

**TEACHER'S MOTIVATIONAL STRATEGY IN ENGLISH TEACHING  
AND LEARNING ACTIVITY AT SMK AL-ISLAM SURAKARTA IN THE  
ACADEMIC YEAR 2022/ 2023**

**THESIS**

**Submitted as A Partial Requirements  
for the Undergraduate Degree**



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Thank you for the attention.

*Wassalamu 'alaikum Wr. Wb.*

Sukoharjo, 22 May 2023

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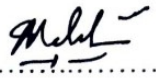



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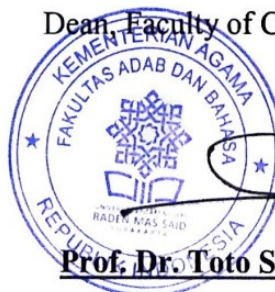
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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents Mr. Rahmat and Mrs. Boyati who always give love support and pray in my life.
2. My beloved sister and brother, Wiwin Winanti and Ferdinand who reminds me to always be enthusiastic and don't give up easily.
3. My advisor, Mrs. Nuning Wahyu Astuti, M.TESOL. who gives me advices and support in finishing this thesis.
4. My best friends who want to respond my randomness behavior and help finishing this thesis.
5. My Almamater UIN Raden Mas Said Surakarta.

## **MOTTO**

Sesungguhnya Bersama kesulitan ada kemudahan

~Q.S. Al-Insyirah: 6~

If you can't fly, run. If you can't run, walk. Today we will survive.

~BTS-Not Today~

Just walk little by little, you can do everything.

~Wina Arumi~

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“Teacher’s Motivational Strategy in English Teaching and Learning Activity at SMK Al-Islam Surakarta in the Academic Year 2022/ 2023”** is my real masterpiece. The things out 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 sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 29 May 2023

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled Teacher's Motivational Strategy in English Teaching and Learning Activity at SMK Al-Islam Surakarta in the Academic Year 2022/ 2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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

Sukoharjo, 29 May 2023

The researcher



Wina Arumi



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## ABSTRACT

Wina Arumi. 2023. *Teacher's Motivational Strategy in English Teaching and Learning Activity at SMK Al-Islam Surakarta in the Academic Year 2022/ 2023*. Thesis. English Language Education Study Program, Cultures and Languages Faculty.

Advisor : Nuning Wahyu Astuti. M.TESOL.

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The term motivation has become an important issue in education. Motivation related to the encouragement within a person to do something. For this reason, motivation is a factor that has a significant influence on students' interest in learning. However, in learning activities in vocational high school, the students have a stereotype that they have low enthusiasm for learning and unstable motivation, so they need to be motivated and encouraged by the teacher. Therefore, the objectives of this research are to describe the kind of the English teacher's motivational strategies and to describe the challenges that English teacher faced in implementing the motivational strategies.

To conduct this research, the researcher used descriptive qualitative method. The subject of this research was an English teacher who teaches the tenth-grade students at SMK Al-Islam Surakarta. Researcher collected data by observation and interviews. After getting the data, the researcher analyzed the data by using the data analysis concept from Miles and Huberman. It consisted of reducing data, displaying data, and drawing the conclusion. In addition, the researcher used method triangulation to get the trustworthiness of the data result.

The research related to teacher's motivation strategies revealed some results. First, the teacher used twelve motivational strategies to stimulate students' motivation in learning English. The English teacher of the tenth grade in SMK Al-Islam Surakarta did not apply all of strategies in the theory of motivational teaching practice by Dornyei. It should be noted that every teacher has his or her own motivational strategy to motivate the students based on certain factors. Second, the teacher faced three challenges in applying motivational strategies in the classroom. They were diverse backgrounds, the use of vernacular or native languages, and the lack of teachers' gradations. To treated the challenges, teacher used methods such as using different strategies, giving assignments according to the student's language level, reflecting on the learning process, and communicating with schools to improve the facilities.

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In the present time, English language proficiency is essential for citizens of a country who want to actively participate in the global economy and need access to knowledge and information for economic and social development (Burns & Richards, 2009). Moreover, English is a global language, which is widely used in various countries and fields (Crystal, 2003). In the other hand, English is one of the important keys that pave the way to success in every area of life and it is the only language that truly connects the worlds together. In responding to the increasing need for English language skills in this global era, Indonesia as a developing country, has introduced English as a compulsory subject in junior and high secondary school, as well as at the higher education level. But in reality, learning English as a foreign language in Indonesia still has problems, especially for students. Lenkenawati (2005) states that EFL teaching in the Indonesian context has encountered significant problems, one of the problems is the low motivation of student. Most of the students think English is difficult. The assumption that learning English is difficult makes some students feel reluctant to improve their English skills. They tend to have little motivation in learning English.

Motivation is one of the important factors that have a significant impact on students' interest in learning. According to Dornyei (2001), motivation is one of the most basic aspects of the human mind, which plays a very important role in determining success or failure in a learning situation, especially in language

learning. Furthermore, Dornyei (2001) explains that in most cases, students who have adequate motivation can understand foreign language well, regardless of student's language aptitude or other cognitive characteristics, it should be noted that without an adequate motivation, even the smartest student can't persevere in attaining any really useful language. In line with Dornyei's statement, Sucuoglu (2017) states that highly motivated individuals are more likely to improve the organization process and performance compared to those who are not motivated. In summary, motivation becomes one of the important aspects to help students learning and students' success depend on how motivated they are. Therefore, without motivation, success will be hard to come by in the learning process. After the previous explanation, it can be known that motivation is very important for students so that student motivation needs to be maintained, including students' motivation to learn English.

Therefore, to maintain students' motivation in learning English, the teacher's role as a motivator and creator of a good learning environment are needed. Fen and Kiat (2015) states that the teacher's role in teaching and learning English are as motivator, mental supporter, consultant, mentor, facilitator, initiator, and ideal model of the target language speaker. It means that the teacher has the responsibility of maintaining and increasing student motivation in learning, especially learning English. Moreover, the teacher is the key factor that shapes the learning environment and the most important task includes motivating students to learn (Lawrence & Hanitha, 2017). That means, teacher can encourage students' motivation by providing infrastructure support and a learning environment that

brings for successful learning activities. So, it can be seen that encouraging student motivation is the teacher's task. To be able to run as a motivator and creator of a good learning environment, teacher needs motivational strategies to motivate students to learn.

According to Dornyei (2001), Motivational strategies are techniques that promote goal-related behavior. Dornyei also explains that Motivational strategy refers to the influence of motivation that is consciously exerted to achieve something that is systematic and long-lasting positive effect. Therefore, the need for various effective motivational strategies in foreign language learning to increase student motivation are an important part of foreign language learning used by teachers in foreign language classes (Sucuoglu, 2017). From that statement, it is clear that teacher, especially language teacher, must have the ability to create positive strategies and good relationships with students in the classroom. If all class strategies can support each other, it will build student motivation to learn with confidence.

There are studies that have been carried out in the area of motivational strategies in English teaching and learning activity. Here the researcher will show several previous studies that focused on motivational strategy. The first previous study is "Teacher's Effort in Building Students' Motivation in Learning English (A Case Study at SMA Teuku Nyak Arif Fatih Bilingual School)", that was written by Alkhansa Munawwarah in 2018 from UIN Ar-Raniry. The second previous study is "The Teacher Strategies Handling Students' Motivation in English Club Activity at SMAN 1 Colomadu Karanganyar Central Java", that was written by Yayan



Suhendro in 2021 from UIN Raden Mas Said Surakarta. Those study explains about teacher motivational strategy which focused on teachers' perspective and students' perspective. Then the next previous study is "Motivational Teaching Practice in Senior High School: An Observational Study", that was written by Qowiyun Ma'rufah in 2021 from Universitas Islam Indonesia. The last previous study is "Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTs N 6 Tanah Datar" that was written by Afri Yandi in 2021 from IAIN Batusangkar. Those study explains about teacher motivational strategy which focused on teacher's perception only.

Based on the explanation of the importance of motivation and some of the previous studies above, the researcher has an interest to conduct a similar research. In this study, researchers will conduct research in vocational high schools. The reason is the development of stereotypes that vocational high school students have low motivation in learning and academic ability (Chu, Loyalka, Li, Gao, & Song, 2018). In a study conducted by Chu, Loyalka, Gao, and Song (2018) states that vocational high school students are learning little in school. It can be seen from the decline in student academic performance over time. To overcome these problems, students need motivation in learning. One that can motivate students to study hard is the teacher. With the conditions that have been described, researcher is encouraged to conduct research on the theme of teacher's motivation strategies in vocational high schools.

After doing some deliberation, the researcher will conduct the research at SMK Al-Islam Surakarta. SMK Al-Islam Surakarta is one of the vocational high

schools in the city of Surakarta which teaches English as one of the main subjects. In this school, there are three grade levels, namely the tenth grade, eleventh grade, and twelfth grade. For this research, the researcher chooses tenth grade. The reasons of the researcher choose tenth grade is the students of the tenth grade are still new to the high school environment for learning English. In addition, the tenth grade students also experience a transition period from junior high school to high school or vocational school. Moreover, different environments can give an influence on changes in students' motivation to learn.

Based on the researcher's preliminary observation, the teacher stated that giving motivation to students is very important because it is the beginning where students can be interested in learning before entering the material. There are several examples of motivation given by teacher to students in learning English, such as explaining the important of learn English in facing global competition and providing examples of communicating in English. Moreover, the teacher also creates a enjoyable learning atmosphere, for instance the teacher provides videos related to learning materials. This can maintain student interest and prevent students' boredom in learning activity because the boredom can have an impact on students' enthusiasm and motivation to learn. Another motivation given by teacher to students is to maintain good relations with students. Their good relationship is marked by the attitude of the teacher towards her students, such as the teacher reprimands students in a gentle way when students make mistakes during teaching and learning activities. A good relationship is also marked by the attitude of students towards their teachers. such as the students gave their attention when the teacher

explains in front of the class, there were no strained situation among the students and the teacher.

Moreover, in English teaching and learning activities, it can be seen that teacher can carry out English teaching and learning activities well though there are several challenges that must be faced by teacher. The challenges that often face include students having different motivations in learning, students having different educational backgrounds, students having different ways of learning English, and differences in the impact of implementing strategies given by teacher to students (Singh, 2021). Although there are some problems, the teacher stated that there are no students in a demotivated condition to learn English, but the students' motivation to learn could be increasing or decreasing from time to time. This can be a challenge for teacher to always maintain students' motivation in English teaching and learning activity and should consider what is the best motivation strategy which will appropriate for all the tenth-grade students. Therefore, it can be concluded that making efforts to motivate students to learn English is very important.

Based on the problems in the school, the researcher interests to conduct a research entitles “Teacher’s Motivational Strategy in English Teaching and Learning Activity at SMK Al-Islam Surakarta in the Academic Year 2022/ 2023”. In this research, the researcher focuses on the teacher’s motivational strategy and the challenges in applying motivational strategies at SMK Al-Islam Surakarta. The researcher hope that this research can solve the problem and also give the motivation to students and teacher in English teaching and learning activity.

## **B. Identification of the Problems**

The researcher finds some problems in English teaching and learning activity at the tenth-grade students of SM Al-Islam Surakarta, the problems are such as:

1. Students have different educational backgrounds.
2. Students have different motivation in learning English (some students lack motivation in learning English).
3. Each student has different ways of learning English.
4. Teacher's motivational strategies give different impact on each student.

## **C. Limitation of the Problems**

In this research the researcher limits the problems' scope in order to have distinctive focus. The researcher limits the scope of the problem on motivational strategies used by the teacher for encouraging students' motivation in learning English. The researcher takes one English teacher who taught English in the tenth grade in SMK Al-Islam Surakarta as the subject of this research. The researcher also limits the meeting to be observed of English teaching and learning activity at SMK Al-Islam Surakarta, namely three meetings. In addition, researcher also limits the theory used to analyze data. The researcher used Zoltan Dornyei's theory to analyze the strategies used by teacher to stimulate student motivation and Singh's theory to analyze the challenges faced by teacher in implementing motivational strategies.

#### **D. Formulations of the Problems**

Based on the background of the problem above, the researcher focuses the research on teachers' strategies in encouraging students' motivation in Learning English at SMK Al-Islam Surakarta. The formulation of the problems in these following questions:

1. What kind of motivational strategies that the English teacher used for stimulating students' motivation in learning English at SMK Al-Islam Surakarta based on Dornyei's Theory?
2. What are the challenges faced by English teacher in applying motivational strategies in learning English at SMK Al-Islam Surakarta?

#### **E. Objectives of the Study**

The objectives of this research are

1. To describe the kind of the English teacher's motivational strategies for stimulating students' motivation in English teaching and learning activity at the tenth grade students of SMK Al-Islam Surakarta.
2. To describe the challenges that English teacher faced in applying motivational strategies in learning English at SMK Al-Islam Surakarta.

