and those who break the punishment.

The assumption is that if parents are able to give full attention to children's physical or non-physical needs, then it will have a positive influence on children's learning achievement. In other words, children who receive attention from their parents and receive adequate facilities will be able to excel in learning.

B. Previous Study

There are several previous studies related to teachers' strategies entitled "*The Strategies of Teacher in Motivating Their Students in Learning English at SMA Muhammadiyah Singku*". This research was written by Nurul Apriliani (151605) from English Education Study Program, Faculty of Education and Teacher Training of Sultan Thaha Saifuddin State Islamic University of Jambi 2020. The researcher used descriptive qualitative method. The result of the research is the English teacher strategies to increase students' motivation are giving praise, giving subtle ridicule, giving suggestions, and giving idol stories.

From the previous research above, there are some similarities and differences. The similarity with those research is about teachers strategies to motivate students and the method used is the same, namely descriptive qualitative. While the difference is in the setting place of the research. The previous author conducted research in SMA Muhammadiyah Singkut, and this research was conducted in SMP Al-Rahmah Cilincing North Jakarta.

The second previous study written by Natasha Prasetyaning Andryastusti (112011012) entitled “*Teachers’ Strategies in Motivating Students in Inclusive School*”, from English Language Education Program Faculty of Language and Literature of Satya Wacana Christian University Salatiga 2015. The study aims to investigate teacher strategies in motivating students in inclusive school. The research is a descriptive qualitative. The subject in the research are English teachers and students from inclusive school.

From the second of previous study, there are similarities and differences. The similarities are about teacher strategies in motivating students and the research method used. While the difference is the research was conducted in inclusive school at Salatiga.

The third previous study written by Afri Yandi (1630104002) with title “*Teacher’s Strategies in Increasing Students’ Motivation in On-Line English Learning at MTSN 6 Tanah Datar*”, from English Teaching Department Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Batu Sangkar 2021. The purpose of the study is to describe the English

teacher strategies in increasing Student's motivation in learning English Online. The method is using descriptive qualitative. The results of the research to increasing student motivation are giving video material, accepting students' assignment anytime, using learning games and giving reward.

The third previous study have some similarities and differences. The similarities are about teacher's strategies to motivating students in learning English and using the same method. The difference is in the place of research and the previous researcher was conducted during online learning.

The fourth previous study entitled "*Teacher's Strategies in Motivating Students to Learn English at Junior High School 01 Ngunut Tulungagung*" written by Shintia Dhea Aprilia (17203163021) from English Education Program of State Islamic Collage Institute of Tulungagung 2020. The purpose of this study were to know English teacher's strategies to motivate students to learn English. The informant of the research were the English teacher and the students of regular class at Junior High School 01 Ngunut Tulungagung.

The similarities of the research are about teachers strategies in motivating students to learn English, and the research subjects are the same at the Junior High School level. The difference in this research is the informant used. In the previous study, teachers and students from regular class were used as informants, while this study only used English teachers as informants.

The fifth previous study written by Tazkiyah Firdausi (163221232) entitled "*Exploring Teacher Motivational Strategy in English Learning and*

Teaching Activity at SMP Muhammadiyah 5 Surakarta". From English Language Education Faculty of Culture and Languages The State Islamic Institute of Surakarta 2020. The purpose of this study is to describe the kind of English teachers' motivational strategies to encouraging student's motivation in learning English, and to describe students' responses towards their teacher motivational strategies for encouraging the students' motivation. The method is using descriptive qualitative. The result of this research is the teacher made three strategies, namely are the teacher kept the behavior and good relationship with the students. Second strategy is the teacher created pleasant, enjoyable, also supportive atmosphere in the learning activities. Third strategy is the teacher used learning group for students.

The fifth and last have some similarities and differences. The similarities are the same as discussing about motivational strategies in learning English, and conduct research at the Junior High School level. In addition researchers also use the same method in conducting research. The differences of this study are located in different school. In addition, the technique of collecting data is different, the previous author used questionnaire for students, while this study used interviews with the teachers.

2.1 . The Similarities and Dissimilarities Previous Studies

No	Name	Affiliation	Title	Similarities	Differences
1.	Nurul Apriliani (2020)	Sultan Thaha Saifuddin State Islamic University of Jambi	The Strategies of Teachers in Motivating Their Students in Learning English at SMA Muhammadiyah Singkut	The similarity with those research is about teachers strategies to motivate students and the method used is the same, namely descriptive qualitative.	The difference is in the setting place of the research. The previous author conducted research in SMA Muhammadiyah Singkut, and this research was conducted in SMP Al-Rahmah Cilincing North Jakarta.
2.	Natasha Prasetyaning Andryastuti (2015)	Satya Wacana Christian University Salatiga	Teachers' Strategies in Motivating Students in Inclusive School	The similarities are about teacher strategies in motivating students and the research method used.	The difference is the research was conducted in inclusive school at Salatiga.

3.	Afri Yadi (2021)	State Institutue for Islamic Studies (IAIN) Batu Sangkar	Teacher's Strategies in Increasing Students' Motivation in On-Line English Learning at MTSN 6 Tanah Datar	The similarities are about teacher's strategies to motivating students in learning English and using the same method.	The difference is in the place of research and the previous researcher was conducted during online learning.
4.	Shintia Dhea Aprilia (2020)	State Islamic Collage Institute off Tulungagung	Teacher's Startegies in Motivating Students to Learn English at Junior High School 01 Ngunut Tulungagung	The similarities of the research are about teachers strategies in motivating students to learn English, and the research subjects are the same at the Junior High School level.	The difference in this research is the informant used. In the previous study, teachers and students from regular class were used as informants, while this study only used English teachers as informants.

5.	Tazkiyah Firdausi (2020)	State Islamic Institute of Surakarta	Exploring Teacher Motivational Startegy in English Learning and Teaching Activity at SMP Muhammadiyah 5 Surakarta	The similarities are the same as discussing about motivational strategies in learning English, and conduct research at the Junior High School level.	The differences of this study are located in different school. In addition, the technique of collecting data is different, the previous author used questionnaire for students, while this study used interviews with the teachers.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In a study there are several purposes, among others, are to explore, describe and explain. Research is a knowledge system that has a role in the development of a science. According to Bungin (2011) research has an important position in science, namely to develop and protect science from extinction. In addition, research has a function, namely the ability to improve knowledge so that it remains current, sophisticated, applied and axiological for the community. Science will continue to develop at any time which is in line with the development of human times. As long as this development occurs there will always be new phenomena that also occur. To understand this new phenomenon, it is necessary to have new knowledge resulting from a research using the right methodology. This is why qualitative research is needed.

According to Basrowi and Suwandi (2009) by using this qualitative research, the researcher will be able to recognize the subject, feel what the subject feels in everyday life. This study uses qualitative research in which researchers will be involved in the context, circumstances and settings of natural phenomena that are appropriate to the time being studied. Qualitative research has the aim of understanding the condition of a context by leading to a detailed and in-depth description of phenomena experienced naturally, about what happens without engineering.

According to Merriam (2009) qualitative research has several characteristics, namely as follows:

1. Focus on the search for meaning and understanding.
2. The main instrument is the researcher.
3. In analyzing the data using an inductive process.
4. The results of the research are presented with a description or in the form of a description and sometimes accompanied by pictures.
5. The research design used is emergent and flexible, besides that it is also responsive to changes in the situation during the research.
6. Subject selection is purposive and the number of subjects used is usually small.
7. Researchers have enough time to engage in research activities with their subjects in a natural state.

Based on the description above, it can be concluded that this study uses a qualitative descriptive method, because this research explore or photograph social situations that will be studied extensively, deeply and thoroughly. This method will produce descriptive data in the form of words written or spoken from people whose behavior is observed. The researcher took a qualitative descriptive method to conduct the research. This method is intended to understand the phenomenon of what is experienced by the subject of this study for example related to behavior, interests, motivation, perception, action by way of description in the form of words and language. This descriptive qualitative approach was carried

out to obtain complete information about the teacher's strategy in motivating students to learn English.

B. Research Setting

1. Place of Research

This research conducted at SMP Al-Rahmah Cilincing North Jakarta for the academic year 2022/2023 under the auspices of the Abu Fachry Foundation. SMP Al-Rahmah Cilincing North Jakarta is located in Kampung Sawah Blok B Rt. 06 Rw. 10 Semper Timur, Cilincing District, North Jakarta City, DKI Jakarta Province with zip code 14130 which this school has accreditation B. SMP Al-Rahmah has facilities including school buildings, science laboratories, ICT laboratories, and libraries that can support the learning process. In addition, the school also provides LCD and projector screens which are used to assist learning and teaching in all subjects including English. Each class in this school is divided into two parts, namely classes A and B.

2. Time of Research

This research was carried out in July 2022. To collect data, the researcher started the research by observing at SMP Al-Rahmah North Jakarta and meeting the headmaster to give permission to conduct research.

Table 3.1 Research Schedule

Activities	Month										
	Jul 2022	Aug 2022	Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	
Pre-research											
Making Proposal and Guidance											
Proposal Seminar											
Research Data Collection											
Report Writing and Guidance											
Thesis Examination											

C. Research Subject

The subject taken by the researcher are two English teachers who teaches at SMP Al-Rahmah Cilincing North Jakarta. According to Moleong (1990) the research subject is someone who is in a research setting or a person who provides information related to the situation and condition of the research setting. To obtain representative information, the researcher used the purposive sample method.

Purposive sampling technique in qualitative research is considered to be able to capture the completeness and depth of data, because the samples taken are more selective which are fundamental on the basis of

the theory used, personal desires, empirical characteristics encountered. The researcher choose informants who are considered to know the information needed in depth and can also be trusted to be used as data sources. From the description above, the researchers took two English teachers to serve as informants in the research being conducted.

D. Data and Source of the Data

Qualitative research data are generally in the form of soft data such as words, expressions, sentences and actions. The words and actions were obtained from the subjects studied, observed or interviewed. In this study, the researcher need data from informants to answer research-related questions.

The data used for this research is qualitative data in the form of words, sentences, and pictures. The data from this research are interviews between teacher and researcher. The researcher conducted in-depth interviews with teachers by asking questions related to the strategies that English teachers use in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta. The data used for this research is qualitative data in the form of words, sentences, and pictures

Sources of data are research data obtained and collected by the researcher. In the field of education, data sources can be human, such as principals, teachers or students. Then the data sources in the form of events are teaching and learning activities, student interactions in learning and so on. In this study, the researcher used primary data. According to

Narimawati (2008) primary data is the original or first data. To obtain this data, a resource person is needed, namely people who will provide information related to the research. Therefore, the researcher took two English teachers at SMP Al-Rahmah Cilincing North Jakarta as an informant who would provide data related to research by conducting interviews and observations as well as documentation.

E. Technique of Collecting Data

Data collection is an important stage in a study, because the correct data collection techniques will produce credible data. Research data can be in the form of text, photos, stories, and images. According to Patton (2002) there are three types of techniques in data collection, namely the first is in-depth interviews, the second is data obtained through an observation, and the third is documents in the form of materials such as stored writing or there is also an audiovisual form.

In this study, the researcher used observation, documentation and interviews to obtain the required data. The following is a description of the data collection techniques used:

1. Observation

Observation is an important stage in a qualitative research. According to Arikunto (2002) observation is a systematic observation and recording related to the phenomenon being studied. In this study, the object observed by the researcher was the strategy of the English teacher in motivating students to learn English at SMP Al-Rahmah.

This observation was conducted to find out the data related to the teacher's strategy to motivate and how the teacher uses the strategy to motivate students in learning English.

2. Documentation

According to Sugiyono (2016) is a record of events that have passed. Documents can be pictures, writings, or monumental works of someone. The documents used in this study are the result of observations and interviews related to the teacher's explanation of strategies to motivate students in learning English at SMP Al-Rahmah North Jakarta in the form of notes related to the results of interviews and also documentation when informants and researchers conduct interviews.

3. Interview

An interview is a meeting between two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic (Sugiyono, 2016). Researcher conduct interviews in the form of questions and answers with English teachers at SMP Al-Rahmah regarding strategies to motivate students in learning English. The researcher provide several questions that have been prepared to be asked and answered by the English teacher.

F. Research Instrument

For data collection in research in the field of general education is to use the instrument. In a research instrument is an important thing.