#### **F. Benefits of the Study**

1. Theoretical Benefits
  - a. The results of this study are expected to provide input in the development of science, especially knowledge related to teacher strategies in increasing student motivation in learning English.

- b. The results of this study are expected to be a reference for improvement teaching and learning process, especially in English learning activities, so that educators can increase their role in the learning process to encourage students to be more interested in learning English.
- c. The results of this study can be used as reference for other researchers to understand strategies in increasing students' motivation in learning English.

## 2. Practical Benefits

### a. Students

The researcher hopes that the information from this research can increase students' motivation to learn English.

### b. Teacher

The researcher hopes that the results of this study can be used as valuable input for teacher to encourage students' motivation in learning English.

### c. Other Researcher

The researcher hopes that the results of this study can add knowledge a reference for other researchers who are studying the same problem, namely the teacher's strategy in increasing students' motivation to learn English.

## **G. Definition of the Key Terms**

### 1. Motivation

According to Dornyei (2001), motivation is one of the most basic aspects of the human mind, which plays a very important role in determining success or failure in a learning situation, especially in language learning.

## 2. Motivational Strategy

According to Dornyei (2001), motivational strategies are techniques that promote goal-related behavior. Dornyei also explains that Motivational strategy refers to the influence of motivation that is consciously exerted to achieve something that is systematic and long-lasting positive effect.

## 3. Challenges

According to Prasetyo (2015), challenges is something that can inspire determination to improve abilities and overcome problems. Challenges are usually demanding. Demanding to immediately make changes or leave a situation that is driven by displeasure with the situation and go to another situation in order to achieve a better one.

## 4. English Teaching and Learning

According to Hill in Wulandari (2007), teaching and learning is a deep process of education of a student, which requires interaction between teacher and students. Therefore, English teaching and learning is a systematic effort in transferring English knowledge in the world of education that involves interaction between teacher and students.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Motivation**

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

Motivation has an important role to encourage someone to actively do something. Motivation is a general way that refers to the cause and origin of an action performed (Dornyei, 2001). According to Keller (2010), motivation is what people want to do, what they choose to do, what they are committed to do, what goals people choose and how to pursue those goals. Moreover, motivation involves processes that energize, direct, and sustain behavior (Santrock, 2006). Ormrod in Taufan (2017) provides an overview of general principles about how motivation relates to someone's behavior, cognition, and learning, namely motivation that directs one's behavior towards certain goals, increases someone's effort and persistence in carrying out certain activities, influences cognitive processes, determines the consequences, and lead to improve performance. From some of the definitions above, it can be concluded that motivation is a condition that exists within a person which involves the process of energizing, directing, and maintaining behavior that can encourage a person to perform an action in achieving certain goals.

In learning context, motivation is one of the most basic aspects of the human mind, which plays a very important role in determining success or failure in a learning situation (Dornyei, 2001). In the other hand, motivation



becomes the driving force in students to carry out learning activities and ensure the continuity of learning activities. Brown (2000) defines that motivation as a personality factor that contributes to the success of learning, especially learning languages such as English. Besides, Hayikaleng, Nair and Krishnasamy (2016) also states that motivation is regarded as an important component to make students success in their English learning.

#### b. Types of Motivation

There are many things that motivate a person to do something in life. However, in general there are three types of motivation that are well known intrinsic motivation, extrinsic motivation, and amotivation.

##### 1) Intrinsic Motivation

According to Dornyei and Ushioda, (2011) intrinsic motivation relates to behavior that is carried out for its own sake to experience pleasure and satisfaction, such as the pleasure of doing certain activities or satisfying someone's curiosity. Intrinsic motivation is an activity for the inherent satisfaction rather than for some external outcome such as an award or recognition (Ryan & Deci, 2000). It means that when intrinsically motivated, a person is moved to act for the pleasure or challenge that accompanies it rather than an external drive, pressure, or reward. Although, intrinsic motivation exists within the individual but intrinsic motivation can arise from several relationship between individuals and activities (Ryan & Deci, 2000). People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for a

particular task. According to Vallerand (1997), there are three types of intrinsic motivation, such as:

a) Intrinsic Motivation to Know

Intrinsic motivation to know relates to constructs such as learning goals, exploration, intrinsic motivation to learn, intrinsic intellectuality, and intrinsic curiosity. Thus, it can be defined as an activity that a person does on the basis of pleasure and satisfaction while learning, exploring, or trying to understand something new.

b) Intrinsic Motivation toward Accomplishments

Intrinsic motivation toward accomplishments focuses on a person's involvement in a particular activity on the basis of the pleasure and satisfaction experienced when trying to surpass oneself or to create something. The focus is on the process of achieving something and not on the end result.

c) Intrinsic Motivation to Experience Stimulation

Intrinsic motivation to experience stimulation works when a person engages in an activity to experience pleasant sensations mainly related to one's senses such as, sensory and aesthetic pleasure.

2) Extrinsic Motivation

Extrinsic motivation is different from intrinsic motivation because in this motivation a person's desire to carry out an activity is strongly influenced by external encouragement. External encouragement can be in the form of praise, criticism, appreciation, punishment and reprimand.

According to Dornyei and Ushioda (2011), extrinsic motivation relates to behavior to achieve separable outcomes such as getting good grades, receiving rewards, and avoiding punishment. This statement is further reinforced by Hayikaleng, Nair, and Krishnasamy (2016) where they argue that extrinsic motivation refers to the performance that individuals perform to earn rewards such as good grades or to increase pay, or alternatively to avoid punishment. The most important part of this motivation is not to know something while doing the activity but to get other goals such as praise and avoiding punishment. For this reason, someone carries out an activity because he wants to achieve certain goals outside of what he or she is doing.

According to Dornyei and Ushioda (2011), there are several types of extrinsic motivation, such as external regulation, introjected regulation, identified regulation, and integrated regulation. Here is the explanation:

- a) External regulation is a form of extrinsic motivation that comes entirely from external sources such as threats or rewards (example: parental confrontation or teacher praise).
- b) Introjected regulation relates to a rule imposed from the outside that students accept as a norm that must be obeyed in order not to feel guilty (example: a rule that prohibits truancy).
- c) Identified regulation occurs when a student engages in an activity because he or she values it highly, identifies with the behavior, and sees

its usefulness (example: learning the language needed to pursue one's hobbies or interests).

d) Integrated regulation is the most advanced form of extrinsic motivation.

This motivation involves behavior that is fully assimilated to the values, needs, and identity of the student (example: learning English because proficiency).

### 3) Amotivation

According to Dornyei and Ushioda (2011), amotivation refers to the lack of any kind of motivation either intrinsic or extrinsic. Amotivation can also be defined as the state of a person who has no intention to act (Ryan & Deci, 2000). Moreover Vallerand (1997) states that there are several sources that cause a person to lack motivation, namely they feel they do not have the ability to carry out the behavior, do not consider the strategies to be followed to be effective enough, consider the effort required to achieve results to be excessive, and have a general perception that their efforts are not effective. When amotivated, a person's behavior lacks a sense of personal causation and intentionality. Amotivation arises from not appreciating an activity, not feeling competent to do it, or not believing it will produce something desired (Ryan & Deci, 2000). Therefore, amotivated individuals cannot perceive a connection between their actions and the subsequent outcome of those actions.

## **2. Teacher's Motivational Strategy**

### **a. Definition Teacher's Motivational Strategy**

Teacher is someone which has an important role to increase student motivation in learning. As it is known that motivation is one of the key determinants of success or failure of students. To increase student's motivation, teacher needs motivational strategies that are suitable for students. According to Dornyei (2001), motivational strategies are techniques that promote goal-related behavior. Dornyei also explains that motivational strategy refers to the influence of motivation that is consciously exerted to achieve something that is systematic and long-lasting positive effect. Motivational strategies can also be interpreted as a deliberate teacher action or instructional process to increase student learning motivation by stimulating or creating motivational conditions for students (Wlodkowski, 2008). Furthermore, Guilloteaux and Dornyei (2008) reveals that motivational strategies refer to instructional interventions applied by teachers to stimulate students' motivation and self-regulation strategies that are used intentionally by individual students to manage their own level of motivation.

Based on the description above, it can be concluded that motivational strategies in teaching and learning activities are teacher's strategies, actions and instructions to increase student motivation in the learning process. Teacher can motivate students by generating students' interest in learning. The formation of self-motivation in students has an important role in improving student learning outcomes in each lesson, especially learning

English. As a result, students can change their behavior and get a positive effect from learning activities. In addition, students will also be successful in learning because there is a desire to learn so that students are more active in the learning process in class.

b. The Purpose of Motivational Strategy

According to Hornstra (2015), motivational strategies are all teaching strategies purposed to encourage students' learning process. It means that motivational strategies refer to ways that are consciously used to achieve some systematic and sustained positive effect in the learning process. In addition, it can be used to promote behaviors related to students' goals. Furthermore, Dornyei and Ushioda (2011) reveal that motivational strategies purpose to generate and increase students' motivation, and protect students' motivation from disruptive and competitive tendencies. Based on the explanation above, motivational strategies have an important role to increase students' learning motivation and create an ideal learning process.

c. The Themes of Motivational Strategy

The diversity of the character of students in a class will make the teacher must be able to understand students. Therefore, there are various strategies that can be used to increase their motivation. Regarding the various strategies that promote second language learning in the classroom. Dornyei (2001) divides several ways to organize the strategies into separate 'themes'. The explanation is as follows:

- 1) Focus on the internal structure of the classroom and grouping strategies according to structural units, for example strategies for presenting new material, providing feedback, organizing communicative assignments and giving homework.
- 2) Design a guide to solving problems that teacher face in the classroom such as designing how to deal with student's lack of participation and lethargy.
- 3) Focus on key motivational concepts such as intrinsic interest and student's self-confidence, then use these as the main organizing unit of learning.
- 4) Focus on the main types of teacher's behavior that have a motivating effect, for example teacher needs to demonstrate good behavior, maintain good communication and relationships with students, and increase awareness about self-regulation strategies.

Based on the explanation above, motivational strategies can be divided into four separate themes. The first theme relates to the teacher's consideration in using motivational strategies. Teacher should consider the type of language class and the material being taught. The second theme is a problem-solving guide in the classroom. Third, it relates to the concept of student motivation. The last theme relates to the teacher's behavior in motivating students.

#### d. The Components of Teacher's Motivational Strategies

Every teacher has their own way of encouraging student motivation. It happens because students have different ways to be motivated. According to Anderman Eric and Anderman Lynley (2013), it should be noted that some instructional practices from the teacher may have different effects among the

students. Therefore, Dornyei creates components of motivational teaching strategy in second language classroom. These components are known as motivational teaching practice (MTP). The components offer an important advantage, namely its components are based on the motivational process from initial arousal motivation to completion and evaluation (Dornyei & Ushioda, 2011). Dornyei (2001) divides these components into four key units. Those are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. Here, the components about Motivational Teaching Practice proposed by Dornyei:

#### 1) Creating the Basic Motivational Condition

In creating students' motivation, teacher should build students' basic motivation because motivational strategies cannot be implemented successfully if students lack motivation in learning. There are three ways needed to effectively generate students' motivation, namely: appropriate teacher needs to show appropriate behaviors and maintain good relationship with the students, create a pleasant and supportive classroom atmosphere, and create cohesive learner group with appropriate group norms. These three conditions are interrelated (Dornyei, 2001). The following is an explanation of these three conditions:



a) Appropriate Teacher's Behaviors and a Good Relationship with the Students

Teacher is a key factor for students in learning. For this reason, almost everything the teacher does in the classroom has a motivational effect on students. Dornyei (2001) divides four general points of good teacher's behavior that can be applied in learning. They are teacher's enthusiasm, commitment to and expectations for the students' learning, relationship with the students and students' parents. It means that to be able to motivate students well, the enthusiasm of the teacher should be maintained in teaching. Moreover, the teacher should show a caring attitude towards the students' learning process. In addition, teacher should maintain good relations with students and students' parents.

b) Pleasant and Supportive Atmosphere in the Classroom

A pleasant and supportive atmosphere in the classroom can be developed in several ways. These ways are by setting norms of tolerance, encouraging risk taking and accepting mistakes as a natural part of learning, presenting humor, encouraging students to personalize the classroom environment according to their tastes. If these ways are applied, it will create an ideal class atmosphere such as no tension in the classroom, students feel comfortable studying in class, there are no sharp comments and mocking each other. Moreover, students' trust and respect increase and students do not feel anxious or insecure in the learning process.

### c) Cohesive Learner Group with Appropriate Group Norms

A cohesive learning group is a group that has a strong togetherness relationship between group members. It can also be interpreted as a feeling of pleasure felt by each member of the group for being part of the group. It means that the relationship refers to the commitment of members to the group which can unite the group. Cohesiveness can be seen in the attitude of each member who seeks each other, provides mutual support, and makes each other accepted in the group. Dornyei (2001) reveals that cohesive class groups can increase students' learning motivation. This is because in such group's students share responsibility for achieving group goals, they support each other and the positive relationship between them makes the learning process more enjoyable in general. To achieve group cohesiveness, group norms are needed that are made on the agreement of teacher and students to regulate the continuity of the learning process.

### 2) Generating Initial Motivation

After creating the basic conditions of motivation, motivation in students will not occur automatically. In building initial motivation in the classroom, teacher faces the problem of finding ways to encourage their students to accept learning goals and enjoy classroom activities (Dornyei, 2001). It means that teacher needs to increase students' expectations of success and develop their positive attitude towards learning (Guilloteaux

& Dornyei, 2008). Teacher can try and generate students' initial motivation by:

a) Enhancing the Learners' Language-related Values and Attitude

According to Dornyei (2001), motivating second language learners can be achieved by promoting positive language-related values and attitudes. Dornyei also divides three relatively separate dimensions of attitude and values that can be promoted by teacher. They are actual process of learning the target language (intrinsic value), target language itself and its speakers (integrative value), consequences and benefits of having learnt the target language (instrumental value).

b) Increasing the Students' Expectancy of Success

This point relates to the teacher's efforts to increase students' expectations by setting good conditions so that students have a positive or optimistic mood in learning, especially in learning English. In addition, it is also related to the teacher's efforts to ensure that students know what success involves in student assignments. There are several methods that teacher can use to achieve high expectations of success, namely providing adequate preparation, offering assistance, letting students help each other, making success criteria as clear as possible, model success, and considering potential learning barriers. It means that teacher must ensure that students receive adequate preparation and assistance. In addition, teacher should ensure that students know exactly what it means to be successful in the task and teacher must ensure that

there are no serious obstacles that students face in achieving success in learning.

c) Increasing the Learner Goal-Orientedness

In the teaching and learning process teacher often encounter differences in students' learning objectives. For that, a teacher needs to improve orientation to students' goals. To improve goal orientation, teacher can make explicit goals that are acceptable to students by negotiating between teacher and students about the learning objectives to be achieved. In addition, teacher and students need to carry out learning activities related to agreed learning objectives. By doing this process, it is hoped that learning activities can run smoothly.

d) Making the Teaching Materials Relevant for The Learners

The core problem discussed in this section is the teacher's efforts to increase students' motivation by making relevant teaching materials for students. To be able to make this happen, teacher need to find out about the needs, goals, and interests of students, then develop them into the curriculum as much as possible. In addition, teacher can also create subject matter related to the daily experiences and backgrounds of students. Chambers (1999) argues that if teacher want to motivate students in learning, then relevance must be a common thread that permeates activities. If students fail to see the relationship between learning activities and students' daily lives, the focus in learning is

likely to be lost on students. If students don't see the relevance of a subject, the teacher has a big challenge from the start (Chambers, 1999).

#### e) Creating Realistic Learners' Beliefs

A teacher will encounter students who have certain beliefs about language learning and most of these beliefs tend to be incorrect. These beliefs can be in the form of second language acquisition time, environment, age, talent, and perseverance. Here, the teacher should deal positively with the possibility of erroneous beliefs, expectations, and assumptions that students may have. In addition, teacher can also increase students' general awareness of the various ways of learning a language and the number of factors that can contribute to successful language learning.

### 3) Maintaining and Protecting Motivation

After the initial motivation of students has been formed, teacher needs to maintain students' motivation. It is caused by the natural condition of students who have a tendency to get bored, get tired quickly, lose direction in learning activities, and have a disturbance to their initial motivation. In short, students' motivation needs to be actively maintained in learning. There are several ways that teachers can use to keep students' motivation. This method is known as the executive motivation strategy. There are eight areas of executive motivation, as follows:

a) Making Learning Stimulating and Enjoyable

This section focuses on three types of strategies that can make classroom learning stimulating and enjoyable. First, teacher should break the monotony of learning in the classroom by varying the learning tasks and other aspects of teaching and focusing on the flow of motivation and not just the flow of information in the classroom. Second, the teacher should increase the attractiveness of the task by creating challenging assignments, creating interesting task content, and selecting tasks that produce tangible finished products. The last, teacher can enroll students as active duty participants by selecting tasks that require mental and bodily involvement from each participant and creating specific roles and personalized assignments for everyone.

b) Presenting Task in Motivating Way

The way a teacher presents an assignment can make a big difference in how students view the assignment. For this reason, teacher must be able to present assignments in a motivating way, such as explaining the purpose and usefulness of a task, arouse students' appetite for the content of the task, and provide appropriate strategies for carrying out the task. In these ways, students will easily understand and do a task given by the teacher.

c) Setting Specific Learners' Goals

Goals are very important for achievement. Goal setting can have tremendous importance in stimulating motivation to learn a second

language. Therefore, teacher should encourage students to set specific short-term goals for themselves. In addition, teacher can also emphasize goal completion deadlines and offer ongoing feedback. These specific short-term goals can help students structure the learning process because goals are not only outcomes to be achieved, but also standards that students can use to evaluate their own performance and mark their progress.

d) Protecting the Learners' self-esteem and increasing their self-confidence

Students need to have good self-esteem and confidence in themselves as learners so that they can focus on learning with passion and determination. Therefore, a teacher must protect the self-esteem and confidence of students. Teacher can protect students' self-esteem by avoiding social comparisons among students. In addition, teacher can also help students to reduce language anxiety by helping them to accept that some mistakes made by them are part of the learning process. Meanwhile, to protect students' self-confidence, teacher can encourage students by showing what the strengths and abilities of students are. Then, the teacher can also show that the teacher believes in students' efforts to learn and their ability to complete assignments. In short, there are two key aspects in building self-confidence, namely providing encouragement and reducing students' anxiety in learning.

e) Allowing Learners to Maintain a Positive Social Image

Most students perceive that the main social arena in their life is school and their peers. It means that school is not just an educational environment but a context in which every educational decision and event has relevance to the social life of students. Therefore, students strive to create and maintain positive social image relationships. To help students maintain a positive social image, teacher can choose learning activities that have a good role for participants. Teacher should also avoid actions that threaten students' faces such as insulting criticism in front of the class.

f) Creating Learner Autonomy

Learner autonomy is the process of encouraging the role of students in determining the learning process used. That means the teacher has the right to allow students to choose every aspect of the learning process and delegate various roles and functions of leadership to students. In other words, the teacher acts as a facilitator. The purpose of promoting student independence is to increase students' critical thinking, cooperation, responsibility, self-confidence, and prepare students to become good leaders.

g) Promoting Self-Motivating Strategies

Here, the teacher has the task of increasing the self-motivation capacity of students. The things that teacher should do is increase students' awareness of the importance of self-motivation. There are five



main classes of self-motivation strategies that need to be improved by teacher, namely commitment control strategies, metacognitive control strategies, satiation control strategies, emotion control strategies, and environmental control strategies. After that, teacher needs to encourage students to adopt, develop and implement those self-motivating strategies.

#### h) Promoting Cooperation among the Learners

A cooperative learning environment can create a more positive attitude towards learning in developing students' self-esteem and self-confidence. To create a cooperative environment, teacher must increase students' motivation in learning by promoting cooperation among the students, such as creating group assignments in which teams must work together towards a common goal, paying attention to team products and individual products in assessment, and giving students some guidelines for learning the best way in teams.

#### 4) Encouraging Positive Retrospective Self-Evaluation

The last phase of this motivational strategy deals with students' reactions to their own past performance. This phase shows how teacher guide students in evaluating their achievements to be better in the future. Therefore, teacher helps students to evaluate past successes and failures of students in a constructive way. Then, the teacher helps the students to get more satisfaction in the success and progress of the students. In addition, the teacher also discusses the types of feedback that most encourage

continuous learning for students. Teacher can help students to consider their own achievements more positively in the following ways:

a) Promoting Motivational Attributions

The term attribution has the meaning of explaining why people get success and failure. According to Alderman (2008), as an educator and parent, understanding the attribution process can open a window to understand students' motivation. It means that this process might be considered the building block of self-regulation. Therefore, this subjective explanation plays an important role when students start planning their future actions because attribution affects students' effort, persistence, and confidence in doing or avoiding tasks. To promote attribution of effort to students, teacher can encourage students to explain the reasons for their failure. Then, the teacher can provide the right strategy to deal with students' failure.

b) Providing Motivational Feedback

Feedback has an important role in student learning. Therefore, teacher can provide positive motivational feedback to students. To provide motivational feedback, teacher should notice and react for every positive contribution from students. Then, the teacher should provide regular feedback about the students' progress in learning. In addition, the teacher should also provide feedback on areas that students need to particularly concentrate on.

### c) Increasing Learner Satisfaction

To increase students' satisfaction, teacher can monitor students' progress and accomplishments. Then, teacher can also celebrate students' progress and achievements. That is because celebration and satisfaction are critical to building motivation as students validate efforts, reinforce the value of the experience, affirm the entire learning process, and generally provide bright spots along the path to the ultimate goal. Another thing that teacher can do is make some assignments involving public display to increase students' satisfaction when they can complete the task well.

### d) Offering Rewards and Grades in a Motivating Manner

Most teachers feel that giving rewards is a positive thing to appreciate student achievement. Moreover, rewards are extremely versatile and can be used in almost any teaching context. To offer rewards in a motivational way, teacher should ensure that students are not too preoccupied with rewards. Teacher also need to ensure that even non-material rewards can have an effect on students. In addition, teacher can offer rewards for participating in activities that students may get drawn and gain new experiences.

Meanwhile, for using grade in a motivation manner, teacher should create a transparent assessment system. In addition, teacher should ensure that grades reflect effort, improvement and not just an objective level of achievement. Then, teacher can apply continuous

assessment that relies on measurement tools other than pencil and paper tests. And the last, teacher can encourage accurate student self-assessment by providing a variety of self-evaluation tools.

Based on the explanation above, the teacher's motivation strategy has several concepts. It means that teachers can use these concepts to motivate students. The first concept that teachers can use is to build students' basic motivation by building good relationships between students and teacher, showing appropriate teacher attitudes, and creating a supportive classroom atmosphere. Second, teacher can generate student motivation by encouraging students' desire and interest to learn. Third, teachers can maintain student motivation by creating learning objectives that are acceptable to students, presenting assignments in a motivating way, protecting students' self-esteem and increasing their self-confidence. The last concept that teacher can use is evaluation. This relates to providing feedback on learning activities that students have completed.

e. The Teacher's Challenges in Using Motivational Strategies

In the teaching and learning process, teacher often faces challenges when delivering material and motivating students in learning. Challenges is something that can inspire determination to improve abilities and overcome problems (Prasetyo, 2015). Challenges are usually demanding. Demanding to immediately make changes or leave a situation that is driven by displeasure with the situation and go to another situation in order to achieve a better one.

According to Singh (2021), teacher faces several challenges in teaching English. The following is an explanation of these challenges:

1) Diverse Backgrounds

The challenge of this diversity of backgrounds is caused by differences in students. These differences can be in the form of differences in student motivation, learning styles, language backgrounds, cultural backgrounds, economic status, gender, age and others. These differences make a motivational strategy have a different impact on students.

2) Large Size of Class

The large number of students in the class can affect the teaching and learning process. The problems that will arise are causing noise during learning, reducing student concentration, and the teacher having difficulty paying attention to students who are weak in lessons. This problem makes the motivational strategy that the teacher provides less effective. In addition, teachers also have difficulty identifying students who need extra motivation.

3) Use of Vernacular/Native Language

In learning English, the language learning process can be said to be successful if students use the target language for communication properly and correctly. However, many students in English classes mostly use Indonesian or the local language. It is caused by the lack of students' understanding of English and the lack of motivation of students to learn English. In relation to this issue, it is not surprising that one of the factors

that poses a challenge in motivating students to learn English is the influence of the first language on the target language.

#### 4) No Use of Diaries/ Journals

Writing learning experiences in diaries and journals may sound old-fashioned and orthodox, but this practice really gets students to reflect and take notes. By taking notes, students can enrich their vocabulary and can express themselves well. Note-taking skills are one of the skills that can support students in learning. Having complete and neat notes can motivate students to repeat lessons at home and school. Therefore, students who do not take notes will find the difficulty to re-understand a lesson. It can make their learning motivation decrease.

#### 5) Rigid Curriculum

Application of the curriculum will affect the motivation of teachers and students in learning. That's because the curriculum is the basic reference for the implementation of the educational process in a school as a formal educational institution. The curriculum also regulates the process of utilizing human resources and other resources efficiently and effectively to achieve a certain goal. For this reason, the curriculum must be dynamic and flexible in order to keep up the development of times. If the curriculum is made rigid, it will cause problems in learning, such as teachers who are unable to balance between curriculum expectations and industry needs.