According to Arikunto (2013) research instruments are tools that are selected and used by researcher in data collection activities so that these activities run easily and systematically. Added by Riduwan (2013) that the research instrument is a research tool in data collection, the quality of the instrument will determine the quality of the data being collected, so it can be concluded that the instrument and data are interrelated.

In this study, the instrument is the researcher herself. In activities to obtain data, the researcher will use good instruments and be able to retrieve information from the subject or object under study. The researcher used non-test research instruments in the form of interviews and observations. The researcher will do observation, namely direct observation. Then the researcher will also conduct interviews with informants. The researcher use mobile as a tool to record interviews with the teachers. The researcher would make a note of questions related to the data needed, which the researcher would then ask the informants. All data that has been obtained will be rewritten in the form of transcripts so that the data is easier to process.

G. Trustworthiness of the Data

In descriptive qualitative research, the researcher must obtain valid data. To avoid errors in the data that has been collected, the researcher need to check the validity of the data. According to Subroto (1992) the credibility of research data can be seen from the level of validity and constancy of the data. Without fulfilling these requirements, the research

cannot be held accountable. According to Moleong (2002) checking the validity of the data is based on the criteria of credibility with triangulation techniques, bending observations, checking peers.

The validity of data in qualitative research is an attempt to assess the accuracy of the various findings, as has been well described by researchers and participants. According to Creswell (2015) the data validity technique used in qualitative research is triangulation techniques. In triangulation, the researcher use a variety of sources, methods, researchers, and theorists provide as supporting evidence.

In this research, the researcher uses triangulation technique. The researcher uses triangulation in the form of interviews, observations and documentation to validate information related to English teacher strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta.

H. Techniques of Analyzing the Data

Data analysis in a qualitative study is carried out during data collection and after completion of data collection within a certain period. When the researcher conducted interviews with the informants, the researcher had conducted an analysis related to the answers of the informants. If the researcher feels that the respondent's answer is not satisfactory, then the researcher can ask a few more questions until it is considered credible enough in obtaining data. According to Miles and

Huberman (1994) there are three activities in qualitative data analysis, namely:

1. Data Reduction

Data reduction can make it easier for researcher to collect data, because the reduced data will provide a clear picture. Reducing means summarizing, choosing the main things, focusing on things that are considered important (Sugiyono, 2015). The researcher do data reduction by simplifying such as making a summary of the information data that has been collected from observations, interviews and also documentation during data collection.

2. Data Display

By displaying data, it will be easier to understand what is happening, and to plan further work based on what has been understood. According to Miles and Huberman (2014) in qualitative research, the use of narrative texts is generally used to present data. The author will present data from interviews and observations in narrative form.

3. Conclusion/Verification

According to Miles and Huberman (2014) drawing conclusions and verification is the third step for data analysis in a qualitative study. Drawing conclusions or verification is an activity to match data that occurs in the field with the meaning that emerges from the research data. The initial conclusions raised are still temporary and

subject to change, but if the conclusions raised at an early stage are supported by valid and consistent evidence, then the conclusions are credible. Conclusions in qualitative research are new findings that did not exist before. Findings can be in the form of a description or description of an object that was previously unclear, so that after research it becomes clear. Conclusions can also be causal or interactive relationships, hypotheses or theories.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In the research finding and discussion section, this is discussing the answers to the problem formulations that have been mentioned in chapter one based on the data obtained by the researcher. Existing data obtained by researchers through observation, interviews and documentation. In this study there are two objectives, namely 1) To describe what the English teacher's strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta, and 2) To describe what the difficulties that English teachers in using the strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta. Before discussing the answers that have been obtained based on the previous problem formulation, the researcher will provide a brief explanation regarding the English learning activities at SMP Al-Rahmah Cilincing North Jakarta.

The researcher conducted interviews with the English teachers at SMP Al-Rahmah Cilincing North Jakarta regarding the learning activities carried out, the results were obtained in the form of learning English at the school still referring to the curriculum set by the government, even though this school is a private school. In addition, the English teacher at this school uses a scientific approach to teach their students. Teachers also help their students when they have difficulty learning English.

The researcher uses coding for the data explanation. The coding in this research are:

T1	: First Teacher
T2	: Second Teacher
PA	: Teacher 1 initial
HH	: Teacher 2 initial
Q-1	: Question 1
01	: Number of transcript page
D1	: Number of Data
31.10.2022	: Date

1. The English teacher's strategies in motivating students to learn English at SMP Al-Rahmah North Jakarta?

The researcher conducted interviews with two English teachers at SMP Al-Rahmah North Jakarta. The researcher conducted interviews with the English teacher at this school because the English teacher was considered to know information about the teacher's strategy in motivating students to learn English. Researchers conducted interviews on October, 31st 2022 at SMP Al-Rahmah Cilincing North Jakarta. There are 10 questions related to the teacher's strategy in motivating students to learn English. Researchers conducted interviews in Indonesian to make it easier to understand. The researcher made direct observations by entering the class when learning English. For clearing the data, the researcher creates a

code from the data. The following is a more detailed explanation regarding the motivational strategies that teachers use:

- a. Students are given the freedom to express difficulties during learning.

Based on the interviews that the researchers conducted with the English teacher, the teacher gave freedom to students to ask questions regarding the difficulties experienced during learning.

“Dengan memberikan kebebasan kepada siswa, maka siswa tidak merasa tertekan saat belajar, apalagi saat mereka ingin bertanya terkait materi yang sulit dipahami.”

“By giving freedom to students, students don’t feel pressured when doing activities or asking question.” **(T1/PA/Q-5/01/D5/31.10.2022)**

This data was obtained based on interviews and supported by interviews between researcher and teacher:

“Ya saya memperbolehkan siswa untuk menyampaikan kesulitan selama pembelajaran. Biasanya sehabis saya menjelaskan materi. Kalo belum paham juga setelah saya jelasin, langsung saya masukkan kedalam praktek.”

“Yes, I allow students to convey difficulties during learning. Usually after I explain it, I’ll immediately put it into practice.” **(T1/PA/Q-5/07/D5/31.10.2022)**

The teacher gives freedom to students to ask about their difficulties in learning. The teacher gives freedom so that students are not afraid to express themselves, so that students are curious about the material being taught. Because with students asking about material they don’t understand and the teacher helping to provide in-depth explanations regarding the material, students will be able to understand the material being taught. Teacher added:

“Sebagai guru kita harus mengerti kondisi, siswa memiliki karakter yang beragam. Ada siswa yang pemalu. Makanya kita membebaskan mereka berekspresi. Kalau tidak begitu mereka pasif sekali.”

“As teachers we must understand the conditions, students have various characters. There are students who are shy. That’s why we are free to express themselves, otherwise they are very passive.” (T1/PA/Q-5/07/D5/31.10.2022)

With different characters, the teacher gives freedom to students to express themselves, ask questions about material they don't understand or others. This is done as one of the steps so that the learning process can run well and also to achieve the learning objectives.

- b. Keeping appropriate teacher’s behaviour and good relation with students

The teacher said during the interview with the researcher that she had to maintain a good relationship with her students, she also had to be a good role model in behavior. This is done as a form of the teacher's strategy, namely to be closer to his students. Good behavior, for example is respecting one another.

“Menjaga hubungan baik dengan siswa dan juga perilaku yang baik dapat menjadi motivasi siswa dalam belajar, karena siswa akan merasa dekat dengan guru, tidak takut dan tidak tertekan. Siswa yang tidak memiliki hubungan baik dengan guru akan cenderung menjauh.”

”Maintaining good relations with students and also good behavior can motivate students to study, because students will feel close to the teacher, not afraid and not depressed. Students who have a good relationship with the teacher will tend to stay away.” (T1/PA/Q-5/07/D5/31.10.2022)

Next is the full interview with the teacher:

“Kalau guru memiliki image yang galak pasti siswa tidak akan mau dekat. Oleh karena itu kita wajib menjaga itu. Membangun hubungan baik sama siswa bertujuan agar siswa tidak takut.”

“If the teacher has a fierce image students will not want to be close, therefore we must maintain it. Build good relations with students aiming so that students are not afraid.” (T1/PA/Q-5/07/D5/31.10.2022)

The teacher explains to the researcher that the teacher cannot show a bad attitude, for example, is grumpy. Because it will make students feel afraid to be close to the teacher. If students feel afraid, then students will stay away from the teacher. Students will not dare even if they just ask questions related to learning. This bad image should be avoided. Teachers must establish good relations with their students.

Teachers must have characteristics that are liked by their students. Because the nature that is liked by students will make students excited to take part in learning activities. The teacher also added the following:

“Kita sebagai guru harus punya kedekatan dengan siswa, jadi siswa akan nyaman saat pembelajaran. Dengan kedekatan yang baik maka komunikasi juga akan terbangun dengan baik, jadi kalau mereka kesusahan saat belajar ya bisa segera diatasi.”

“We as teachers must have closeness with students, so students will be comfortable when learning. With good closeness, communication will also be built properly, so if they have trouble while studying, they can be overcome immediately.” (T1/PA/Q-5/07/D5/31.10.2022)

c. Create a fun learning atmosphere

There are many ways to keep students motivated in learning. One way is to create a fun learning atmosphere. In interviews conducted the teacher said:

“Suasana didalam kelas ketika pembelajaran harusnya diperhatikan, karena suasana dikelas tersebut juga dapat mempengaruhi siswa ketika belajar. Suasana yang menyenangkan dan tidak tegang akan membuat siswa nyaman saat belajar.”

“The atmosphere in the class when learning should be considered, because the atmosphere in the class can also affect students when learning. A pleasant and not tense atmosphere will make students comfortable while studying.” (T1/PA/Q-5/07/D5/31.10.2022)

The next explanation of the interviews conducted is as follows:

“Tentu kita sebagai guru harus membuat suasana kelas hidup. Artinya adalah suasana kelas yang menyenangkan, kalo tidak menyenangkan ya siswa tidak akan tertarik mengikuti proses pembelajaran. Jadi disela-sela pembelajaran biasanya kita sisipkan candaan, main games dan juga ice breaking. Selain itu terkadang saya ajak nyanyi. Materinya saya ubah kedalam nyanyian.”

“Of course we as teachers have to make the class atmosphere lively. This means that the class atmosphere is fun, if it is not fun, students will not be interested in participating in the learning process. So between lessons we usually insert jokes, play games and also ice breaking. Besides that, sometimes I sing along. I changed the material into singing.” (T1/PA/Q-5/07/D5/31.10.2022)

It can be seen that the teacher is required to create a pleasant atmosphere in class. Because with a pleasant atmosphere students don't feel pressured, don't feel afraid, students will also feel comfortable and safe during teaching and learning activities.

Fun learning is when it is done in a relaxed atmosphere, free from pressure, a feeling of comfort, there is involvement between the teacher and students and the awakening of interest in students. To achieve learning objectives depends on how the learning process is carried out effectively. Effective learning can be done if the atmosphere during the learning process makes students concentrate on participating in learning activities. Student concentration will arise if the classroom conditions are conducive and comfortable. The teacher's role is to create a pleasant learning atmosphere so that students feel comfortable learning.

Based on interviews conducted by the researcher with English teacher 2, the teacher will make the class atmosphere comfortable and enjoyable when learning. The teacher said:

“Strategi yang saya lakukan pertama adalah membuat suasana nyaman dulu, suasana nya menyenangkan agar siswa bisa lebih tenang ketika belajar”

“The strategy that I did first was to create a comfortable atmosphere, the atmosphere is pleasant so that students can be calmer when studying.” (T2/HH/Q-5/06/D5/7.11.2022)

This data was obtained based on interviews conducted, along with the explanation:

“Suasana ketika belajar itu mempengaruhi mood siswa yang juga akan mempengaruhi motivasi mereka dalam belajar. Jadi begini, kalau suasana kelas itu tidak kondusif, membosankan itu nanti siswa akan malas, siswa jadi tidak semangat belajar. Jadi siswa tidak akan memperhatikan materi yang saya ajarkan. Untuk membuat suasana jadi mencair ya, tidak tegang, tidak bosan biasanya saya ajak main game atau tebak-tebakan bahasa Inggris. Selain sebagai salah satu strategi

yang memotivasi siswa agar semangat belajar lagi juga dapat menambah kosakata baru siswa.”