#### 6) Lack of Up Gradation of Teachers

This challenge is caused by the absence of gradations in technology improvements in schools. This technology improvement can be in the form of providing computers, projectors, speakers. This lack of gradation makes the teachers helpless. Finally, the teacher only uses the same media in each lesson. It causes monotonous learning activities and makes students unmotivated to learn. In addition to technology gradation, there is also a gradation of the teacher's role. Today, the role of the teacher has changed drastically. If in the old scenario the teacher becomes the boss, in the new scenario the teacher becomes a facilitator. This gradation makes teachers less prepared to provide motivational support for students.

#### 7) No Diversity in Teaching Methodology

Classrooms become monotonous and boring because the methodology used by teachers is not varied. The same lessons are planned for all students. In fact, every student cannot enjoy the learning process in the same way. For this reason, the use of meager methods can have a negative impact on students' motivation and their enthusiasm in class.

Teachers will always face challenges in motivating students. Those challenges come from various sides, starting from students, educational institutions, even from the teacher's side. For this reason, teachers must find solutions so that these challenges can have a positive impact on learning. In other words, teachers can turn challenges into opportunities to increase the effectiveness of teaching and learning activities.

### **3. English Teaching and Learning**

#### **a. Definition of English Teaching and Learning**

Teaching is the term used more in formal educational settings, namely, in elementary schools, secondary schools, colleges, and graduate schools (Gage, 2009). According to Brown (2007), teaching is helping someone to learn how to do something, giving instructions, guiding in learning something, giving knowledge so that the person understands new knowledge. Gage (2009) argues that teaching is the giving of influence to someone with the aim of enhancing the learning of others. Furthermore, Harmer in Aprilia (2020) states that teaching is about the 'transmission' of knowledge from teacher to student, or about creating conditions in which students can learn for themselves. Based on the explanation above, it can be concluded that teaching is an activity to help or guide someone to be better. More specifically, teaching is an activity that allows students to gain knowledge, guided by the teacher through the learning process to make students understand something.

Teaching cannot be defined apart from learning. For this reason, this research needs to explain about learning. According Felder and Brent (2016), learning is an acronym for storing information in long-term memory, which can later be retrieved and used. Furthermore, Brown (2007) states that learning is acquiring or acquiring knowledge of a subject or skill through study, experience, or instruction. He also classified the meaning of learning into seven points. The explanation is below:



- 1) Learning is acquisition or getting
- 2) Learning is the storage of information or skills.
- 3) Retention implies storage systems, cognitive, memory, organization
- 4) Learning involves active and conscious focus and action on events outside or within the organism
- 5) Learning is relatively permanent but can be forgotten
- 6) Learning involves some form of exercise, perhaps strengthening exercises
- 7) Learning is a change in behavior.

Therefore, learning is a process that takes place within a person who is able to change behavior in thinking and acting which can be changed through learning, experience and instruction. In addition, learning can be interpreted as an individual's personal action for self-actualization. The learning process is not an activity of memorizing information but absorbing things that can be seen, heard, read, or written to increase effectiveness and efficiency. To make learning run smoothly, the learning process requires interaction between stimulus and response. In other words, learning is a form of students' development in behavior as a result of the interaction between stimulus and response. In short, the learning process can affect students' psychology such as behavior, learning styles, motivation, and long-term or short-term memory of students.

Based on the explanation above, it can be concluded that teaching and learning is a systematic effort to initiate, facilitate, and improve the quality and intensity of learning in students. Whereas, English teaching and learning

is a systematic effort in transferring English knowledge in the world of education that involves interaction between teachers and students. According to Gupta cited by Mansfield and Poppi (2012), English teaching and learning activities must accommodate students' global needs for the language, especially teaching English as an international lingua franca. English teaching and learning should reflect the diversity of languages and prepare students with the cooperative skills that they need in daily life. In English teaching and learning activities, teachers must help students understand various vocabulary and sentence structures. In addition, teachers need to develop students' linguistic skills in understanding different types of accents that others can understand.

b. English Teaching and Learning in Vocational High School

In Government Regulation Number 57 of 2021 concerning national education standards, chapter II scope of national education standards, article 6 (3) explains that graduate competency standards at the Vocational High School focus on improving students' competency skills to be able to live independently according to their skills (Pemerintah Republik Indonesia, 2021). It means that Vocational High School should focus on developing the skills of students in certain fields. In addition, Vocational High School must prioritize the preparation of vocational high school students to enter the world of work and develop professional behavior. In other words, Vocational High School is a secondary education program to prepare students for a particular job. Based on the statement above, education in vocational high schools must

encourage students to have professional skills in certain fields so that they can compete in the workplace.

To be able to compete in the development of globalization and the workplace, education requires guidance in carrying out every educational process. The guide is the curriculum. There are several curricula used in vocational high schools, namely the 2013 curriculum and the merdeka curriculum. The merdeka curriculum is a complement to the 2013 curriculum and the previous curriculum. According to Arifa (2022), The Merdeka Curriculum is implemented based on the decision of the minister of education, culture, research, and technology Number 56 of 2022 concerning Guidelines for Curriculum Implementation in the context of Learning Recovery as a complement to the previous curriculum. The Merdeka Curriculum is a curriculum with diverse intra-curricular learning where the content will be more optimal so that students have enough time to explore concepts and strengthen competencies (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Therefore, teachers are given the freedom to choose and use various learning models (Indarta et al., 2022). It is intended that the teacher can plan and organize learning activities starting from preparing materials, assignments, and the final evaluation according to students' interests (Purba, Purnamasari, Soetantyo, Suwarma, & Susanti, 2021). One example of a learning model that can be applied to the independent curriculum is Project Based Learning. Project-based learning is an innovative learning model

which emphasizes contextual learning through complex activities (Indrawan, Jalinus, & Syahril, 2019). In using the Project Based Learning model, students can acquire and develop the core of learning concepts through collaborative projects that require the application of contextual knowledge. In other words, the Project-Based Learning model allows students to become interactive learners who can construct knowledge through exploration.

To be able to implement project based learning, teachers need to understand the stages of learning. There are 6 stages of learning in project based learning, namely determining fundamental questions, designing project plans, compiling schedules, monitoring project progress, testing results, evaluating experiences (Kementerian Pendidikan dan Kebudayaan, 2017).

The following is an explanation of the stages and activities:

- 1) Start with Essential Questions: This stage is the first step for students to observe more deeply the questions that arise from existing phenomena.
- 2) Design the Project: This stage contains concrete steps to answer existing questions by compiling a project plan.
- 3) Create the Schedule: This stage contains the scheduling of making the project. This aims to ensure that the project is carried out in accordance with the time and target.
- 4) Monitoring the Students and Progress of Project: The stage where the teacher monitors project progress. Students evaluate the project they are working on.

- 5) Assess Outcome: This stage is about connecting facts and data from research with various sources.
- 6) Evaluation the Experience: This stage is carried out to evaluate the project and as a reference for improvement for the next project assignments.

Project-based learning is an effective teaching model that focuses on creative thinking, problem solving, and student interaction with peers to create and use new knowledge. Project-based learning has great potential for creating interesting and meaningful learning experiences for students to enter the workforce. The application of project-based learning can help students become more active in learning and can develop cooperative skills in decision making, problem solving, and managing groups as a team. Moreover, this model provides opportunities for students to open up insights related to themselves, social relation, culture, and job opportunities globally. Moreover, this curriculum provides opportunities for students to open up insights related to themselves, social relations, culture, and job opportunities globally.

Incorporating English as a subject in school can help open students' minds, especially to global culture. English is taught at various levels of education in Indonesia, one of them is in vocational high schools. English teaching and learning activities in vocational high school refer to the study program of the students being taught (Muliyah & Aminatun, 2020). Therefore, teaching English in vocational education should be counted as English for Specific Purposes. That is because English teaching and learning

activities in Vocational High Schools require special skills that refer to the use of English for certain purposes.

According to Tomlinson (2003), English for Specific Purpose is a general term that conveys the teaching and learning of English to students who study the language for a specific purpose. This statement is further strengthened by Mulyah and Aminatun (2020) where they argue that English for Specific Purpose is a language teaching approach which aims to unite the particular needs of students. It means that teaching English for special purpose is more emphasized on giving a significant contribution in learning English to students who are learning certain skills. This can be very useful for students because English teaching and learning activities draw on their specific studies and help them become aware of the language.

## **B. Previous Related Studies**

Here, the researcher will show some previous studies that relate with this research. The first study is "Motivational Strategies among English Language Teachers: An Examination in Higher Education Institutions in the Malaysian Context". This journal was written by Suhaida Omar, Nik Ahmad Farhan bin Azim, Noor Syamimie Mohd Nawi, and Noraini Zaini in 2020. The purpose of this study was to explore motivational strategies among English language (EL) teachers, particularly at higher education institutions (HEIs) and identifying which strategies are adaptive and maladaptive could help them to promote students' motivation. The results showed that the implementation of motivational strategies is highly dependent on the teacher's perception of motivation in teaching. The strategy with

the highest rating was Appropriate Teacher Behavior, and the least liked was Promoting Learner Autonomy. It shows that teacher's behavior has an important role in ensuring language learning runs effectively (Omar, Azim, Nawi, & Zaini, 2020).

The second previous study is written by Qowiyun Ma'rufah from English Language Education Department of Indonesian Islamic University. This research was conducted in 2021. The title of the research is "Motivational Teaching Practice in Senior High School: An Observational Study". The aim of the study is to investigate teacher motivational teaching practice in EFL classes for Senior High School Level. The results showed that teachers used all aspects of motivational strategies in their teaching. The most frequently used strategies are encouraging positive retrospective self-evaluation, generating initial motivation, maintaining and protecting motivation. Meanwhile, a strategy that teachers rarely use is to create conditions for basic motivation (Ma'rufah, 2021).

The third study is "Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTsN 6 Tanah Datar". This research was written by Afri Yandi from English Teaching Department of The State Islamic Institute of Batusangkar in 2021. The purpose of this research was to explore the strategies used by English teachers in increasing students' motivation in learning English online. The results showed that there were several strategies used by English teachers in increasing student motivation in learning English online. The strategies include giving video material, accepting students' assignment anytime, giving concise and

dense material, using learning games, giving praise/ reward, and evaluating learning process (Yandi, 2021).

The last previous study is "Students' Motivation and Teachers' Motivational Strategy in Learning English to The Tenth Grader of Senior High School". This study was written by Faishol Hadi, Rizki Ramadhan, Haris Dibdyaningsih, and Khoirul Ihsan. This research was conducted in 2022. The aim of this research was to investigate student' motivation and teachers' motivational strategy in learning English at tenth grade MA Maarif Grabag. The teacher's motivational strategy was in good level. The analysis obtained shows that students have various motivations. For this reason, teachers apply various strategies that are influenced by the characteristics, experience, knowledge, and conditions of the school (Hadi, Ramadhan, Dibdyaningsih, & Ihsan, 2022).

From the previous studies above, there are some similarities and differences with this research.

Table 2.1. Comparative Previous Study

No	Name and Title	Similarities	Differences
1.	The journal written by Suhaida Omar, Nik Ahmad Farhan bin Azim, Noor Syamimie Mohd Naw, Noraini Zaini (2020) "Motivational Strategies among English Language Teachers: An Examination in Higher Education Institutions in the Malaysian Context"	The research focuses on teacher's strategies to motivate the students.	<ul style="list-style-type: none"> <li>- The research conducted by Omar, Azim, Naw, and Zaini is carried out in higher education institution while this research will carry out in vocational high school.</li> <li>- The research conducted by Omar, Azim, Naw, and Zaini is carried out online while this research will carry out offline.</li> <li>- The research conducted by Omar, Azim, Naw, and Zaini used the quantitative approach</li> </ul>



			while this research will use qualitative approach.
2.	The thesis written by Qowiyun Ma'rufah (2021) "Motivational Teaching Practice in Senior High School: An Observational Study"	The research focuses on teacher's strategies to motivate the students.	<ul style="list-style-type: none"> <li>- The research conducted by Qowiyun is carried out in senior high school while this research will carry out in a vocational high school.</li> <li>- The research conducted by Qowiyun is carried out online while this research will carry out in offline.</li> </ul>
3.	The thesis written by Afri Yandi (2021) "Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTsN 6 Tanah Datar"	The research focuses on teacher's strategies to motivate the students.	<ul style="list-style-type: none"> <li>- The research conducted by Afri is carried out in junior high school while this research will carry out in a vocational high school.</li> <li>- The research conducted by Afri is carried out online while this research will carry out offline.</li> </ul>
4.	The journal written by Faishol Hadi, Rizki Ramadhan, Haris Dibdyaningsih, Khoirul Ihsan (2022) "Students' Motivation and Teachers' Motivational Strategy in Learning English to The Tenth Graders of Senior High School"	<ul style="list-style-type: none"> <li>- The research focuses on teacher's strategies to motivate the students.</li> <li>- The research carries out offline</li> </ul>	<ul style="list-style-type: none"> <li>- The research conducted by Hadi, Ramadhan, Dibdyaningsih, Ihsan was carried out in senior high school while this research will carry out in vocational high school.</li> <li>- The research subjects conducted by Hadi, Ramadhan, Dibdyaningsih, Ihsan are teacher and students</li> </ul>

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the researcher used a qualitative descriptive method. According to Sugiyono (2018), descriptive research is study conducted to determine the value of independent variables, either one or more variables without making comparisons or connecting with other variables. This means that the research only wants to know how the state of the variable itself is without any influence or relationship with other variables such as experimental research or correlation. Furthermore, Arikunto (2019) states that descriptive research is research that investigates circumstances, conditions or other things whose results will be presented in the form of a research report. This research report described the actual state of the object under study at the time of direct research. In other words, descriptive research is research that focuses on problems that actually occur and are presents objectively in the form of reports.