“The atmosphere when learning affects the mood of students which will also affect their motivation in learning. So like this, if the class atmosphere is not conducive, it will be boring students will be lazy, students will not be enthusiastic about learning. So students will not pay attention to the material that I teach. To lighten the mood, not to be tense, not to get bored, I usually invite them to play games or guess in English. Aside from being a strategy that motivates students to be enthusiastic about learning again, it can also add new students' vocabulary.” (T2/HH/Q-5/06/D5/7.11.2022)

It can be seen that the strategy that the teacher employs to increase students' motivation in learning English is to create a comfortable and pleasant classroom atmosphere. The teacher gives riddles in English as a way to lighten the class atmosphere so they don't get bored, so that students are excited about learning again. With the teacher doing guesswork as a motivational strategy it can also add to students' English vocabulary.

d. Holding quizzes as a competition to motivate students

In the learning process carried out by the teacher, holding quizzes related to the material being taught is also a strategy that can be used to motivate students in learning, the teacher said:

“Memotivasi siswa dengan kuis juga merupakan strategi yang saya gunakan, siswa akan semangat menjawab pertanyaan-pertanyaan yang saya berikan. Mereka ini bersaing untuk mendapatkan nilai. Jadi kompetisi antar siswa.”

“Motivating students with quizzes is also a strategy that I use, students will be enthusiastic about answering the questions I give. They compete for value. So it's a competition between students.” (T1/PA/Q-5/08/D5/31.10.2022)

Following are the results of further interviews with teachers:

“Strategi yang saya gunakan salah satunya adalah kuis, karena kuis adalah strategi untuk mereka agar lebih menyenangkan dalam kegiatan belajar. Dengan kuis tersebut akan mendorong semangat siswa untuk mendapatkan nilai tinggi, persaingan antara satu dengan yang lainnya itu yang bikin mereka semangat. Termotivasilah untuk belajar mendapat nilai tinggi ketika teman nya mendapat nilai tinggi.”

“One of the strategies I use is quizzes, because quizzes are a strategy for them to make learning more fun. With these quizzes it will encourage students to get high scores, competition from one another is what gets them excited. Be motivated to learn to get high marks when his friends get high marks.” (T1/PA/Q-5/08/D5/31.10.2022)

The results of the interview above can be seen that holding quizzes can be a teacher's strategy in motivating students in learning. Students will compete for grades. Students will scramble to answer the questions given by the teacher. This competition with one another can cause students to be enthusiastic and motivated. Competition in learning activities is needed, both in the form of individuals and groups. Because this competition can be a tool to motivate students. In addition, competition will be a means of increasing students' willingness to learn.

In interviews conducted by researchers with teachers, it was found that one way to motivate students to learn English was to create competition and collaboration. The teacher said:

“Dengan membuat kompetisi antar siswa serta kerjasama antar siswa dapat membuat siswa termotivasi untuk belajar.”

“By creating competition between students and collaboration between students can make students motivated to learn.”
(T2/HH/Q-5/07/D5/7.11.2022)

The data is reinforced by the results of teacher interviews with researchers as follows:

“Ya terkadang saya harus mengadakan kompetisi ketika proses pembelajaran itu. Contohnya adalah kuis atau tebak-tebakan. Kompetisi antar sesama siswa ini akan membuat siswa termotivasi dalam belajar. Keinginan untuk mendapatkan nilai tinggi dan reward tersebut yang memacu siswa saling menjawab. Selain itu juga kerjasama dibutuhkan.”

“Yes, sometimes I have to hold competitions during the learning process. Examples are quizzes or guesswork. Competition among fellow students will make students motivated in learning. The desire to get high marks and rewards motivates students to answer each other. In addition, cooperation is also needed.” (T2/HH/Q-5/07/D5/7.11.2022)

From the interview results obtained, it can be seen that holding competitions and collaborations will make students motivated to learn. Students will compete to get good grades. With this competition students will be motivated and enthusiastic. In addition, cooperation between students with each other will also make students motivated, helping each other in groups will make it easier for students to answer questions while on quizzes to get the desired value.

e. Making learning groups

In interviews conducted by teachers and researchers, it was found that teachers create study groups as a strategy to motivate their students. The teacher makes small groups or also in pairs. Usually

teachers create study groups to practice what they have learned. The teacher explains as follows:

“Dalam kegiatan pembelajaran biasanya saya juga membuat kelompok. Jadi dengan membuat kelompok ini mempermudah siswa dalam belajar. Saya membuat kelompok kecil belajar dan juga berpasangan tergantung materi pembelajaran saat itu. Kalau berpasangan ya biasanya saat materinya conversation.”

“In learning activities I usually also make groups. So by making this group easier for students to learn. I make small study groups and also work in pairs depending on the learning material at that time. If in pairs, usually when the material is conversation.” (T1/PA/Q-5/08/D5/31.10.2022)

There are many ways that teachers can take in learning activities to increase student motivation. One way is to create a study group. By forming groups, it will give students the opportunity to exchange ideas and opinions. The teacher creates study groups so that students can learn together and solve existing problems. Students in study groups must interact with each other, be equally involved and active so that the learning outcomes obtained are maximized.

Creating study groups is a strategy that teachers use to motivate students in learning English. This statement is supported by interviews with teachers as follows:

“Membuat kelompok belajar akan mempermudah siswa dalam belajar dan juga memotivasi siswa.”

“Creating study groups will make it easier for students to learn and also motivate students.” (T2/HH/Q-5/07/D5/7.11.2022)

In interviews conducted by researchers with teachers it can be seen that:

“Dalam kegiatan pembelajaran saya membuat kelompok belajar dalam dua kelompok yaitu berpasangan dan juga kelompok kecil. Keduanya saya lakukan untuk memotivasi siswa dalam belajar.. Mereka dapat menyelesaikan tugas yang saya berikan kalau berkelompok ya dari kerjasama antar siswa dalam kelompok itu.”

“In learning activities I make study groups in two groups, namely in pairs and also small groups. I do both to motivate students in learning.. They can complete the assignments I give if they are in groups, yes from the cooperation between students in the group." (T2/HH/Q-5/07/D5/7.11.2022)

It can be seen that forming study groups can motivate students to learn English. Students will be enthusiastic because they can discuss and work together with their group mates. Creating study groups is usually done by the teacher when giving assignments or when holding quizzes during learning activities.

f. Telling the purpose and benefits of learning English

From the results of interviews obtained by researchers with the teacher, one way to increase student motivation in learning is:

“Saya memberitahu tujuan dari belajar bahasa Inggris itu apa diawal ketika kita mau mulai pembelajaran, saya mengatakan kepada siswa saya tentang penting nya belajar bahasa Inggris mengingat bahasa Inggris adalah bahasa Internasional. Jadi dengan belajar bahasa Inggris engga hanya untuk dapet nilai saja, tapi bisa juga diaplikasikan di kehidupan sehari-hari nantinya.”

“I tell the purpose of learning English at the beginning when we want to start learning, I tell my students about the importance of learning English considering that English is an international language. So by learning English it's not just to get grades, but it can also be applied in everyday life later." (T1/PA/Q-5/08/D5/31.10.2022)

It can be seen from the teacher's statement above that at the beginning of learning, the teacher has emphasized the purpose of learning English to students. Learning English at school is not only to get grades, but also to be useful for everyday life. Before learning begins students already understand the purpose and benefits of learning English. Teacher also said:

“Di masa yang akan datang, misalnya dibidang pekerjaan mungkin saja bahasa Inggris ini diperlukan apabila mereka bekerja yang didalamnya mengharuskan mereka menggunakan bahasa Inggris, atau juga dibidang pendidikan.”

“In the future, for example in the field of work, English may be needed if they work in which they are required to use English, or also in the field of education.” (T1/PA/Q-5/08/D5/31.10.2022)

It was explained by the teacher that one of the benefits of learning English is in the field of work and also education, maybe learning English will make it easier for students in the future. By saying the goals and benefits of learning that is done can increase student motivation in learning.

Based on interviews conducted by the researcher and teacher regarding the teacher's strategy in motivating students to learn English, the next strategy is to tell the purpose of learning.

“Dengan memberitahu tujuan pembelajaran itu sendiri akan membuat siswa termotivasi untuk terus belajar.”

“By informing the learning objectives itself will make students motivated to continue learning.” (T2/HH/Q-5/06/D5/7.11.2022)

The following is an explanation regarding the strategies that teachers use to motivate students according to the interviews conducted:

“Saya memberitahu kepada siswa tentang tujuan dari pembelajaran bahasa Inggris yang mana akan berguna bagi mereka kelak selain untuk mendapatkan nilai dimata pelajaran bahasa Inggris disekolah ya. Bahasa Inggris juga kemungkinan akan sangat berguna dan banyak digunakan di Indonesia.”

“I tell students about the purpose of learning English which will be useful for them in the future apart from getting grades in English at school. English is also likely to be very useful and widely used in Indonesia.” (T22/HH/Q-5/06/D5/7.11.2022)

The teacher explains to students about the purpose of learning English. Apart from getting grades as a graduation requirement at school, other goals of learning English have benefits for students later. Such as when applying for a job, or when students have the opportunity to visit a foreign country that requires the use of English to communicate.

g. Giving feedback and comments as corrections

The strategy that the teacher uses to maintain students' interest in the learning being carried out is to provide feedback, for example is to provide comments. In the interview the teacher conducted with the researcher, the teacher said:

“Biasanya saya memberikan komentar atas apa yang sudah mereka kerjakan.”

“Usually I give comments on what they have done.” (T1/PA/Q-5/09/D5/31.10.2022)

The teacher also explains how the teacher gives comments to his students. When students write in writing lessons, the teacher will comment spontaneously or also by writing comments when assignments are collected.

“Jadi kalau misalkan lagi belajar nulis, saya akan lihat bagaimana mereka menulis tugas yang saya berikan. Nanti akan saya berikan komentar secara langsung atau juga disaat mereka sudah mengumpulkan tugasnya. Setelah saya koreksi saya akan bubuhkan komentar saya di kertas tugas mereka.”

“So if, for example, I'm learning to write, I'll see how they write the assignments I give them. Later I will give comments directly or also when they have submitted their assignments. After I have corrected it, I will put my comments on their assignment paper.” (T1/PA/Q-5/09/D5/31.10.2022)

The comments given are not just judging whether it is good or not. But also add the information needed by students. Teacher added:

“Selain feedback sebagai strategi yang akan menumbuhkan motivasi dalam diri siswa, tetapi juga dijadikan media untuk mengoreksi.”

“In addition to feedback as a strategy that will foster motivation in students, it is also used as a medium for making corrections.” (T1/PA/Q-5/09/D5/31.10.2022)

h. Providing rewards and appreciation to students

To keep students enthusiastic about participating in English learning activities, the teacher will give awards and appreciations to their students. Teacher said:

“Saya biasa kasih reward dan juga apresiasi yang membuat siswa itu tetap ada semangat untuk belajar.”

“I usually give rewards and also appreciation that keeps students enthusiastic about learning.” (T1/PA/Q-5/01/D5/31.10.2022)

In addition, the teacher also stated at the time of the interview that it was conducted as follows:

“Ketika siswa sudah selesai dengan tugasnya, melakukan tugas yang diberikan dengan baik biasanya saya kasih mereka apresiasi Mbak seperti “Good Job, Good, Keep learning, Keep doing” dan kalimat apresiasi lainnya ya yang dapat membuat semangat mereka belajar terus ada, termotivasi lah intinya.”

“When students have finished their assignments, doing the assignments given well, I usually give them appreciation, Miss, such as "Good Job, Good, Keep learning, Keep doing" and other sentences of appreciation that can keep their enthusiasm for learning going, the point is motivation.”
(T1/PA/Q-5/09/D5/31.10.2022)

It can be seen that with the teacher appreciating the work that has been done students can keep students enthusiastic and motivated to continue learning. The teacher also said that in addition to giving appreciation sentences, the teacher also gave rewards to his students.

The teacher said at the interview as follows:

“Siswa akan termotivasi dan semangat dengan pemberian reward kepada mereka.”