Meanwhile, qualitative research is an approach to explore and understand the meaning given by individuals or groups to social or human problems (Creswell, 2018). Qualitative research allows researchers to gain insight into participants' inner experiences to determine how meaning is formed. In addition, qualitative research focuses on finding something rather than testing variables (Corbin & Strauss, 2008). In the research process, qualitative research involves emerging questions and procedures, data typically collected in a participant's setting, data analysis

inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. Furthermore, according to Bogdan and Biklen (2007), qualitative research has five characteristics, as follows:

1. Naturalistic, the key instrument of qualitative research is the researcher and the actual setting as the direct data source.
2. Descriptive Data, qualitative research is descriptive in which the data collected is in the form of words or pictures instead of numbers.
3. Concern with Process, qualitative researchers focus more on the process rather than just the outcome or product.
4. Inductive, qualitative researchers tend to analyze the data inductively.
5. Meaning, "meaning" is an important concern for qualitative approaches. Qualitative researchers pay attention to participant perspectives.

It can be concluded that qualitative research is a research method that uses descriptive data in the form of written or spoken language from the observed participants. For this reason, researcher focuses on the process of obtaining descriptive data. A qualitative approach is used to explain and analyze social phenomena or human problems. Therefore, the research process with a qualitative approach begins with the development of basic assumptions. Furthermore, these assumptions will be linked to the rules of thought used in the study. Then, the data collected in the study will be interpreted.

Based on the explanation about descriptive and qualitative, it can be concluded that descriptive qualitative is a research method used to examine the state of natural objects where the researcher is the key instrument, the data analysis is

inductive, and the results emphasize meaning rather than results or products. This qualitative descriptive research intends to describe the reality of all phenomena related to human behavior and social life. Therefore, the use of qualitative descriptive in this research will focus on the educational setting to determine the phenomenon of English teaching and learning activities. In addition, the researcher will analyze the phenomenon of English teaching and learning, especially those related to teacher's motivation strategies in second language classroom.

## **B. Research Setting**

### **1. Place of the Research**

This researcher conducted at SMK Al-Islam Surakarta in the academic year 2022/2023. SMK Al Islam Surakarta is a vocational high school that has 2 competency skills, namely Computer and Network Engineering and Telecommunication Access Network Engineering. Moreover, SMK Al Islam Surakarta puts forward practice as evidenced by participating in various competitions and getting wins. SMK Al-Islam is located on Jl. Honggowongso 28 A Surakarta 57141, Sriwedari, Laweyan District, Surakarta City, Central Java Province.

## 2. Time of The Research

The researcher conducted the study on 2022 until 2023. To make time of study briefly, the researcher wrote in to the table as follow:

Table 3.1. Time of Research

No	Activities	2022										2023					
		3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
1.	Title Accepted	■															
2.	Asking Permission		■														
3.	Pre-research		■	■													
4.	Arranging Proposal			■	■	■	■	■	■	■							
5.	Proposal Examination									■							
6.	Collecting the Data										■	■	■	■			
7.	Analyzing the Data													■	■	■	
8.	Writing Research Result														■	■	■
9.	Munaqosah																■

## C. Research Subject

There are two English teachers at SMK Al-Islam Surakarta. In this study, the researcher took the data from one English teacher because the other teacher taught the twelfth grades students. For this reason, the subject of this study is an English teacher who teaches the tenth-grade students at SMK Al-Islam Surakarta. Besides the subject, the researcher also mentioned the object of this research. The object of this research is teacher's motivation strategy in English teaching and learning

activities in the tenth-grade students. The tenth class consists of two classes, namely TKJ 1 and TKJ 2. Researcher will take the data from one class.

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

According to Subroto at Nugrahani (2014), research data is information on the research location that is the target of research. Research data can be extracted and collected through various data sources, including: informants, events or activities, and documents.

##### **1. Event**

The event in this research is in the form of English teaching and learning activities in the classroom especially in the tenth grade of SMK Al-Islam Surakarta.

##### **2. Informant**

Informant is considered as a person who gives information about something. In other words, informant is a person who becomes the source of the data. In this research, the informant is an English teacher who teaches in the tenth grades students of SMK Al-Islam Surakarta.

##### **3. Documents**

The documents used in this study are all available written documents regarding the English teaching and learning process, including the syllabus and lesson plans.

#### **E. Research Instrument**

Instrument is not an operational tools, but the human (researcher), which is a trained, sensitive and flexible piece of furniture, so that it is able to capture the

elements that stand out and target the completeness of the research (Nugrahani, 2014). It means that experienced researchers will become more perfect instruments if they are flexible and open, thorough and sensitive, and able to understand the process of conducting research. Such a researcher will be an instrument that can guarantee completeness of research, and depth of data obtained, as well as stability in determining research results. Therefore, the key instrument of this research is the researcher. It is because the researcher collects the data by herself. Here the researcher used several supporting instruments for collecting the data such as field notes and guideline of interview.

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

Data collection techniques are the most strategic step in research, because the main goal in research is to obtain data (Abdussamad, 2021). Researcher who do not know data collection techniques will not get data that meets the data standards set. Data collection can be done in various settings, sources, and ways. The example of data collecting techniques are observation, interview, focus group discussion (FGD) and case study. In this study, researchers uses several data collection techniques. It will be explained below:

##### **1. Interview**

According to Wilkinson and Birmingham (2003), interviews have long been used in research as a way to obtain detailed information about a topic or subject. Interview itself is a form of verbal communication so a kind of conversation that aims to obtain information or can be interpreted as a data collection technique carried out by asking questions between researchers and the

subject under study (Abdussamad, 2021). The purpose of the interview is to find out the thoughts, conscience of the participant, and how they view the world studied by the researcher. Therefore, the researcher uses open ended questions to get open ended responses from the participant, so the participant could give their opinions, ideas and perspective about the phenomenon.

For the model interview, the researcher used semi-structured interviews. This type of interview is included in the in-depth interview category, which is more independent in its implementation (Abdussamad, 2021). The purpose of this type of interview is to find problems more openly, where participants who are invited to the interview are asked for their opinions and ideas. In this study, the researcher conducted an interview with an English teacher who teaches tenth grade students. The topic in the interview was about English teaching and learning activities in the classroom.

## 2. Observation

According to Bogdan in Wilkinson and Birmingham (2003), observation is research that is characterized by a prolonged period of intense social interaction between the researcher and the subject in the research environment for a certain period of time. In addition, Bogdan revealed that the collection of observational data was carried out systematically and recorded in the form of field notes. Furthermore, observation is a data collection technique that is carried out systematically and intentionally through observing and recording the phenomena being investigated (Abdussamad, 2021). Based on the statement above, it can be concluded that observation is an observation activity on an



object directly and in detail to obtain correct information regarding the object. Then, the information obtained will be written systematically in the report. In this study, researcher conducted observations when the English teacher teaches tenth graders students of SMK Al-Islam Surakarta in the classroom. This observation is a way to investigate the sequence of activities in the teaching and learning process and also the application of strategies to motivate students in learning English.

#### **G. Trustworthiness of the Data**

In analyzing the data, the researcher also needed to analyze the validity of the data source to get the valid data. To check the trustworthiness of data, the researcher used triangulation. Triangulation refers mainly to the multimethod focus of qualitative research (Given, 2008). Furthermore, according to Moleong in Nugrahani (2014), triangulation is a technique of checking the validity of the data by utilizing something other than the data for the purpose of checking or comparing the data under study. For that reason, the triangulation is likened to a technique for checking the validity of the data by comparing the results from the data source to the object of research.

Triangulation aims to check the truth of data or information from various different perspectives by reducing as much as possible the bias that occurs during data collection and analysis. In addition, the use of triangulation aims to obtain the greater precision and a deeper understanding of the phenomenon under study (Given, 2008). Understanding here includes the phenomenon under study as well as the context in which the phenomenon appears. A good understanding of the

phenomenon under study, the researcher can obtain the truth of a high-level phenomenon if approached from various points of view. Therefore, triangulation has the potential to increase the accuracy, reliability, depth, and detail of the data.

Denzin in Nugrahani (2014), categorizes four kinds of triangulation as a technique for checking data validity. They are source triangulation, method triangulation, investigator triangulation, and theory triangulation. In this study, researcher used method triangulation. Method triangulation itself is a triangulation carried out by checking the data with different methods, it includes interview, observation, and documentation.

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

Data analysis is the process of systematically searching for and organizing field notes, interview transcripts, and other materials that the researcher collects to enable the researcher to find findings (Bogdan & Biklen, 2007). Data analysis activities involve working with data, organizing it, breaking it into manageable units, coding it, synthesizing it, and looking for patterns. Therefore, data analysis plays an important role in helping researchers draw appropriate research conclusions. In this study, researcher used data analysis model from Miles and Huberman. They revealed that data analysis consists of three streams of concurrent activities, namely data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1994). Here is the explanation:

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

The data that the researcher obtained while in the field was quite a lot, for that researcher needed to reduce and record it carefully. Reducing data means

the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in field notes or transcriptions. In qualitative research, data can be reduced through selection, paraphrasing, and inserting data into a larger pattern. In this activity, researchers select important data needed for research findings. Then, the researcher eliminated unnecessary data. The reduced data will provide a clearer description and make it easier for researchers to carry out further data collection and look for it when needed.

In this study, data reduction carried out when the researcher gets data from an English teacher who taught the tenth grade at SMK Al-Islam Surakarta. In addition, researcher got data from observation and interview. Then, the researcher simplified the data by taking supporting data in the discussion of this research. These data lead to conclusions that can be accounted for.

## 2. Data Display

After being reduced, the next step of data analysis is data display. It is an activity when a collection of data is arranged systematically and easily understood, thus providing the possibility of producing conclusions and actions. In qualitative research, data display can be written in brief descriptions and relationships between categories. In addition, the data display can also be in the form of graphs, matrices, and charts. Displaying data can make it easier for researcher to understand the phenomenon under study and plan further work based on the information that has been understood. In displaying the data in this study, the researcher described the data about teaching and learning English activities in the tenth grade at SMK Al-Islam Surakarta, the problems that arise

in English teaching and learning process in the classroom, and the teacher's strategies of increasing students' motivation in learning English. The events that have been displayed can be more easily understood.

### 3. Drawing Conclusion or Verification

Drawing conclusions is an activity to formulate research results that answer the research focus based on the results of data analysis. Researcher not only have to write down what have been seen at the research location, but also have to put the researcher's interpretation on these observations. Drawing conclusions is carry out by researcher from the beginning of the study by making temporary conclusions at the end of every step. However, this conclusion is still abstract. Therefore, researcher needed to conduct further research and analyze the results on an ongoing basis to obtain the credible conclusions. In this study, researcher drew conclusions by taking the essence of a series of studies or explaining more deeply the information in the data display.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Finding

The research findings contain the results of data analysis that researcher obtained from the field to answer the problem formulation mentioned in chapter I, they are (1) kind of motivational strategies that the English teacher used for stimulating students' motivation in learning English at SMK Al-Islam Surakarta based on Dornyei's Theory and (2) the challenges faced by English teacher in stimulating students' motivation in learning English at SMK Al-Islam Surakarta.

#### **1. The kind of motivational strategies that the English teacher used for stimulating students' motivation in learning English at SMK Al-Islam Surakarta based on Dornyei's Theory**

Motivational strategies are techniques that promote goal-related behavior (Dornyei, 2001). It means that motivational strategy refers to the influence of motivation that is consciously exerted to achieve something that is systematic and long-lasting positive effect. Therefore, the effective motivational strategies in foreign language learning to increase student motivation are an important part of foreign language learning (Sucuoglu, 2017).

The process of motivating students to learn English at SMK Al-Islam Surakarta used the merdeka curriculum. In the learning process consists of three activities, namely opening, main activities, and closing. The following are the results found by researcher using observation and interviews.

### **a. First Meeting**

The first observation was carried out on Tuesday, March 14<sup>th</sup> 2023 in class X TKJ 2. The subject of the research was Miss Fatimah Aqillah Irani, M. Pd. The material discussed is procedural text. The learning process consists of opening, main activities, and closing. The following is an explanation of the learning process.

#### 1) Opening

Based on the results of observations, the teacher opened the lesson by greeting and asking about the condition of the students. When the teacher greeted and asked about the condition of the students, the teacher said it with enthusiasm and loud. It aimed to make students pay attention to the teacher. After that, the teacher invited students to pray together and check student attendance. Learning activities are continued by providing motivation to students. The motivation is related to the material to be studied. After that, the teacher introduced the material that will be studied today. At this opening stage, the sentences spoken by the teacher mostly use English. It is intended that students get used to hearing and practicing English in class.

In the opening activity, the teacher used motivational strategies in the form of appropriate teacher's behavior and a good relationship with the students. This can be seen from the activities of the teacher who asked the condition of students and checked students' attendance. The teacher also tried to be a good companion and memorized the names of students as a

form of maintaining good relations with students. This related to the results of the interview with the teacher. The following is the teacher's statement:

*"Mungkin kedekatannya ya, selama pembelajaran saya berusaha menjadi pendamping, pemberi saran, pemberi motivasi, atau jika siswa kebingungan saya akan memberi solusi. Usaha lain untuk menjalin hubungan baik dengan siswa adalah dengan menghafal nama-nama mereka. Jadi mereka akan merasa menjadi bagian dari kelas tersebut. Mereka juga akan lebih nyaman untuk bertanya dan bercerita mengenai pembelajaran." (Aqillah, 30 March 2023)*

In addition, the teacher also used motivational strategies to enhance students' language-related values and attitudes. This strategy can be seen from the English sentences spoken by the teacher during the opening activity. Based on the interviews, the teacher also provided the benefits that will be obtained when students understand English well. Following are the results of the interview:

*"Saya kasih pandangan-pandangan ke depan tentang kegunaan bahasa Inggris untuk karir mereka. Selain itu, saya juga memberi tahu bahwa bahasa Inggris adalah bahasa universal. Hampir semua sektor di dunia menggunakan bahasa Inggris. Jadi jika kalian menguasai bahasa ini, kalian dapat mengakses dan membuka jendela pengetahuan dengan selebar-lebarnya. Kalian juga memiliki kesempatan yang lebih besar untuk dapat bersaing secara*

*global dan mendapatkan kehidupan yang lebih layak." (Aqillah, 30 March 2023)*

## 2) Main Activity

In the main activity, there were six learning steps. These steps are starting with an essential question, design the project, create the schedule, monitoring the students and progress of the project, assessing the outcome, and evaluating the experience. Here is an explanation:

### a) Start with Essential Question

The first stage is start with the essential question. At this stage, the teacher started learning by providing material in the form of a power point presentation displayed through a projector. Then, the teacher asked the students what they knew about the procedure text. After that, one of the students answered what was meant by the procedure text using Indonesian.

Teacher : *Apa yang kalian ketahui mengenai teks prosedur? Ayo coba tolong dijawab. Using you own language.*

Student : *teks yang berisi langkah-langkah atau urutan melakukan sesuatu atau membuat sesuatu.*

The learning activity is continued with an explanation of the procedure text using a power point presentation. The power point presentation contained the definition, use, language features, generic structure of the text, and examples of procedural text. After explaining the material, the teacher showed two videos related to the procedure



text. The videos contained how to operate a coffee maker and how to make pancakes. When the video was shown, the students watched it carefully. After that, the teacher showed the procedure text that must be analyzed by students. At this stage, the teacher asked basic questions such as what the text contains, what is needed in making the procedure text, what are the steps for making the procedure text.

From the explanation above, the teacher used a motivational strategy in the form of increasing the students' expectancy of success. This strategy can be seen from the readiness of the teacher in preparing for learning. The teacher prepared the equipment used to support the learning process, such as projectors, speakers and laptops. The results of these observations are in line with the teacher's statement in the interview, the following is the statement:

*"Saya menggunakan beberapa alat yang dapat mendukung pembelajaran, yaitu LCD, proyektor, laptop, speaker, dan papan tulis." (Aqillah, 30 March 2023)*

In the strategy of increasing the students' expectancy of success, teacher also provided good assistance to students. The assistance provided by the teacher was in the form of walking around to check students' understanding of the material. This finding is supported by the teacher's statement in the interview, as follows:

*"Kalau ada yang bertanya yang langsung saya jawab saat itu. Kalau posisi saya di depan kelas, saya akan langsung menjawab."*

*Tapi kalau posisi saya sedang berkeliling untuk mengecek tugas siswa, saya akan menghampiri siswa yang bertanya." (Aqillah, 30 March 2023)*

b) Design the Project

After the teacher's questions are answered by students. The teacher proceeds to the second step. This step is called design the project. In this step, the teacher and students designed a project. The teacher and students agreed to make two projects related to procedure text. The first project was for today while the second project will be discussed at the next meeting. In this first project, the teacher asked students to make simple procedure texts related to their daily lives. Based on this explanation, the teacher used a motivational strategy in the form of making the teaching materials relevant for the students. The strategy is used by the teacher to connect the material and student life. The results of these observations are consistent with the results of the interviews. The following is the teacher's statement:

*"Saya memberikan contoh dan materi yang berkaitan dengan kehidupan siswa. Jadi saya ambil yang ada di sekitar aja supaya siswa dapat dengan mudah memahami materinya, tidak mengambil yang jauh-jauh." (Aqillah, 30 March 2023)*

c) Create Schedule

The third step is arranging the schedule. At this stage, the teacher and students made an agreement about the project submission schedule.

This first project was done for 30 minutes. At this stage, the teacher used a motivational strategy in the form of promoting a self-motivating strategy. the teacher increases student awareness of the importance of self-motivation, especially in the strategy of controlling responsibility for projects. So, students must complete the project in accordance with a predetermined time limit together. The following is the teacher's statement relating to the results of the observations above:

*“Saya biasanya mengingatkan siswa untuk pengerjaan dan pengumpulan tugas karena anak-anak memang harus terus diingatkan.”* (Aqillah, 30 March 2023)

#### d) Monitoring the Students and Progress of Project

The fourth stage is monitoring the students and progress of the project. At this stage, the teacher role as a facilitator and mentor of students in working on the project. Therefore, the teacher walked around to monitor students' projects and asked students about the difficulties encountered in working on the project. When walking around accompanying students doing assignments, the teacher also aroused students' appetite for the content of the task and provided the right strategy for carrying out the task. Based on the explanation above, the teacher applied the presenting task strategy in a motivating way. The teacher actively provided the right strategy for students to complete the project. In this way, students will easily understand and do the assignments given by the teacher.

e) Assess the Outcome

The fifth stage is assessing the outcome. At this stage, the teacher measured the achievement of projects made by students by asking several questions. The questions related to the tools, materials, and steps of the procedural text made by students. In addition, the teacher also told what needs to be added to the student's project, so the project becomes better. After all students have completed their projects, the teacher asked students to submit them to the front of the class. In this section, the teacher used a motivational strategy in the form of promoting motivational attributions.

f) Evaluation the Experience

The last stage is the evaluation of experience. At this stage, students submitted their projects to the teacher. Then, the teacher responded to the results of the project by giving grades to students. In the process of giving grades, the teacher used a motivational strategy in the form of offering rewards and grades in a motivating manner. This strategy is used by the teacher so that students are motivated to increase their enthusiasm for learning and not to underestimate the task. This is supported by the teacher's statement in the interview results. Here's the statement:

*"Karena yang saya butuhkan nilai ya saya kasih nilai. Nanti nilainya saya gunakan untuk pertimbangan nilai akhir. Saya akan kumpulkan lalu ditambahkan di nilai akhir. Pemberian nilai ini*

*juga dapat memotivasi siswa untuk belajar dan tidak menyepelkan tugas." (Aqillah, 30 March 2023)*

### 3) Closing

In closing activities, the teacher gave conclusions about the material. The teacher also gave feedback to students about today's activities. Next, the teacher asked the students to study the material about the procedure text at home.

Teacher : *terimakasih untuk pembelajaran hari ini, nanti materinya diulas lagi dirumah supaya lebih paham lagi.*

Students : *Baik Miss.*

Then, the teacher closed the lesson by saying we will continue learning next week, pray, and greeting. In the closing section, the teacher used a motivational strategy in the form of providing motivational feedback. This strategy can be seen from the feedback given by the teacher to students about today's learning and reminding students to review material at home.

An explanation of the learning process will be conveyed using table.

The table will be presented below.

Table 4.1. Teacher's Motivational Strategies in First Meeting

No	Learning Process	Activities	Strategies
1.	Opening	Teacher and students did pre-activities such as greeting, praying, checking attendance, asking the students' condition.	Teacher used two strategies, namely appropriate teacher's behaviors and a good relationship with the students and enhancing the learners' language-related values and attitude

2.	Main Activity			
	a.	Start with Essential Questions	Teacher explained the materials and asked some essential question about the procedure text.	Teacher used the increasing students' expectancy of success strategy.
	b.	Design the Project	Teacher and students designed project related to procedure text.	Teacher used the strategy of making the teaching materials relevant for the learners.
	c.	Create Schedule	Teacher and students made an agreement about the time of doing the project.	Teacher used the promoting self-motivating strategy.
	d.	Monitoring the Students and Progress of Project	The students worked on the project and teacher monitored the progress of project by going around to the students' table.	Teacher used the strategy of presenting task in motivating way.
	e.	Assess the Outcome	Teacher saw and assessed the result of students' project.	Teacher used the strategy of promoting motivational attributions.
	f.	Evaluation the Experience	Teacher evaluated the result of students' project.	Teacher used the strategy of offering grades in a motivating manner.
3.	Closing		Teacher concluded the material and gave feedback about the learning process.	Teacher used the strategy of providing motivational feedback.

Based on the explanation and table above, it can be concluded that the teacher used nine strategies at the first meeting. The teacher used two strategies at the opening stage. Those strategies were appropriate teacher's behaviors and a good relationship with the students and enhancing the learners' language-related values and attitude. At the main activity stage, the teacher used six strategies. They were the increasing students' expectancy of

success, making the teaching materials relevant to the learner, promoting self-motivating, presenting tasks in a motivating way, promoting motivational attributions, and offering grades in a motivating manner. At the closing stage, the teacher used one strategy, namely the strategy of providing motivational feedback.

#### **b. Second Meeting**

The second observation was carried out on Tuesday, March 28<sup>th</sup> 2023 in class X TKJ 2. The subject of the research was Miss Fatimah Aqillah Irani, M. Pd. The material discussed was procedural text. The learning process consisted of opening, main activities, and closing. The following is an explanation of the learning process.

##### 1) Opening

Based on the results of the second observation, the opening activity was the same as the first meeting, namely the teacher opened the lesson by greeting and asking about the condition of the students. Because in a fasting state, students looked weak and sleepy when answering greetings. Finally, the teacher gave motivation to learn to students by saying "*ayo ayo semangat belajar, walaupun dalam keadaan puasa kita harus semangat ya. Oke untuk yang mengantuk bisa basuh dulu wajahnya dengan air*". After that, the activity continued by distributing the results of the first project by calling the names of the students one by one. Another purpose of calling student names was to check student attendance.

In the opening activity, the teacher used motivational strategies in the form of appropriate teacher's behavior and a good relationship with the students. This can be seen from the activities of the teacher asking the condition of students, checking student attendance, and maintaining enthusiasm in teaching. In addition, the teacher also tried to be a good learning companion and memorizes the names of students as a form of maintaining good relations with students. In that way, students will be more comfortable in learning.

## 2) Main Activity

In the main activity, the teacher focused on four learning steps. These steps are start with an essential question, design the project, create the schedule, monitoring students and progress of project. Here's an explanation:

### a) Start with Essential Question

At this stage, the teacher reviewed students' understanding about the procedure text by asking a few questions. These basic questions include: what is procedural text, what are the characteristic of language in procedural text, what are the examples procedural text. After asking, the teacher explained about the procedure text briefly. It aimed to make students understand the material well.

From this explanation, it can be seen that the teacher used a motivational strategy in the form of increasing the students' expectancy of success. This strategy is used by the teacher in preparing learning



well. In addition, the teacher also provided good assistance to students by checking students' understanding and provided re-explanation of the procedure text. This finding is supported by the teacher's statement in the interview, as follows:

*"Ya diawal saya akan menjelaskan materi kepada siswa agar siswa memahami materinya. Setelah siswa paham, saya akan memberikan tugas atau projek." (Aqillah, 30 March 2023)*

b) Design the Project

The activity continued with designing a second project related to procedure text. In this project, students were asked to make a procedure text in the form of a video or power point presentation. The procedural text used by students was the text they have created in their first project or they can create a new one. Students are given the freedom to choose what media to use in this project. The teacher gave time to work on the second project until the next meeting so they can make the project at home.