“Students will be motivated and excited by giving rewards to them.” (T2/HH/Q-5/07/D5/7.11.2022)

The researcher know that giving rewards can make students motivated after conducting interviews with English teachers, the following are the results of the interviews:

“Reward ini diberikan apabila siswa berhasil mengerjakan tugas, berhasil menjawab pertanyaan yang diberikan oleh saya atau pada saat saya mengadakan kuis. Reward ini bisa berupa kalimat-kalimat pujian atau hadiah kecil berupa benda entah pulpen, pensil atau sebagainya. Sesekali saya kasih

reward berupa hadiah seperti pulpen atau pensil. Selain itu biasanya saya kasih reward berupa pujian, ya kayak “Good Job, Good” atau kalimat-kalimat semacam itu.”

“This reward is given if students succeed in completing assignments, answer questions posed by me or when I hold quizzes. This reward can be in the form of sentences of praise or small prizes in the form of objects whether pens, pencils or so on. Occasionally I give rewards in the form of gifts such as pens or pencils. Apart from that, I usually give rewards in the form of praise, like “Good Job, Good” or similar sentences.”
(T2/HH/Q-5/07/D5/7.11.2022)

By giving rewards in the form of praise sentences or gifts in the form of objects can motivate students to learn English. Students will be eager to learn because of the rewards given by the teacher. When students finish doing their work or students can answer the questions the teacher gave, the teacher will give rewards to students.

i. Using interesting learning media

So that students do not feel bored in learning activities the teacher must have a strategy to overcome this. Teacher said:

“Dalam kegiatan pembelajaran untuk menghindari kebosanan siswa guru harus memiliki cara untuk mengatasi hal tersebut, salah satunya adalah penggunaan media pembelajaran yang menarik.”

“In learning activities to avoid student boredom the teacher must have a way to overcome this, one of which is the use of interesting learning media.” (T1/PA/Q-5/09/D5/31.10.2022)

The use of creative and interesting learning media can be used as a way for students to become enthusiastic about participating in learning activities. In addition to keeping students from getting bored,

using interesting learning media, students will easily understand the material presented.

The teacher said in an interview conducted with the researcher:

“Siswa saya itu orangnya gampang bosan. Ya gak memperhatikan penjelasan yang saya jelaskan didepan. Makanya solusi dari ini tuh salah satunya ya penggunaan media pembelajaran yang menarik agar siswa tertuju pada materi yang disampaikan”

“My students are easily bored. Yes, do not pay attention to the explanation that I explained earlier. So one of the solutions for this is the use of interesting learning media so that students are focused on the material presented.” (T1/PA/Q-5/09/D5/31.10.2022)

Based on the teacher's explanation above, learning media is also a strategy that can be used to increase student motivation in learning. Students who are less enthusiastic when studying with the teacher using interesting and creative learning media, students will pay more attention. Submission of material also does not seem monotonous.

The teacher added in the interview with the researcher as follows:

“Saya memanfaatkan Microsoft Power Point untuk membuat slide materi pembelajaran yang akan dipelajari. Selain memanfaatkan fasilitas Proyektor di sekolah ini juga penggunaan Microsoft Power Point dapat membuat anak-anak lebih memperhatikan materi. Itu siswa jadi tertarik, engga ngantuk lagi. Karena jarang-jarang juga saya menggunakan slide Power Point tujuannya ya supaya mereka gak bosan, gak monoton. Terkadang saya pakai video juga tergantung materinya.”

“I use Microsoft Power Point to make slides for learning materials to be studied. Apart from utilizing the Projector

facilities at this school, the use of Microsoft Power Point can make children pay more attention to the material. That makes students interested, they don't get sleepy anymore. Because I rarely use Power Point slides, the goal is so they don't get bored, not monotonous. Sometimes I use video too depending on the material.” (T1/PA/Q-5/09/D5/31.10.2022)

The use of learning media such as Power Point in conveying learning material can actually make students not bored in learning activities. The use of this kind of media can increase student motivation and student enthusiasm in learning. The teacher added:

“Selain penggunaan media seperti Power Point itu juga video, sesekali saya mengajak siswa bermain game tapi tetep dalam lingkup materi yang dipelajari, atau materi yang saat itu dipelajari saya buat lagu. Materinya saya ubah kedalam nyanyian.”

“Apart from the use of media such as Power Point as well as videos, occasionally I invite students to play games but it's still within the scope of the material being studied, or the material that I was studying at that time made a song. I changed the material into singing.” (T1/PA/Q-5/09/D5/31.10.2022)

Teachers can use learning media to increase student motivation in learning. Students will be more excited. As the results of the interview above the teacher said that the teacher can also invite students to play games and also sing. This is done by the teacher to make students not bored, stay enthusiastic and stay motivated in the learning activities carried out.

In increasing students' motivation in learning English, teachers use various strategies. One of them is the use of learning media that is interesting and different from before. The teacher said:

“Penggunaan media pembelajaran yang menarik yang berbeda dari sebelumnya, agar tidak terkesan monoton dan membosankan saat pembelajaran.”

“The use of interesting learning media that is different from before, so as not to seem monotonous and boring when learning.” (T2/HH/Q-5/06/D5/7.11.2022)

The following is an interview between the researcher and the English teacher regarding the use of interesting learning media:

“Siswa ketika belajar dikelas yang saya liat memiliki beberapa tipe. Ada yang memang anaknya bosanan, terkadang juga mengantuk saat pembelajaran danm juga mengobrol ketika saya sedang menerangkan materi pembelajaran. Jadi solusinya adalah dengan penggunaan media pembelajaran yang menarik seperti video pembelajaran, bisa juga Power Point.”

“Students when studying in class that I see have several types. There are indeed children who are bored, sometimes also sleepy during learning and also chat when I'm explaining learning material. So the solution is to use interesting learning media such as learning videos, can also Power Point.” (T2/HH/Q-5/06/D5/7.11.2022)

The teacher use Microsoft Power Point by making slides containing learning materials. The teacher makes slides look attractive by using a variety of backgrounds and inserting images related to the material being taught. By using interesting learning media, teachers can motivate students to learn English. Students will be happy and not bored with the material being taught. This strategy makes students excited when listening to the teacher explaining the material on each slide that is displayed.

j. Encourage students to be more confident in learning process

Students have different characteristics, one of which is the level of courage. In practice, in class, some students look insecure when they answer questions from the teacher. To overcome things like this the teacher must be able to make his/her students feel more confident to answer questions or anything else.

In interviews conducted by researchers, the teacher said the following:

“Guru harus bisa membuat siswa termotivasi dalam belajar. Siswa ini kan sebagian malu-malu ketika mau menjawab pertanyaan atau juga ketika mereka maju kedepan untuk praktek misalkan praktek percakapan begitu. Saya sebagai guru menstimulasi siswa saya agar mereka lebih pede di depan kelas atau ketika mau menjawab pertanyaan saya”

“Teachers must be able to make students motivated in learning. Some of these students are shy when they want to answer questions or also when they come forward to practice, for example practice conversations like that. As a teacher, I stimulate my students so that they are more confident in front of the class or when they want to answer my questions.”
(T1/PA/Q-5/10/D5/31.10.2022)

The teacher must also be able to motivate his/her students who do not have confidence to simply answer questions or also when students practice related to the materials being studied.

k. Give students opportunity to solve their problem

In learning activities students will also experience difficulties that will affect student motivation in learning. The teacher said:

“Siswa terkadang mengalami kendala yaitu kesulitan ketika belajar yang membuat mereka malas mengerjakan tugas yang saya berikan.”

“Students sometimes experience problems, namely difficulties when studying which makes them lazy to do the assignments I give.” (T2/HH/Q-5/06/D5/7.11.2022)

The following are the results of teacher and researcher interviews to strengthen the statement above:

“Dalam pembelajaran yang dilakukan sering saya menemui siswa yang mengalami kesulitan, entah itu sulit memahami materi yang saya berikan atau kesulitan dalam mengerjakan tugasnya. Maka strategi yang saya gunakan untuk memotivasi siswa agar tetap mau belajar bahasa Inggris ya dengan memberikan siswa saya kesempatan untuk menyelesaikan permasalahan nya tersebut.”

“In the learning that is done, I often encounter students who experience difficulties, whether it's difficult to understand the material that I provide or difficulties in doing their assignments. So the strategy I use to motivate students to keep learning English is by giving my students the opportunity to solve the problem.” (T2/HH/Q-5/06/D5/7.11.2022)

The teacher provides opportunities for his students to solve their problems as a strategy to motivate their students in learning. With the teacher giving students the opportunity to ask questions as a form of problem solving, students will be motivated. Students will return to study because students will feel helped.

2. The difficulties that English teachers have in using the strategies in motivating students to learn English at SMP Al-Rahmah Cilincing North Jakarta

The use of strategies in learning activities is very important, with teachers using strategies, learning activities will be more organized. Based on interviews conducted by researchers with teachers, it was

found that there were five difficulties experienced by teachers in using strategies to motivate students to learn English at SMP Al-Rahmah North Jakarta. Researchers interviewed 2 English teachers at SMP Al-Rahmah North Jakarta to obtain the required data. The following data can show the difficulties that teachers encounter in using strategies to motivate students to learn English. The researcher presents the data with the transcripts of the results of the interviews conducted with the English teacher.

a. The type of students intelligence is different for each individual

In using student motivation strategies to learn English, the teacher encounters several difficulties. This data is reinforced by the researcher's interview with the teacher as follows:

“Tipe kecerdasan siswa yang berbeda-beda, ketertarikan belajar siswa rendah, perbedaan latar belakang dan karakter siswa.”

“Different types of student intelligence, low student interest in learning, differences in student backgrounds and characters.” (T1/PA/Q-6/02/D6/31.10.2022)

The teacher said the difficulties encountered in implementing motivational strategies were because students had different types of intelligence. The low level of student interest in learning English, as well as the different backgrounds and characteristic of students.

Intelligence is an intellectual ability that everyone has since they were born. Each child may have more than one intelligence. Obviously this affects student learning outcomes. Based on the results of the interviews, it can be seen that each child has a

uniqueness and different intelligence in each individual. Teachers as educators in schools need to be aware of this so as not to make it difficult for teachers when teaching their students. By knowing the abilities of their students, the teacher will more easily direct their students according to their abilities.

b. Student's low interest in learning

In learning activities, student interest is something that has an important role. If students do not have interest and are also interested in learning, it will make students not get the results of the learning properly. Based on the teacher's information, it can be seen that everyone has a different interest in learning English. Whether or not students' interest can be seen from how students observe, pursue the lesson. It can be concluded that interest is an important factor in learning activities, because without interest students will feel forced or feel burdened in the learning activities carried out.

Teachers can see students' interest in the learning material provided. In interviews with teacher, the teacher said:

“Siswa lebih ingin ditanya, siswa sering bertanya dan menonjolkan diri dalam kegiatan pembelajaran.

“Students want to be asked more, students often ask and highlight themselves in learning activities.” (T2/HH/Q-9/02/D10/7.11.2022)

Students who were interested in learning were students who looked more prominent. An example is the student wants to continue to be asked by the teacher, or also often asks the teacher. Students

who are interested in learning will look very enthusiastic and have high curiosity.

c. Differences in student's character that affect learning motivation

Each student has different characteristics, so the teacher must understand the character of his students so that the teacher can apply appropriate and efficient learning strategies so that the learning objectives can be achieved. Student characteristics relate to aspects such as interests, talents, learning motivation, learning styles and also students' thinking abilities. Based on the interview, it can be said that the teacher must know the characteristics of his/her students. Because the teacher understands the characteristics of students will make it easier for the teacher to choose the right strategy for management related to the learning process so that learning is more meaningful and achieves the learning goals themselves.

In overcoming difficulties in using strategies to motivate students to learn English, the teacher takes steps as follows:

"Memahami siswa dengan mencari strategi yang cocok."

"Understand students by finding suitable strategies."

(T1/PA/Q-7/02/D7/31.20.2022)

To understand their students so that the teacher can find strategies which are suitable. To overcome these difficulties the teacher must understand students who have different characters in each individual. Need good cooperation between teachers and

students to achieve learning goals together. That way the teacher will be able to find the right strategy to motivate students in learning.

These difficulties were students having a character that was difficult to tell. In addition, students also have different characteristics. The teacher must be good at changing the way of explaining so that students understand what the teacher means.

d. Students attitudes

Teachers encounter some difficulties in using strategies to motivate students to learn English. In interviews conducted by researchers with teachers, the teacher said:

“Watak sulit diberitahu, karakteristik yang berbeda-beda, perilaku serta respon siswa yang berbeda.”