The strategy used by the teacher at this stage was making learning stimulating and enjoyable. This strategy can be seen from giving assignments in the form of videos or power point presentations. Teacher broke the monotony of learning by providing challenging and fun projects so students can learn to use various media. It made students motivated and not bored in learning English. The results of these

observations are consistent with the results of interviews with the teacher. Here are the results:

*"Media yang saya gunakan ya biasanya teks book, video, audio atau lagu, dan power point presentation. Dengan penggunaan berbagai media tersebut diharapkan siswa tidak bosan dalam belajar bahasa Inggris." (Aqillah, 30 March 2023)*

c) Create Schedule

At this stage, the teacher and students made an agreement about the schedule for making and submitting projects. This second project was done at home and submitted at the next meeting. The teacher reaffirmed the project work and collection to students by saying *"untuk projek ini kalian bebas mau membuat video atau ppt, kalian kerjakan dirumah, dan di pertemuan selanjutnya kalian kumpulkan sekaligus presentasi"*. At this stage the teacher used a motivational strategy in the form of promoting a self-motivating strategy. the teacher increased student awareness of the importance of self-motivation, especially in the strategy of controlling responsibility for projects. So, students must complete the project in accordance with a predetermined time limit together.

d) Monitoring the Students and Progress of Project

At the monitoring project progress stage, the teacher discussed the systematic work on the second project. The teacher also monitored students' project work by going around to students' desks. In this stage,

students are given the opportunity to ask questions about things they don't know about the project. For students who have finished the procedure text and already understand how to do it, the teacher asked them to practice with their peers. At this stage, the teacher used the strategy of presenting tasks in a motivating way. The teacher actively provided the right strategy for students to complete the project. In this way, students will easily understand and do the assignments given by the teacher.

### 3) Closing

At the end of the meeting the teacher gave conclusions and explanations about the procedure text and the second project. Before class closed, the teacher gave feedback on learning activities and asked students to do well on the second project. The following are the words spoken by the teacher: *"pembelajaran hari ini sudah cukup bagus, jangan lupa mengerjakan proyeknya dirumah, dan persiapkan diri kalian untuk presentasi di pertemuan selanjutnya"*. Then, the teacher closes the lesson by saying we will continue learning tomorrow accompanied by pray and greeting. Here, the teacher used a motivational strategy in the form of providing motivational feedback. This strategy can be seen from the feedback given by the teacher to students about learning activities and reminding students to do well on the project.

The learning process will be explained using table. The table will be presented below.

Table 4.2. Teacher's Motivational Strategies in Second Meeting

No	Learning Process	Activities	Strategies
1.	Opening	Teacher and students did pre-activity such as greeting, praying, checking attendance, asking students' condition, and giving motivation.	Teacher used the appropriate teacher's behaviors and a good relationship with the students.
2.	Main Activity		
	a. Start with Essential Question	Teacher explained the materials briefly and asked some essential question about procedure text.	Teacher used the strategy of increasing the students' expectancy of success.
	b. Design the Project	Teacher and students designed the project about procedure text. The project is in the form of a video or PowerPoint presentation.	Teacher used the strategy of making learning stimulating and enjoyable.
	c. Create Schedule	Teacher and students discussed to determine the time for carrying out the project.	Teacher used the promoting self-motivating strategy.
	d. Monitoring the Students and Progress of Project	The students worked on the project and the teacher monitored the progress of the project by going around to the student's table.	Teacher used the strategy of presenting task in motivating way.
3.	Closing	Teacher concluded the material and gave feedback about the learning process.	Teacher used the strategy of providing motivational feedback.

Based on the explanation and table above, it can be concluded that the teacher used six strategies in the second meeting. At the opening stage, the teacher used one strategy. The strategy was appropriate teacher's behavior and a good relationship with the students. Furthermore, at the main activity stage,

the teacher used four strategies. They were the increasing students' expectancy of success, making learning stimulating and enjoyable, promoting self-motivating, and presenting tasks in a motivating way. At the closing stage, the teacher used one strategy, namely the strategy of providing motivational feedback.

### c. Third Meeting

The third observation was carried out on Thursday, 30<sup>th</sup> March 2023 in class X TKJ 2. The subject of the research was Miss Fatimah Aqillah Irani, M. Pd. The material discussed was procedural text. The learning process consists of opening, main activities, and closing. The following is an explanation of the learning process.

#### 1) Opening

The opening activity in the third observation was the same as the first and second meetings. The teaching and learning activities were started with some pre-activities, including the teacher giving greetings to students at tenth grade. Then, she checked the students' attendance. Before the lesson begins, the teacher asked the students' readiness to learn English by saying *"udah ready semuanya ya, hari ini kita akan melakukan presentasi teks prosedur yang sudah kalian buat"*.

In the opening activity, the teacher used motivational strategies in the form of appropriate teacher's behavior and a good relationship with the students. This can be seen from the teacher's activities in asking about students' readiness, checking student attendance, and maintaining

enthusiasm in teaching. In addition to these methods, the teacher also tried to be a good learning companion and memorizes the names of students as a form of maintaining good relations with students. That way, students will be more comfortable in learning.

## 2) Main Activity

In the main activity, the teacher focuses on two learning steps. These steps are assessing the outcome and evaluating the experience. The teacher only uses these two steps because the material was same as the material in the previous meeting. Here's an explanation:

### a) Assess the Outcome

At this stage, students presented their projects in front of the class one by one. Projects in the form of videos or power point presentations are displayed on the projector so that all students can see the results of their friends' projects. In presenting the project, there were some students who were embarrassed to come forward because they had not mastered the project. Then, the teacher encouraged students to try it first. In addition, the teacher also helped students who forget some of the vocabulary related to project presentations. The encouragement and assistance given by the teacher was done verbally by saying *"ayo dicoba dulu, nanti kalo di depan gugup atau lupa beberapa kosa kata akan Miss bantu"*.

From the explanation above, the teacher used two motivational strategies, namely the strategy of increasing the students' expectancy of

success and the strategy of protecting the learners' self-esteem and increasing self-confidence. The motivational strategy in the form of increasing the students' expectancy of success can be seen from the teacher's readiness in preparing lessons. The teacher prepared the equipment used to support the learning process, such as projectors, speakers and laptops. In this strategy, the teacher also provided good assistance to students.

As for the motivational strategy of protecting the learners' self-esteem and increasing self-confidence, it can be seen from the teacher's efforts to encourage students to be confident in presenting their projects. The results of this observation are consistent with the results of interviews with teachers. Here are the results:

*"Jika ada presentasi untuk maju kedepan saya juga mendorong siswa untuk mencoba terlebih dahulu. Tidak masalah kalau mereka masih bertanya-tanya karena anak-anak itu masih kurang kepercayaan dirinya." (Aqillah, 30 March 2023)*

#### b) Evaluation the Experience

The next step is the evaluation of experience. At this stage, the teacher paid attention to student presentations. After students have finished presenting their projects, the teacher gave applause and say thank you as appreciation. After that, the teacher wrote the grades into the notebook. In the middle of the presentation process, the teacher reminded the students about the grade they would get if they made a

presentation that day by saying *“yang praktek hari ini nilainya akan maksimal karena masih jam pembelajaran bahasa Inggris”*.

Here, the teacher used a motivational strategy in the form of providing motivational feedback. This strategy can be seen from the feedback given by the teacher to students after they made a project presentation. Feedback given by the teacher is in the form of verbal words such as thank you, good job, great. In addition, the teacher also provided feedback in the form of applause. The results of these observations are consistent with the results of interviews with teachers. Here are the results:

*“Kalau untuk feedback atas apa yang diusahakan siswa, saya akan mengatakan thank you, bagus, good job, besok bisa ditingkatkan lagi dan memberikan tepuk tangan.”* (Aqillah, 30 March 2023)

Another strategy used by the teacher was the strategy of offering rewards and grades in a motivating manner. This can be seen from giving grades to students who have presented their projects. The teacher made grades a measure of student achievement. With grades, students become more motivated and make them not underestimate the task.

### 3) Closing

At the end of the meeting the teacher gave feedback on the learning activities by saying *“oke, waktunya sudah habis. Terimakasih untuk yang sudah presentasi dan untuk yang belum presentasi bisa dikirim lewat drive*



*ya video atau pptnya*". In addition, the teacher also said closing words by saying "*thank you for today, hari ini sudah cukup baik. Pelajari lagi materinya. And see you next week*". Then, the lesson was closed by reading prayers and greetings. In this step, the teacher used a motivational strategy in the form of providing motivational feedback. This strategy can be seen from the feedback given by the teacher to students about today's lesson and asking students to review the material of learning at home.

An explanation of the learning process above will be conveyed using table. Here is the table.

Table 4.3. Teacher's Motivational Strategies in Third Meeting

No	Learning Process	Activities	Strategies
1.	Opening	Teacher and students did pre-activity such as greeting, praying, checking attendance, asking students' condition, and giving motivation.	Teacher used the strategy of appropriate teacher's behaviors and a good relationship with the students.
2.	Main Activity		
	a. Testing Results	The students presented a project.	Teacher used two strategies, namely increasing the students' expectancy of success and protecting the learners' self-esteem and increasing their self-confidence.
	b. Evaluating Experience	Teacher paid attention to the student's presentation and gave appreciation to the students.	Teacher used two strategies, namely providing motivational feedback and offering rewards and grades in a motivating manner.

3.	Closing	Teacher concluded the material and gave feedback about the learning process.	Teacher used the strategy of providing motivational feedback.
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Based on the explanation and table above, it can be concluded that the teacher used five strategies at the third meeting. The teacher used one strategy at the opening stage. The strategy was appropriate teacher's behavior and a good relationship with the students. At the main activity stage, the teacher used four strategies. They were the increasing students' expectancy of success, protecting the learners' self-esteem and increasing their self-confidence, providing motivational feedback and offering rewards and grades in a motivating manner. In the final stage, the teacher used one strategy, namely the strategy of providing motivational feedback. This strategy has been used in the main activity stage.

From the explanation of the motivational strategies above, the English teacher at SMK Al-Islam Surakarta used eleven motivational strategies. The data was obtained from the results of observations and interviews conducted with the teacher. However, there is one motivational strategy which was not found in the observation but the teacher mentioned in the interview. The strategy is promoting cooperation among the learners. This strategy is usually applied by teachers by forming study groups. The following are the results of interviews with teachers:

*“Kalau di kurikulum merdeka kan lebih ditekankan untuk proyek ya mba.*

*Jadi palingan dalam pembuatan proyek dilakukan secara individu atau*

*kelompok. Itu tergantung dari kesulitan projeknya.” (Aqillah, 30 March 2023)*

The teacher said that forming groups had a positive impact on students. Students will be motivated to compete to learn optimally. Following are the results of the interview:

*“kadang saya membuat kelompok belajar agar siswa termotivasi untuk berlomba-lomba belajar secara maksimal. Kalau berkelompok kan jadi kaya ada saingannya, tapi ini bersaing dalam hal yang positif ya mbak.” (Aqillah, 30 March 2023)*

Based on the explanation of the three meetings, it can be concluded that teacher used motivational strategies to stimulate students in learning English. Teacher used twelve motivational strategies which are analyzed using Dornyei's theory. The data tabulation of motivational strategy will be explained below.

Table 4.4 Data Tabulation of the Teacher's Motivational Strategies

Components	Motivational Strategy	Opening	Main Activity						Closing
			SEQ	DTP	CS	MTS	ATO	ETE	
Creating the Basic Motivational Condition	Appropriate Teacher's Behaviors and a Good Relationship with the Students	4	1	1	1	1	1	1	1
	Pleasant and Supportive Atmosphere in the Classroom	1	1	1	1	1	1	1	1
	Cohesive Learner Group with Appropriate Group Norms	1	1	1	1	1	1	1	1
Generating Initial Motivation	Enhancing the Learners' Language-related Values and Attitude	2	1	1	1	1	1	1	1
	Increasing the Students' Expectancy of Success	1	4	1	1	1	1	1	1

	Increasing the Learner Goal-Orientedness	1	1	1	1	1	1	1	1
	Making the Teaching Materials Relevant for The Learners	1	1	2	1	1	1	1	1
	Creating Realistic Learners' Beliefs	1	1	1	1	1	1	1	1
Maintaining and Protecting Motivation	Making Learning Stimulating and Enjoyable	1	1	2	1	1	1	1	1
	Presenting Task in Motivating Way	1	1	1	1	3	1	1	1
	Setting Specific Learners' Goals	1	1	1	1	1	1	1	1
	Protecting the Learners' Self-Esteem and Increasing Their Self-Confidence	1	1	1	1	1	2	1	1
	Allowing Learners to Maintain a Positive Social Image	1	1	1	1	1	1	1	1
	Creating Learner Autonomy	1	1	1	1	1	1	1	1
	Promoting Self-Motivating Strategies	1	1	1	3	1	1	1	1
	Promoting Cooperation among the Learners	1	1	1	1	1	2	1	1
Encouraging Positive Retrospective Self-Evaluation	Promoting Motivational Attributions	1	1	1	1	1	2	1	1
	Providing Motivational Feedback	1	1	1	1	1	1	2	4
	Increasing Learner Satisfaction	1	1	1	1	1	1	1	1
	Offering Rewards and Grades in a Motivating Manner	1	1	1	1	1	1	3	1

Noted:

4 = Always

3 = Sometimes

2 = Seldom

1 = Never

From the table above, it can be concluded that teacher used twelve motivational strategies. The teacher did not apply all the strategies in the

motivational theory of teaching practice by Dornyei. It should be noted that each teacher has her own motivational strategy to motivate students based on certain factors. From twelve strategies that teacher used, she often use the following strategies: appropriate teacher's behavior and a good relationship with the students, increasing the students' expectancy of success, and providing motivational feedback. These strategies used in every meeting by teacher. In other words, in the three meetings conducted by the researcher, the teacher always used these three strategies. These strategies are used by teacher because they are very helpful in motivating students in learning.