“The character is difficult to tell, the characteristics are different, the behavior and responses of students are different” (T2/HH/Q-6/02/D6/7.11.2022)

In learning activity, students also have different behaviors and responses in response to the motivational strategies that the teacher provides.

To overcome these problems the teacher took steps as a solution to deal with these difficulties. As evidence, the following is teacher’s interview with the researcher:

“Mencari strategi yang cocok, mencari ide-ide baru untuk membangkitkan semangat belajar siswa.”

“Looking for a suitable strategy, looking for new ideas to arouse students' enthusiasm for learning.” (T2/HH/Q-7/01/D7/7.11.2022)

The teacher must find the right strategy to use to motivate students in learning. Teachers are always looking for new ideas to inspire student learning. The strategy that teachers use can be different from other teachers.

B. Discussion

This section contains a discussion of research finding. The discussion here focuses on finding based on the formulation of problems that relate to the theories in chapter two. In this section there is a discussion about English teacher's strategies in motivating students to learn English at SMP Al-Rahmah North Jakarta. The following discussion is about the difficulties that English teachers have in using the strategies in motivating students to learn English at SMP Al-Rahmah North Jakarta.

1. English Teacher's Strategies in Motivating Students to Learn English at SMP Al-Rahmah North Jakarta

In general, strategy is a tool, plan or method that used to complete a task (Beckman, 2004). Strategy in the world of education can be interpreted as a plan in the form of a series of activities that will be carried out in order to achieve learning objectives. According to Hamruni (2009) educational strategies consist of the components, there are teachers, students, purpose, materials, methods, techniques, media, assessment, and situations or environment.

Mintzberg (1994) cited by Nikols (2012) notes that strategy is a plan, it is a way to get there by then. It is possible to create an effective

situation for classroom activities through specific guidance and teachers performing structured measurements. In order to solve the problems, the difficulty of learning English, teachers need proactive and creative ways to arouse student's interest in English learning. Giving motivational strategies in the process of teaching and learning English aims to improve the quality of teaching.

According to some experts, there are several strategies that can motivate students to learn English. In the strategies that have been put forward there are several strategies that are related to the strategies that the English teacher at SMP Al-Rahmah uses. The results of the interviews that the teacher and researchers conducted contained ten strategies that the teachers used in motivating students to learn English.

The first strategy is students are given the freedom to express difficulties during learning. The teacher gives freedom to her students to ask questions regarding the difficulties experienced by students. The teacher gives freedom to her students so that students are not afraid to express themselves and also want to know about the material being studied. According to the teacher, by giving this freedom, students will not feel pressured and afraid to ask questions during learning activities. Because with students asking about material that is not understood, the teacher can provide an explanation so that students can be helped in overcoming their difficulties. This strategy related to the strategy put forward by Dimiyati (2002) regarding the efforts that teachers can make

to motivate their students to learn, namely students are given the opportunity to tell the obstacles they face during learning activities.

The next strategy the teacher used is keeping appropriate teacher's behavior and good relations with students. This strategy related to the opinion expressed by Wilcox (2017), namely establish a respectful and deep connection with students. So this strategy aims to increase student motivation in learning by means of teachers continuing to create and maintain good relationships with students. The teacher must also be a good role model in behavior so that students become closer to the teacher. Because students who do not have a good relationship with the teacher will tend to stay away. This can affect students' motivation in learning. If the teacher has a bad image, it will be difficult for students to establish a good relationship with the teacher. The teacher must have characteristics that students like so that students are more enthusiastic about participating in learning.

On the other hand the teacher must create a fun learning atmosphere so that students feel comfortable while learning. Because the atmosphere in the classroom can affect the motivation and enthusiasm of students in learning. This strategy related to the motivational strategy according to Sanjaya (2009), namely when learning activities take place, the teacher must make the learning atmosphere as enjoyable as possible. Because of the good atmosphere, students will feel safe and without pressure so that students are free from fear. The classroom atmosphere

should look more alive and less tense with the occasional teacher making chatter.

Teachers also hold quizzes as a competition to motivate students. Because in the learning process holding quizzes related to the material being studied is also a strategy that teachers can use to increase student motivation in learning. Students will compete to answer questions given by the teacher in order to get value. Competition in learning activities can be done individually or in groups. This related to the motivational strategy proposed by Sanjaya (2009) that the teachers can create healthy competition between students. Through this competition, students will try hard to achieve good results. Teachers need to design learning activities that allow students to compete well.

Making learning groups is also one of the strategies that teachers use to increase student motivation in learning. By forming groups, it will give students the opportunity to exchange ideas and opinions. The teacher creates study groups so that students can learn together and solve existing problems. Students in study groups must interact with each other, be equally involved and active so that the learning outcomes obtained are maximized. This strategy related to the strategy put forward by Harmer (2001), namely a willingness to consider a way to learn. Good students convey or invent their personal examine abilities while they arrive to a lesson through their personal or perhaps making groups for discussion.

The next teacher's strategy is telling the purposes and benefits of learning English. The teacher informs the goals and also the benefits of learning that will be carried out by his students. By informing the goals and also the benefits that will be obtained from learning students will be motivated. The purpose of learning English in the fields of education, economics and also technology is very important, this has been explained by the teacher before learning. This strategy was also put forward by Wilcox (2017), which is to set high expectations and clear goals. This is means sets high expectations and supports students in their difficulties. Enables learners to rise to meet those expectations. In addition, according to Sanjaya (2009) clear goals to be achieved will make students understand what they are learning. It will make students motivated and generate interest in learning.

The strategy that the English teacher used is giving feedback and comments as corrections. The strategy that the teacher uses to maintain students' interest in the learning being carried out is to provide feedback. The teacher will provide giving comments spontaneously or also by writing comments when assignments are collected. This strategy is the same as that put forward by Harmer (2001), namely a willingness to simply accept corrections. Good students are organized to be corrected if it enables them. It means that the teachers are giving feedback includes praising students for things they do properly and providing them the capacity to do higher matters in which they have been much less

successful. It includes teachers in judging students' responses to correction so they can act accordingly.

To keep students enthusiastic about participating in learning activities. Teachers also provide rewards and appreciation to students to increase students' motivation in learning English. The teacher appreciates the work that students have done can keep students enthusiastic and motivated to continue learning. The teacher also said that in addition to giving appreciation sentences, the teacher also gave rewards to his students. According to Sanjaya (2009) Students who are given praise by the teacher when completing assignments or so on, will motivate students to learn. Because for some people praise will lead to satisfaction and pleasure. Praise given must be in accordance with the results obtained by students. Apart from that, this strategy also related to Watson (2008) that the teacher be certain to give reward and appreciate all efforts and tries at improving. Give plenty of verbal and non-verbal affirmations.

Furthermore, teachers also used interesting learning media in increasing student motivation. The use of interesting learning media will make students not bored in participating in learning activities. Besides aiming to keep students from getting bored, the use of interesting learning media can also make it easier for students to understand the material presented because it doesn't seem monotonous. Students who are less enthusiastic when studying with the teacher using interesting and

creative learning media, students will pay more attention. The use of slides in the Microsoft Power Point application can be used by teachers as an interesting medium for presenting learning material for students. According to Sanjaya (2009) using an attractive presentation method is when presenting material and information, the teacher must convey it with new and more varied techniques, with different techniques and supported by means or media that have never been used before that will attract students' attention. The curiosity of students will appear and it will motivate students in learning. The strategy that the teacher uses is the same as what Sanjaya (2009) put forward to increase students' motivational strategies for learning.

The next strategy that teachers used in motivating their students to learn English is to encourage students to be more confident in the learning process. Students have different characteristics, one of which is the level of courage. In practice, in class, some students look insecure when they answer questions from the teacher. To make students more courageous and confident in class, the teacher provides stimulation such as encouragement. In addition, the teacher also provides examples so that students are stimulated. This strategy was also related to Dimiyati (2002) the teacher must stimulate students to be confident in what they are doing, that students can overcome all the obstacles that exist in learning activities.

Furthermore, the researcher found that the English teacher used a strategy, namely is providing opportunities for students to solve their problems. The use of this strategy aims to keep students motivated in learning. In learning activities sometimes students experience difficulties that make them lazy to do assignments. The teacher will give students the opportunity to solve their problems by discussing with their friends or asking the teacher directly. This strategy relates to the statement of Dimiyati (2002) that the teacher provides opportunities for students to solve problems and also help their friends who are also having difficults. The teachers use these strategies because the teachers believe that these strategies are effective in increasing students' motivation to learn English.

2. The difficulties of English Teachers in Using the Strategies in Motivating Students to Learn English at SMP Al-Rahmah North Jakarta

After the researchers discussed English teachers' strategies in motivating students to learn English at SMP Al-Rahmah North Jakarta based on the results of interviews between researchers and English teachers. The results of the interviews show that there are several difficulties that teachers encounter when using strategies to motivate their students to learn English, namely the first is the type of students' intelligence is different for each individual, then the student's low interest in learning, the differences in student character that affect

learning motivation and students' attitudes. Here the researcher will discuss the difficulties that the teacher encounters.

First, in interviews conducted by researchers with teachers, the difficulty in using strategies to motivate students in learning is that the type of students' intelligence is different for each other. The teacher said that the difficulties encountered when using motivational strategies were the different intelligences of children. Delivery of learning material not all students can understand what has been explained. So that the teacher has difficulty implementing the strategy because each student has a different understanding. According to Howard Gardner in the theory of multiple intelligences, what he put forward is that intelligence is the ability to solve various problems in life that can produce products or services that are useful in various aspects of life (Megawangi, 2007). Human intelligence is a combination of all kinds of general and specific abilities. Every child has a different combination of intelligences that can work independently or together. The different understanding of students in each individual makes it difficult for teachers to apply strategies to motivate students to learn. Because not all students understand what the teacher conveys. Of course, this is something that teachers need to pay attention to in using strategies to motivate students to learn, especially English.

Second, the teacher's difficulties in using motivational strategies are students' low interest in learning. Based on the results of interviews

with teachers, students have a low interest in learning, especially in learning English. When the learning activities took place, students looked unenthusiastic because students were seen chatting with their desk mates, looked down and also lethargic. Students are not interested in learning English due to lack of understanding and also students are not interested in learning English. This makes it difficult for the teacher to convey the material. Students who do not want to study cannot get grades, so that learning objectives will not be achieved either. Therefore the teacher must provide motivation to his students. Implement motivational strategies so that students want to learn English. According to Slameto (Djali, 2006) interest is a feeling of preference and a sense of interest in a thing or activity, without being told. From this feeling of liking will raise the willingness of students in learning activities. Furthermore, there will be changes in students in the form of skills, attitudes, habits, knowledges and learning experiences. Student interest in teaching and learning activities has a major influence on student success. If students do not have an interest in the subject they are studying, then the results obtained will not be good because students will not study seriously. The absence of student interest in learning can be seen when students are lazy to do the assignments given by the teacher, students do not pay attention to the material being discussed, students chat while learning.

Third, based on the results of previous interviews, the teacher's difficulties in using strategies to motivate his students to learn are differences in student character that affect learning motivation. Each child has different characteristics, so the teacher must understand the character of his students so that the teacher can apply appropriate and efficient learning strategies so that the learning objectives can be achieved. Aspects that include are differences in student backgrounds such as family background, social background, and economic background. In addition, differences in student views regarding student aspirations in the future also affect student motivation in learning. Teachers must understand the characteristics of students which will make it easier for teachers to choose the right strategy for management related to the learning process so that learning is more meaningful and achieves the learning objectives themselves. According to Uno (2007) student characteristics are aspects or qualities of each student consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities possessed.

Fourth, student behavior is also one of the difficulties for teachers in using strategies to motivate students to learn English. Students besides having different characters from one another. Students also have different behavior. Attitudes or responses to objects in the form of people, goods or so on, either positive or negative. Students have different responses in each individual. The response given is related to

the learning strategy and also the strategy that the teacher gives in motivating students. The response can be in the form of positive or negative behavior according to each student. According to Gerungan (2006) said an attitude is respons towards a particular object, it can be in the form of a viewpoint or a feeling attitude, but an attitude that is accompanied by a tendency to act in accordance with the object's tendencies. So these individual attitudes can be implemented in the form of views or feelings in the form of positive behavior, for example, honesty, responsibility, discipline. As well as negative behaviors such as skipping study, often arriving late, disturbing friends while studying, and being lazy to do the assignments the teacher gives.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter contains conclusions from the research results that have been obtained by researchers. After conducting research at SMP Al-Rahmah North Jakarta, the researcher found several teachers' strategies in motivating students to learn English and also difficulties English teachers had in using their strategies in motivating students to learn English.

From this research, researchers found several strategies used by two English teachers in motivating students to learn English. The strategies are: 1) students are given the freedom to express their difficulties while studying, 2) maintaining good relations with students and maintaining good behavior, 3) create a fun learning atmosphere, 4) holding quizzes as a competition to motivate students, 5) making learning groups, 6) telling the purpose and benefits of learning English, 7) provide feedback and comments as corrections, 8) giving rewards and also appreciation to students, 9) using interesting media, 10) encourage students to be more confident in the learning process, 11) give students opportunity to solve their problems

In using the strategies the teachers run into some difficulties. These difficulties can affect the teacher in using strategies. The teachers have some difficulties as follows: 1) the type of student intelligence is different

for each individual, 2) student's low interest in learning, 3) differences in student' character that affect learning motivation, 4) students attitudes.

B. Suggestion

Based on the conclusions above, researchers can provide suggestions as follows:

1. For the Students

In participating in learning activities, some students still have low interest. So the researcher suggests that students pay more attention to the material that the teacher conveys and students must follow the teacher's directions so that their learning objectives will be achieved.

2. For the Teachers

For English subject teachers, in order to be able to use the right strategies to motivate students in accordance with the material being taught so as to make students motivated, active and also enthusiastic in learning activities. This research can also improve learning outcomes in English lessons for students.

3. For the Other Researchers

The researcher hopes that other researchers in the future can take the same approach to other material so that it can be used as a reference to conduct further research related teacher's strategies to motivate students in learning English.

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APPENDICES

APPENDIX 1

FIELD NOTE OF OBSERVATION

Researcher : Ima Febriyana Sofani
Date : 31st October 2022
Time : 10.45-11.30
Location : SMP Al-Rahmah North Jakarta
Note : Class Observation

At 10.45 the researcher entered the classroom. The lesson was about to start with the teacher entering the class. The first step that the teacher took is opening with an opening greeting and praying to start learning, then the teacher checked the presence of students. The teacher conducted a review regarding the material and learning activities that will be carried out with the experiences of students with previous materials and activities. The teacher also asked questions to remember and connect with the next material.

The teacher gives material about "where things are" by asking students to tell about the rooms in their homes and where they are located. Then the teacher asks students to describe the location. Then the teacher gives a video and asks students to pay attention. The teacher asks students about the material, then students answer. After that the teacher invites students to play games as ice breaker. The teacher also gives assignments to students to work on. After 30 minutes of learning, the teacher asks students' permission to leave the classroom and end the day's learning. At the close of class, the teacher reviews a little of the material that has been studied so that students don't forget. When finished the teacher greeted and left the class.

APPENDIX 2
QUESTION OF TEACHERS INTERVIEW

Daftar Pertanyaan Wawancara
<ol style="list-style-type: none"> 1. Bagaimana proses pembelajaran bahasa Inggris di SMP Al-Rahmah Jakarta Utara? 2. Apa pengertian motivasi pembelajaran menurut guru? 3. Faktor apa yang mempengaruhi motivasi belajar siswa? 4. Apa pengertian dari strategi pembelajaran menurut guru? 5. Strategi apa yang guru gunakan dalam memotivasi siswa untuk belajar bahasa Inggris? 6. Apa kesulitan-kesulitan yang guru temui dalam penggunaan strategi dalam memotivasi siswa agar belajar bahasa Inggris? 7. Apa langkah yang guru ambil dalam mengatasi kesulitan tersebut? 8. Apakah guru memiliki peraturan khusus terkait dengan kegiatan pembelajaran bahasa Inggris dikelas? Jika ada seperti apa peraturannya? 9. Bagaimana cara guru mengetahui ketertarikan siswa dengan materi pembelajaran yang diajarkan? 10. Bagaimana cara siswa belajar bahasa Inggris dikelas?
Interview Question Items
<ol style="list-style-type: none"> 1. How is the process of learning English at SMP Al-Rahmah North Jakarta? 2. What is the meaning of motivation to learn according to the teacher? 3. What factors influence student learning motivation? 4. What is the meaning of teaching strategy according to the teacher? 5. What strategies do teachers use in motivating students to learn English? 6. What are the difficulties that teachers encounter in using strategies to motivate students to learn English? 7. What steps did the teacher take to overcome these difficulties? 8. Does the teacher have special rules related to English learning activities in class? If there are special rules, what are the rules? 9. How can the teacher find out students' interest in the learning material being taught? 10. how do students learn English?

APPENDIX 3
TEACHERS INTERVIEW TRANSCRIPT 1

Interview Transcript 1

Nama Guru : PA

Sekolah : SMP Al-Rahmah Jakarta Utara

Pertanyaan:

1. Bagaimana proses pembelajaran bahasa Inggris di SMP Al-Rahmah Jakarta Utara?

Sesuai dengan kurikulum yang ada. Dimulai dengan pembukaan (salam dan baca doa), isi pembelajaran (materi yang dipelajari), penutup.

2. Apa pengertian motivasi belajar menurut guru?

Dorongan yang ada didalam diri siswa untuk mencapai tujuan yang ingin dicapai.

3. Faktor apa yang mempengaruhi motivasi belajar siswa?

Faktor lingkungan (keluarga dan pertemanan), karakter dan latar belakang siswa yang berbeda, ketertarikan siswa yang kurang terhadap materi yang dipelajari.

4. Apa pengertian strategi pembelajaran menurut guru?

Usaha guru berupa rangkaian kegiatan atau bisa disebut juga rencana yang dibuat khusus untuk mencapai tujuan pembelajaran.

5. Strategi apa yang guru gunakan dalam memotivasi siswa untuk belajar bahasa Inggris?

Memberikan kebebasan kepada siswa untuk mengekspresikan kesulitan yang mereka alami selama pembelajaran, menjaga sikap dan membangun hubungan baik dengan siswa, menciptakan suasana belajar yang menyenangkan, mengadakan kuis sebagai sebuah kompetisi, membuat kelompok belajar, memberitahu tujuan dan manfaat dari belajar bahasa Inggris, memberikan timbal balik dan komentar sebagai koreksi, memberikan penghargaan dan

apresiasi kepada siswa, menggunakan media pembelajaran yang menarik, mendorong siswa untuk lebih percaya diri dalam proses pembelajaran.

6. Apa kesulitan-kesulitan yang guru temui dalam penggunaan strategi dalam memotivasi siswa agar belajar bahasa Inggris?

Tipe kecerdasan siswa yang berbeda-beda, ketertarikan belajar siswa rendah, perbedaan latar belakang dan karakter siswa.

7. Apa langkah yang guru ambil dalam mengatasi kesulitan tersebut?

Memahami siswa dengan mencari strategi yang cocok.

8. Apakah guru memiliki peraturan khusus terkait dengan kegiatan pembelajaran bahasa Inggris dikelas? Jika ada seperti apa peraturannya?

Menghafal kosakata disetiap sebelum pembelajaran dimulai.

9. Bagaimana cara guru mengetahui ketertarikan siswa dengan materi pembelajaran yang diajarkan?

Siswa yang tertarik akan banyak bertanya saat tidak paham dan berebut menjawab soal pada saat kuis.

10. Bagaimana cara siswa belajar bahasa Inggris dikelas?

Tiap anak berbeda. Ada yang berkelompok, ada yang sendiri-sendiri, ada yang berani ngomong dan maju.

Table Data and Analysis of the Data

NO	Code	Question	Answer	Data
1.	T1/PA/Q-1/01/D1/31.10.2022	Bagaimana proses pembelajaran bahasa Inggris di SMP Al-Rahmah Jakarta Utara?	Sesuai dengan kurikulum yang ada. Dimulai dengan pembukaan (salam dan baca doa), isi pembelajaran (materi yang dipelajari), penutup.	In accordance with the existing curriculum. Starting with opening (greetings and reading prayer), the contents of learning (learned material), closing.
2.	T1/PA/Q-2/01/D2/31.10.2022	Apa pengertian motivasi belajar menurut guru?	Dorongan yang ada didalam diri siswa untuk mencapai tujuan yang ingin dicapai.	Encouragement that exists within students to achieve the goals to be achieved.
3.	T1/PA/Q-3/01/D3/31.10.2022	Faktor apa yang mempengaruhi motivasi belajar siswa?	Faktor lingkungan (keluarga dan pertemanan), karakter dan latar belakang siswa yang berbeda, ketertarikan siswa yang kurang terhadap materi yang dipelajari.	Environment factors (family and friendships), different of students characters and backgrounds, students low interest in learning.
4.	T1/PA/Q-4/01/D4/31.10.2022	Apa pengertian strategi pembelajaran menurut guru?	Usaha guru berupa rangkaian kegiatan atau bisa disebut juga rencana yang	Teacher's business in the form of a series of activities or can be called a

			dibuat khusus untuk mencapai tujuan pembelajaran.	plan made specially to achieve learning objectives.
5.	T1/PA/Q-5/01/D5/21.10.2022	Strategi apa yang guru gunakan dalam memotivasi siswa untuk belajar bahasa Inggris?	1) Memberikan kebebasan kepada siswa untuk mengekspresikan kesulitan yang mereka alami selama pembelajaran, 2) Menjaga sikap dan membangun hubungan baik dengan siswa, 3) Menciptakan suasana belajar yang menyenangkan, 4) Mengadakan kuis sebagai sebuah kompetisi, 5) Membuat kelompok belajar, 6) Memberitahu tujuan dan manfaat dari belajar bahasa Inggris, 7) Memberikan timbal balik dan komentar sebagai koreksi, 8) Memberikan penghargaan dan apresiasi kepada siswa, 9) Menggunakan media pembelajaran yang menarik,	Students are given the freedom to express difficulties during learning, keeping appropriate teacher's behavior and good relation with students, create a fun learning atmosphere, holding quizzes as a competition to motivate students, making learning groups, telling the purposes and benefits of learning English, giving feedback and comments as corrections, providing rewards and appreciation to students, using interesting learning media, encourage students to be more confident

			10) Mendorong siswa untuk lebih percaya diri dalam proses pembelajaran.	in learning process.
6.	T1/PA/Q-6/02/D6/31.10.2022	Apa kesulitan-kesulitan yang guru temui dalam penggunaan strategi dalam memotivasi siswa agar belajar bahasa Inggris?	Tipe kecerdasan siswa yang berbeda-beda, ketertarikan belajar siswa rendah, perbedaan latar belakang dan karakter siswa.	Different types of student intelligence, low student interest in learning, differences in student backgrounds and characters.
7.	T1/PA/Q-7/02/D7/31.10.2022	Apa langkah yang guru ambil dalam mengatasi kesulitan tersebut?	Memahami siswa dengan mencari strategi yang cocok.	Understand students by finding suitable strategies.
8.	T1/PA/Q-8/02/D8/31.10.2022	Apakah guru memiliki peraturan khusus terkait dengan kegiatan pembelajaran bahasa Inggris dikelas? Jika ada seperti apa peraturannya?	Menghafal kosakata disetiap sebelum pembelajaran dimulai.	Memorize vocabulary before learning begins.
9.	T1/PA/Q-9/02/D9/31.10.2022	Bagaimana cara guru mengetahui ketertarikan siswa dengan materi pembelajaran yang	Siswa yang tertarik akan banyak bertanya saat tidak paham dan berebut menjawab soal pada saat kuis.	Interested students will ask a lot when they don't understand and fight for answering questions at

		diajarkan?		the time of quiz.
10.	TI/PA/Q-10/02/D10/31.10.2022	Bagaimana cara siswa belajar bahasa Inggris dikelas?	Tiap anak berbeda. Ada yang berkelompok, ada yang sendiri-sendiri, ada yang berani ngomong dan maju.	Every child is different. There are those who are in groups, some themselves, some dare to talk and move forward.

No.	T1/PA/Q-5/07/D5/31.11.2022
1.	<p><i>Dengan memberikan kebebasan kepada siswa, maka siswa tidak merasa tertekan saat belajar, apalagi saat mereka ingin bertanya terkait materi yang sulit dipahami. (By giving freedom to students, students don't feel pressured when doing activities or asking question.)</i></p> <p><i>Ya saya memperbolehkan siswa untuk menyampaikan kesulitan selama pembelajaran. Biasanya sehabis saya menjelaskan materi. Kalo belum paham juga setelah saya jelasin, langsung saya masukkan kedalam praktek. (Yes, I allow students to onvey difficulties during learning. Usually after I explain it, I'll immediately put it into practice.)</i></p> <p><i>Sebagai guru kita harus mengerti kondisi, siswa memiliki karakter yang beragam. Ada siswa yang pemalu. Makanya kita membebaskan mereka berekspresi. Kalau tidak begitu mereka pasif sekali. (As teachers we must understand the conditions, students have various characters. There are students who are shy. That's why we are free to express themselves, otherwise they are very passive.)</i></p>
2.	<p><i>Menjaga hubungan baik dengan siswa dan juga perilaku yang baik dapat menjadi motivasi siswa dalam belajar, karena siswa akan merasa dekat dengan guru, tidak takut dan tidak tertekan. Siswa yang tidak memiliki hubungan baik dengan guru akan cenderung menjauh.(Maintaining good relations with students and also good behavior can motivate students to study, because students will feel close to the teacher, not afraid and not depressed. Students who have a good relationship with the teacher will tend to stay away.)</i></p> <p><i>Kalau guru memiliki image yang galak pasti siswa tidak akan mau dekat. Oleh karena itu kita wajib menjaga itu. Membangun hubungan baik sama siswa bertujuan agar siswa tidak takut. (If the teacher has a fierce image students will not want to be close, therefore we must maintain it. Build good relations with students aiming so that students are not afraid.)</i></p> <p><i>Kita sebagai guru harus punya kedekatan dengan siswa, jadi siswa akan nyaman saat pembelajaran. Dengan kedekatan yang baik maka komunikasi juga akan terbangun dengan baik, jadi kalau mereka kesusahan saat belajar ya bisa segera diatasi. (We as teachers must have closeness with students, so students will be comfortable when learning. With good closeness, communication will also be built properly, so if they have trouble while studying, they can be overcome immediately.)</i></p>
3.	<p><i>Suasana didalam kelas ketika pembelajaran harusnya diperhatikan, karena suasana dikelas tersebut juga dapat mempengaruhi siswa ketika belajar. Suasana yang menyenangkan dan tidak tegang akan membuat siswa nyaman saat belajar. (The atmosphere in the class when learning should be considered, because the atmosphere in the class can also affect students when learning. A pleasant and not tense atmosphere will make students comfortable while studying.)</i></p> <p><i>Tentu kita sebagai guru harus membuat suasana kelas hidup. Artinya adalah suasana kelas yang menyenangkan, kalo tidak menyenangkan ya siswa tidak akan tertarik mengikuti proses pembelajaran. Jadi disela-sela</i></p>

	<p><i>pembelajaran biasanya kita sisipkan candaan, main games dan juga ice breaking. Selain itu terkadang saya ajak nyanyi. Materinya saya ubah kedalam nyanyian. (Of course we as teachers have to make the class atmosphere lively. This means that the class atmosphere is fun, if it is not fun, students will not be interested in participating in the learning process. So between lessons we usually insert jokes, play games and also ice breaking. Besides that, sometimes I sing along. I changed the material into singing.)</i></p>
	T1/PA/Q-5/08/D5/31.10.2022
4.	<p><i>Memotivasi siswa dengan kuis juga merupakan strategi yang saya gunakan, siswa akan semangat menjawab pertanyaan-pertanyaan yang saya berikan. Mereka ini bersaing untuk mendapatkan nilai. Jadi kompetisi antar siswa. (Motivating students with quizzes is also a strategy that I use, students will be enthusiastic about answering the questions I give. They compete for value. So it's a competition between students.)</i></p> <p><i>Strategi yang saya gunakan salah satunya adalah kuis, karena kuis adalah strategi untuk mereka agar lebih menyenangkan dalam kegiatan belajar. Dengan kuis tersebut akan mendorong semangat siswa untuk mendapatkan nilai tinggi, persaingan antara satu dengan yang lainnya itu yang bikin mereka semangat. Termotivasilah untuk belajar mendapat nilai tinggi ketika teman nya mendapat nilai tinggi. (One of the strategies I use is quizzes, because quizzes are a strategy for them to make learning more fun. With these quizzes it will encourage students to get high scores, competition from one another is what gets them excited. Be motivated to learn to get high marks when his friends get high marks.)</i></p>
5.	<p><i>Dalam kegiatan pembelajaran biasanya saya juga membuat kelompok. Jadi dengan membuat kelompok ini mempermudah siswa dalam belajar. Saya membuat kelompok kecil belajar dan juga berpasangan tergantung materi pembelajaran saat itu. Kalau berpasangan ya biasanya saat materinya conversation. (In learning activities I usually also make groups. So by making this group easier for students to learn. I make small study groups and also work in pairs depending on the learning material at that time. If in pairs, usually when the material is conversation.)</i></p>
6.	<p><i>Saya memberitahu tujuan dari belajar bahasa Inggris itu apa diawal ketika kita mau mulai pembelajaran, saya mengatakan kepada siswa saya tentang penting nya belajar bahasa Inggris mengingat bahasa Inggris adalah bahasa Internasional. Jadi dengan belajar bahasa Inggris engga hanya untuk dapet nilai saja, tapi bisa juga diaplikasikan di kehidupan sehari-hari nantinya. (I tell the purpose of learning English at the beginning when we want to start learning, I tell my students about the importance of learning English considering that English is an international language. So by learning English it's not just to get grades, but it can also be applied in everyday life later.)</i></p> <p><i>Di masa yang akan datang, misalnya dibidang pekerjaan mungkin saja bahasa Inggris ini diperlukan apabila mereka bekerja yang didalamnya mengharuskan mereka menggunakan bahasa Inggris, atau juga dibidang</i></p>

	<i>pendidikan. (In the future, for example in the field of work, English may be needed if they work in which they are required to use English, or also in the field of education.)</i>
	T1/PA/Q-5/09/D5/31.10.2022
7.	<p><i>Biasanya saya memberikan komentar atas apa yang sudah mereka kerjakan. (Usually I give comments on what they have done.)</i></p> <p><i>Jadi kalau misalkan lagi belajar nulis, saya akan lihat bagaimana mereka menulis tugas yang saya berikan. Nanti akan saya berikan komentar secara langsung atau juga disaat mereka sudah mengumpulkan tugasnya. Setelah saya koreksi saya akan bubuhkan komentar saya di kertas tugas mereka. (So if, for example, I'm learning to write, I'll see how they write the assignments I give them. Later I will give comments directly or also when they have submitted their assignments. After I have corrected it, I will put my comments on their assignment paper.)</i></p> <p><i>Selain feedback sebagai strategi yang akan menumbuhkan motivasi dalam diri siswa, tetapi juga dijadikan media untuk mengoreksi. (In addition to feedback as a strategy that will foster motivation in students, it is also used as a medium for making corrections.)</i></p>
8.	<p><i>Saya biasa kasih reward dan juga apresiasi yang membuat siswa itu tetap ada semangat untuk belajar. (I usually give rewards and also appreciation that keeps students enthusiastic about learning.)</i></p> <p><i>Ketika siswa sudah selesai dengan tugasnya, melakukan tugas yang diberikan dengan baik biasanya saya kasih mereka apresiasi Mbak seperti "Good Job, Good, Keep learning, Keep doing" dan kalimat apresiasi lainnya ya yang dapat membuat semangat mereka belajar terus ada, termotivasi lah intinya. (When students have finished their assignments, doing the assignments given well, I usually give them appreciation, Miss, such as "Good Job, Good, Keep learning, Keep doing" and other sentences of appreciation that can keep their enthusiasm for learning going, the point is motivation.)</i></p>
9.	<p><i>Dalam kegiatan pembelajaran untuk menghindari kebosanan siswa guru harus memiliki cara untuk mengatasi hal tersebut, salah satunya adalah penggunaan media pembelajaran yang menarik. (In learning activities to avoid student boredom the teacher must have a way to overcome this, one of which is the use of interesting learning media.)</i></p> <p><i>Siswa saya itu orangnya gampang bosan. Ya gak memperhatikan penjelasan yang saya jelaskan didepan. Makanya solusi dari ini tuh salah satunya ya penggunaan media pembelajaran yang menarik agar siswa tertuju pada materi yang disampaikan. (My students are easily bored. Yes, do not pay attention to the explanation that I explained earlier. So one of the solutions for this is the use of interesting learning media so that students are focused on the material presented.)</i></p> <p><i>Saya memanfaatkan Microsoft Power Point untuk membuat slide materi pembelajaran yang akan dipelajari. Selain memanfaatkan fasilitas Proyektor di sekolah ini juga penggunaan Microsoft Power Point dapat membuat anak-anak lebih memperhatikan materi. Itu siswa jadi tertarik,</i></p>

	<p><i>engga ngantuk lagi. Karena jarang-jarang juga saya menggunakan slide Power Point tujuannya ya supaya mereka gak bosan, gak monoton. Terkadang saya pakai video juga tergantung materinya. (I use Microsoft Power Point to make slides for learning materials to be studied. Apart from utilizing the Projector facilities at this school, the use of Microsoft Power Point can make children pay more attention to the material. That makes students interested, they don't get sleepy anymore. Because I rarely use Power Point slides, the goal is so they don't get bored, not monotonous. Sometimes I use video too depending on the material.)</i></p> <p><i>Selain penggunaan media seperti Power Point itu juga video, sesekali saya mengajak siswa bermain game tapi tetap dalam lingkup materi yang dipelajari, atau materi yang saat itu dipelajari saya buat lagu. Materinya saya ubah ke dalam nyanyian. (Apart from the use of media such as Power Point as well as videos, occasionally I invite students to play games but it's still within the scope of the material being studied, or the material that I was studying at that time made a song. I changed the material into singing.)</i></p>
	<p>T1/PA/Q-5/10/D5/31.10.2022</p>
10.	<p><i>Guru harus bisa membuat siswa termotivasi dalam belajar. Siswa ini kan sebagian malu-malu ketika mau menjawab pertanyaan atau juga ketika mereka maju kedepan untuk praktek misalkan praktek percakapan begitu. Saya sebagai guru menstimulasi siswa saya agar mereka lebih pede di depan kelas atau ketika mau menjawab pertanyaan saya. (Teachers must be able to make students motivated in learning. Some of these students are shy when they want to answer questions or also when they come forward to practice, for example practice conversations like that. As a teacher, I stimulate my students so that they are more confident in front of the class or when they want to answer my questions.)</i></p>

APPENDIX 4

TEACHERS INTERVIEW TRANSCRIPT 2

Interview Transcript 2

Nama Guru : HH

Sekolah : SMP Al-Rahmah Jakarta Utara

Pertanyaan:

1. Bagaimana proses pembelajaran bahasa Inggris di SMP Al-Rahmah Jakarta Utara?

Dimulai dengan pembukaan (salam, baca doa dan dilanjut dengan refleksi materi), isi pembelajaran (materi yang dipelajari), penutup.

2. Apa pengertian motivasi belajar menurut guru?

Hal yang diberikan oleh guru guna membangkitkan semangat belajar siswa.

3. Faktor apa yang mempengaruhi motivasi belajar siswa?

Faktor internal (dari dalam diri siswa) dan faktor eksternal (metode pembelajaran, guru yang interaktif dan kuis yang menantang).

4. Apa pengertian strategi pembelajaran menurut guru?

Cara untuk mengajar yang mana guru harus memiliki keterampilan dalam mengajar.

5. Strategi apa yang guru gunakan dalam memotivasi siswa untuk belajar bahasa Inggris?

Membuat suasana kelas nyaman dan menyenangkan untuk belajar, menggunakan media pembelajaran yang menarik, memberikan siswa kesempatan untuk menyelesaikan permasalahannya, memberitahu tujuan dari pembelajaran, menciptakan kompetisi dan juga kerjasama antar siswa, memberikan pujian, menciptakan kelompok belajar.

6. Apa kesulitan-kesulitan yang guru temui dalam penggunaan strategi dalam memotivasi siswa agar belajar bahasa Inggris?

Watak sulit diberitahu, karakteristik yang berbeda-beda, perilaku serta respon siswa yang berbeda.

7. Apa langkah yang guru ambil dalam mengatasi kesulitan tersebut?

Mencari strategi yang cocok, mencari ide-ide baru untuk membangkitkan semangat belajar siswa.

8. Apakah guru memiliki peraturan khusus terkait dengan kegiatan pembelajaran bahasa Inggris dikelas? Jika ada seperti apa peraturannya?

Tidak ada. Hanya peraturan pada umumnya seperti tidak boleh berisik dan mengobrol, harus selalu memperhatikan materi selama pembelajaran.

9. Bagaimana cara guru mengetahui ketertarikan siswa dengan materi pembelajaran yang diajarkan?

Siswa lebih ingin ditanya, siswa sering bertanya dan menonjolkan diri dalam kegiatan pembelajaran.

10. Bagaimana cara siswa belajar bahasa Inggris dikelas?

Ada siswa yang suka visual (penggunaan slides Microsoft Power Point), verbal (tebak-tebakan dan kuis) dan berkelompok.

Table Data and Analysis of the Data

No.	Code	Question	Answer	Data
1.	T2/HH/Q-1/01/D1/7.11.2022	Bagaimana proses pembelajaran bahasa Inggris di SMP Al-Rahmah Jakarta Utara?	Dimulai dengan pembukaan (salam, baca doa dan dilanjut dengan refleksi materi), isi pembelajaran (materi yang dipelajari), penutup.	Starting with the opening (greetings, reading the prayer and continuing with material reflection), the content of learning (learning material), closing.
2.	T2/HH/Q-2/01/D2/7.11.2022	Apa pengertian motivasi belajar menurut guru?	Hal yang diberikan oleh guru guna membangkitkan semangat belajar siswa.	Things that are given by the teacher to arouse student's enthusiasm for learning.
3.	T2/HH/Q-3/01/D3/7.11.2022	Faktor apa yang mempengaruhi motivasi belajar siswa?	Faktor internal (dari dalam diri siswa) dan faktor eksternal (metode pembelajaran, guru yang interaktif dan kuis yang menantang).	Internal factors (from within the student) and external factors (learning methods, interactive teachers and challenging quizzes).
4.	T2/HH/Q-4/01/D4/7.11.2022	Apa pengertian strategi pembelajaran menurut guru?	Cara untuk mengajar yang mana guru harus memiliki keterampilan dalam mengajar.	The way to teach in which the teacher must have skills in teaching.
5.	T2/HH/Q-5/01/D5/7.11.2022	Strategi apa yang guru gunakan dalam	Membuat suasana kelas nyaman dan menyenangkan	Make the class atmosphere

		memotivasi siswa untuk belajar bahasa Inggris?	untuk belajar, menggunakan media pembelajaran yang menarik, memberikan siswa kesempatan untuk menyelesaikan permasalahannya, memberitahu tujuan dari pembelajaran, menciptakan kompetisi dan juga kerjasama antar siswa, memberikan pujian, menciptakan kelompok belajar.	comfortable and fun to learn, using interesting learning media, give students opportunity to solve their problems, telling the purpose of learning, creating competition and cooperation between students, giving reward, making learning groups.
6.	T2/HH/Q-6/02/D6/7.11.2022	Apa kesulitan-kesulitan yang guru temui dalam penggunaan strategi dalam memotivasi siswa agar belajar bahasa Inggris?	Watak sulit diberitahu, karakteristik yang berbeda-beda, perilaku serta respon siswa yang berbeda.	The character is difficult to tell, the characteristics are different, the behavior and responses of students are different.
7.	T2/HH/Q-7/02/D7/7.11.2022	Apa langkah yang guru ambil dalam mengatasi kesulitan tersebut?	Mencari strategi yang cocok, mencari ide-ide baru untuk membangkitkan semangat belajar siswa.	Looking for a suitable strategy, looking for new ideas to arouse students' enthusiasm for learning.
8.	T2/HH/Q-8/02/D8/7.11.2022	Apakah guru memiliki	Tidak ada. Hanya peraturan pada	There isn't any. Only

		peraturan khusus terkait dengan kegiatan pembelajaran bahasa Inggris dikelas? Jika ada seperti apa peraturannya?	umumnya seperti tidak boleh berisik dan mengobrol, harus selalu memperhatikan materi selama pembelajaran.	rules in general such as not being noisy and chatting, must always pay attention to the material during learning.
9.	T2/HH/Q-9/02/D9/7.11.2022	Bagaimana cara guru mengetahui ketertarikan siswa dengan materi pembelajaran yang diajarkan?	Siswa lebih ingin ditanya, siswa sering bertanya dan menonjolkan diri dalam kegiatan pembelajaran.	Students want to be asked more, students often ask and highlight themselves in learning activities.
10.	T2/HH/Q-1/02/D10/7.11.2022	Bagaimana cara siswa belajar bahasa Inggris dikelas?	Ada siswa yang suka visual (penggunaan slides Microsoft Power Point), verbal (tebak-tebakan dan kuis) dan berkelompok.	There are students who like visual (using Microsoft Power Point slides), verbal (guessing and quizzes) and in groups.

No.	T2/HH/Q-5/06/D5/7.11.2022
1.	<p><i>Strategi yang saya lakukan pertama adalah membuat suasana nyaman dulu, suasana nya menyenangkan agar siswa bisa lebih tenang ketika belajar. (The strategy that I did first was to create a comfortable atmosphere, the atmosphere is pleasant so that students can be calmer when studying.</i></p> <p><i>Suasana ketika belajar itu mempengaruhi mood siswa yang juga akan mempengaruhi motivasi mereka dalam belajar. Jadi begini, kalau suasana kelas itu tidak kondusif, membosankan itu nanti siswa akan malas, siswa jadi tidak semangat belajar. Jadi siswa tidak akan memperhatikan materi yang saya ajarkan. Untuk membuat suasana jadi mencair ya, tidak tegang, tidak bosan biasanya saya ajak main game atau tebak-tebakan bahasa Inggris. Selain sebagai salah satu strategi yang memotivasi siswa agar semangat belajar lagi juga dapat menambah kosakata baru siswa. (</i></p> <p><i>The atmosphere when learning affects the mood of students which will also affect their motivation in learning. So like this, if the class atmosphere is not conducive, it will be boring students will be lazy, students will not be enthusiastic about learning. So students will not pay attention to the material that I teach. To lighten the mood, not to be tense, not to get bored, I usually invite them to play games or guess in English. Aside from being a strategy that motivates students to be enthusiastic about learning again, it can also add new students' vocabulary.)</i></p>
2.	<p><i>Penggunaan media pembelajaran yang menarik yang berbeda dari sebelumnya, agar tidak terkesan monoton dan membosankan saat pembelajaran. (The use of interesting learning media that is different from before, so as not to seem monotonous and boring when learning.)</i></p> <p><i>Siswa ketika belajar dikelas yang saya liat memiliki beberapa tipe. Ada yang memang anaknya bosanan, terkadang juga mengantuk saat pembelajaran danm juga mengobrol ketika saya sedang menerangkan materi pembelajaran. Jadi solusinya adalah dengan penggunaan media pembelajaran yang menarik seperti video pembelajaran, bisa juga Power Point. (Students when studying in class that I see have several types. There are indeed children who are bored, sometimes also sleepy during learning and also chat when I'm explaining learning material. So the solution is to use interesting learning media such as learning videos, can also Power Point.)</i></p>
3.	<p><i>Siswa terkadang mengalami kendala yaitu kesulitan ketika belajar yang membuat mereka malas mengerjakan tugas yang saya berikan. (Students sometimes experience problems, namely difficulties when studying which makes them lazy to do the assignments I give.)</i></p> <p><i>Dalam pembelajaran yang dilakukan sering saya menemui siswa yang mengalami kesulitan, entah itu sulit memahami materi yang saya berikan atau kesulitan dalam mengerjakan tugasnya. Maka strategi yang saya gunakan untuk memotivasi siswa agar tetap mau belajar bahasa Inggris ya dengan memberikan siswa saya kesempatan untuk menyelesaikan permasalahan nya tersebut. (In the learning that is done, I often encounter</i></p>

	students who experience difficulties, whether it's difficult to understand the material that I provide or difficulties in doing their assignments. So the strategy I use to motivate students to keep learning English is by giving my students the opportunity to solve the problem.)
	T2/HH/Q-5/07/D5/7.11.2022
4.	<p><i>Dengan memberitahu tujuan pembelajaran itu sendiri akan membuat siswa termotivasi untuk terus belajar. (By informing the learning objectives itself will make students motivated to continue learning.)</i></p> <p><i>Saya memberitahu kepada siswa tentang tujuan dari pembelajaran bahasa Inggris yang mana akan berguna bagi mereka kelak selain untuk mendapatkan nilai dimata pelajaran bahasa Inggris disekolah ya. Bahasa Inggris juga kemungkinan akan sangat berguna dan banyak digunakan di Indonesia. (I tell students about the purpose of learning English which will be useful for them in the future apart from getting grades in English at school. English is also likely to be very useful and widely used in Indonesia.)</i></p>
5.	<p><i>Dengan membuat kompetisi antar siswa serta kerjasama antar siswa dapat membuat siswa termotivasi untuk belajar. (By creating competition between students and collaboration between students can make students motivated to learn.)</i></p> <p><i>Ya terkadang saya harus mengadakan kompetisi ketika proses pembelajaran itu. Contohnya adalah kuis atau tebak-tebakan. Kompetisi antar sesama siswa ini akan membuat siswa termotivasi dalam belajar. Keinginan untuk mendapatkan nilai tinggi dan reward tersebut yang memacu siswa saling menjawab. Selain itu juga kerjasama dibutuhkan. (Yes, sometimes I have to hold competitions during the learning process. Examples are quizzes or guesswork. Competition among fellow students will make students motivated in learning. The desire to get high marks and rewards motivates students to answer each other. In addition, cooperation is also needed.)</i></p>
6.	<p><i>Siswa akan termotivasi dan semangat dengan pemberian reward kepada mereka. (Students will be motivated and excited by giving rewards to them.)</i></p> <p><i>Reward ini diberikan apabila siswa berhasil mengerjakan tugas, berhasil menjawab pertanyaan yang diberikan oleh saya atau pada saat saya mengadakan kuis. Reward ini bisa berupa kalimat-kalimat pujian atau hadiah kecil berupa benda entah pulpen, pensil atau sebagainya. Sesekali saya kasih reward berupa hadiah seperti pulpen atau pensil. Selain itu biasanya saya kasih reward berupa pujian, ya kayak "Good Job, Good" atau kalimat-kalimat semacam itu. (This reward is given if students succeed in completing assignments, answer questions posed by me or when I hold quizzes. This reward can be in the form of sentences of praise or small prizes in the form of objects whether pens, pencils or so on. Occasionally I give rewards in the form of gifts such as pens or pencils. Apart from that, I usually give rewards in the form of praise, like "Good Job, Good" or similar sentences.)</i></p>
7.	<i>Membuat kelompok belajar akan mempermudah siswa dalam belajar dan</i>

juga memotivasi siswa. (Creating study groups will make it easier for students to learn and also motivate students.)

Dalam kegiatan pembelajaran saya membuat kelompok belajar dalam dua kelompok yaitu berpasangan dan juga kelompok kecil. Keduanya saya lakukan untuk memotivasi siswa dalam belajar.. Mereka dapat menyelesaikan tugas yang saya berikan kalau berkelompok ya dari kerjasama antar siswa dalam kelompok itu. (In learning activities I make study groups in two groups, namely in pairs and also small groups. I do both to motivate students in learning.. They can complete the assignments I give if they are in groups, yes from the cooperation between students in the group.)

APPENDIX 5

PHOTOGRAPHY

The researcher with teacher 1 (PA)



DAFTAR RIWAYAT HIDUP

Yang bertanda tangan dibawah ini, Saya:

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Surakarta, 18 Mei 2023



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