Sometimes, teacher also used several motivational strategies, such as presenting tasks in a motivating way, promoting self-motivating, and offering rewards and grades in a motivating manner. The researcher found that these strategies were used by the teacher twice in three meetings. There are also strategies that are rarely used by teacher, namely the strategy of enhancing the learners' language-related values and attitudes, making the teaching materials relevant to the learners, making learning stimulating and enjoyable, protecting the learners' self-esteem and increasing their self-confidence, promoting cooperation among the learners, promoting motivational attributions. These strategies are only used by the teacher once. In other words, the researcher only found that those strategy were used by the teacher once out of three meetings.

## **2. The challenges faced by English teacher in applying motivational strategies in learning English at SMK Al-Islam Surakarta**

The researcher did observation and interview to get the data to investigate the challenge faced by the teacher in applying motivational strategy in teaching and learning activity at SMK Al-Islam Surakarta in the academic year 2022/2023. Based on the result of observation and interview with the teacher, there were several challenges faced by the teacher in applying motivational strategy describe as follow:

### **a. First Meeting**

The first observation was carried out on Tuesday, March 14th 2023 in class X TKJ 2. The subject of the research was Miss Fatimah Aqillah Irani, M. Pd. The material discussed is procedural text. The learning process consists of opening, main activities, and closing. The following is an explanation of the challenges that teacher faced in using motivational strategies in the first meeting.

#### 1) Opening

Based on the research results, the teacher started learning with several pre-activities such as greeting, praying, checking attendance, asking the students' conditions. In this activity, the teacher did not find any challenges in implementing motivational strategies.

#### 2) Main Activity

In the main activity, there were six learning steps. These steps are starting with an essential question, design the project, create the schedule,

monitoring the students and progress of the project, assessing the outcome, and evaluating the experience. Here's an explanation:

a) Start with Essential Questions

At this stage, the teacher started the learning by providing a power point presentation that is displayed through a projector. Then, the teacher asked the students about their knowledge of procedure text using English and the students answered the questions using Indonesian. After that, learning is continued by explaining the procedure text. At this stage, the teacher also showed two English videos related to the procedure text. The video contained about how to operate a coffee maker and how to make pancakes. After that, the teacher showed the procedure text that students have to analyze and gave a basic question related to the procedure text.

Many of the activities above used English. It made students confused with the explanation from the teacher. For this reason, the teacher translated the words into Indonesian. The teacher translated it into Indonesian every few sentences. In addition, students answered using the vernacular or Indonesian when the teacher asked the students whether use English or Indonesian. This is related to students' lack of mastery of English. For this reason, the use of vernacular and native language used by students is a challenge for teacher. There was supporting data from the results of observation. Researcher got this data

from the results of interviews with teacher. Following is the result of the interview:

*"Penggunaan bahasa Indonesia atau bahasa daerah juga menjadi tantangan tersendiri. Anak-anak kalau full bahasa Inggris belum bisa, jadi harus saya beri dorongan sedikit. Setiap beberapa kalimat yang saya ucapkan dalam bahasa Inggris nantinya akan saya terjemahkan ke dalam bahasa Indonesia. Tapi, ada juga siswa yang memahaminya." (Aqillah, 30 March 2023)*

Teacher also faced other challenges in the form of students' diverse backgrounds. In the classroom, every student has various differences, such as differences in enthusiasm, motivation, and student interest. Those differences made a motivational strategy have a different impact on students. For this reason, when the teacher applied a motivational strategy, students get different impacts, for example differences in students' enthusiasm and interest in learning English. When the teacher explained the material using English, there were students who were interested in listening to the teacher's explanation and answering the questions that the teacher gave. However, there are also students who are not enthusiastic about participating in learning because they do not understand and are uninterested. Researcher also got supporting data from interviews with teacher. Here are the results:



*"Tantangan lain yang saya hadapi adalah perbedaan latar belakang siswa. Kelas 10 dikita itu pemahaman tentang bahasa Inggris anak-anak berbeda-beda, ada yang sudah paham bahasa Inggris dengan baik karena ketertarikan mereka terhadap bahasa Inggris itu sendiri dan ada juga yang pemahamannya masih dasar. Jadi, memang background atau latar belakang anak-anak di kita terutama kelas 10 itu sangat beragam." (Aqillah, 30 March 2023)*

The teacher added that in one strategy used to motivate students has a different impact on students. The following is the supporting data:

*"Tidak semua siswa termotivasi dengan satu jenis strategi. Jadi ada yang termotivasi dengan strategi 1 dan ada pula yang termotivasi dengan strategi lainnya." (Aqillah, 30 March 2023)*

Based on the explanation above, the teacher explained the material using English and Indonesian. The teacher combined the language so that students understand the explanation of the material presented by the teacher. If the teacher used full English when teaching, students will not understand the material because they do not understand English well. In addition, each student has differences, such as differences in motivation, enthusiasm for learning, and interest in English. These differences make the motivational strategies used by teacher have a different impact on each student.

b) Design the Project

This step is called design the project. In this step the teacher and students design a project. The teacher and students agreed to make two projects related to procedure text. The first project was for today while the second project will be discussed at the next meeting. In the stage of design project, the teacher did not face any challenges in implementing motivational strategies.

c) Create Schedule

The third step is arranging the schedule. At this stage, the teacher and students made an agreement about the project submission schedule. This first project was done for 30 minutes. In the stage of create schedule, the teacher did not face any challenges in implementing motivational strategies.

d) Monitoring the Students and Progress of Project

At this stage, students were working on their project in the form of making a simple procedure text. For this reason, the teacher's role is as a facilitator and mentor of students in working on the project. Therefore, the teacher walked around to monitor students' projects and asked students about the difficulties encountered in working on the project. When walking around accompanying students doing assignments, the teacher got a lot of questions from students. These questions are related to English vocabulary. Many students do not know the English words that they will use to make a sentence in procedure

text. Because of this problem, there were some students neglecting the assignment. In other words, there are some students who try very hard to do their projects while there are also those who try a little.

From the explanation above, it can be concluded that teacher faced challenges in the form of using vernacular or native languages and differences in students' backgrounds. The challenge of using vernacular or native languages can be seen from students who ask lots of questions about English vocabulary because students' knowledge is still lacking about some English vocabularies. This made the process of working on the project long because the teacher has to answer the questions asked by students. Meanwhile, challenges in the form of differences in background can be seen from the students who are interested in working on the project even though they faced the difficulties and the students who give little effort to working on the project.

e) Assess the Outcome

The fifth stage is assessing the outcome. At this stage, the teacher measured the achievement of projects made by students by asking several questions about procedure text. In addition, the teacher also told what needs to be added to the student's project, so the project becomes better. In the stage of assess the outcome, the teacher did not face any challenges in implementing motivational strategies.

#### f) Evaluation the Experience

The last stage is the evaluation of experience. At this stage, students submitted their projects to the teacher. Then, the teacher responded to the results of the project by giving grades to students. In the stage of evaluation the experience, the teacher did not face any challenges in implementing motivational strategies.

#### 3) Closing

In closing activities, the teacher did some activities such as concluding the material and giving feedback about the learning process. In this section, the teacher did not face any challenges in implementing motivational strategies.

An explanation of the learning process above will be conveyed using table. The table will be presented below.

Table 4.5. Teacher's Challenges in Applying Motivational Strategies in First Meeting

No	Learning Process	Activity	Challenges
1.	Opening	Teacher and students did pre-activities such as greeting, praying, checking attendance, asking the students' condition.	-
2.	Main Activity		
	a. Start with Essential Questions	Teacher explained the materials and asked some essential question about the procedure text.	Teacher faced two challenges, namely diverse backgrounds and the use of vernacular or native language.
	b. Design the Project	Teacher and students designed project	-

			related to procedure text.	
	c.	Create Schedule	Teacher and students made an agreement about the time of doing the project.	-
	d.	Monitoring the Students and Progress of Project	The students worked on the project and teacher monitored the progress of project by going around to the students' table.	Teacher faced two challenges, namely diverse backgrounds and the use of vernacular or native language.
	e.	Assess the Outcome	Teacher saw and assessed the result of students' project.	-
	f.	Evaluation the Experience	Teacher evaluated the result of students' project.	-
3.	Closing		Teacher concluded the material and gave feedback about the learning process.	-

Based on the explanation and table above, it can be concluded that teacher faced challenges in implementing motivational strategies. This challenge is only faced by teacher in the main activity. These challenges were diverse backgrounds and the use of vernacular or native language. Challenges in the form of diverse backgrounds occurred because of differences in students. Differences in students' backgrounds were a challenge for teacher because they can make the motivational strategies that teacher use have a different impact on each student. Challenges in the form of the use of vernacular or native language occurred because of the large use of English in learning so it made students confused by the teacher's explanations.

## **b. Second Meeting**

The second observation was carried out on Tuesday, March 28th 2023 in class X TKJ 2. The subject of the research was Miss Fatimah Aqillah Irani, M. Pd. The material discussed is procedural text. The learning process consists of opening, main activities, and closing. The following is an explanation of the challenges that teacher faced in using motivational strategies in the second meeting.

### 1) Opening

Based on the research results, the teacher started learning with several pre-activities such as greeting, praying, checking attendance, asking students' conditions, and giving motivation. In this activity the teacher did not face challenges in applying motivational strategies.

### 2) Main Activity

In the main activity, the teacher focused on four learning steps. These steps are start with an essential question, design the project, create the schedule, monitoring students and progress of project. Here's an explanation:

#### a) Start with Essential Question

At this stage, the teacher reviewed students' understanding of the procedure text by asking a few questions. These basic questions include: what is procedure text, what are the language features in procedure text, what are examples of procedure text. After asking, the teacher explained about the procedure text briefly using two languages,

namely English and Indonesian. It aimed to make students understand the material well. In the process of reviewing the material, the teacher did it with verbal explanations only. That is because the LCD in the class cannot function properly. The malfunction of the LCD in the classroom made some students not pay much attention to the teacher's explanation.

Based on the explanation above, teacher faced several challenges. First, teacher faced challenges in the form of using vernacular or native languages. It can be seen from the use of English and Indonesian in reviewing procedure text material. Second, teacher faced challenges in the form of differences in student backgrounds. This challenge can be seen from the students' attention when the teacher reviewed the material only using speech or verbal utterance. There were students who pay attention and are interested in the teacher's explanation and there were also those who don't pay much attention to it.

The last challenge is the lack of up gradation of teacher in the form of facility gradation. It can be seen from the LCD that are not functioning properly. Basically, the availability of facilities to support learning was adequate. In the classroom, there were LCD for presentations, speakers, whiteboards, WIFI, and so on. All of this has been provided by the school to support and facilitate students in the learning process. However, there is a slight problem with the LCD. Sometimes, LCD in the classroom doesn't work properly. It can slightly

interfere with the learning process. There is supporting data from the results of observations. Researcher got this data from the results of interviews with teacher. Following are the results of the interview:

*"Sebenarnya tidak terlalu, semua fasilitas sudah ada, speaker, LCD, papan tulis. Hanya saja terkadang ada LCD kelas yang tidak berfungsi dengan baik seperti pada waktu kemarin itu. Mau meminjam ke bagian kantor, tetapi sudah terpakai oleh siswa kelas 11 yang sedang prakerin. Jadi ya mungkin perlu peningkatan sedikit di fasilitas dan pemeriksaan berkala saja."*  
(Aqillah, 30 March 2023)

Based on the explanation regarding the gradation of facilities, it can be concluded that the school has provided various facilities that can be used to support the smooth learning process. These facilities include LCD, speakers, whiteboards, WIFI, and so on. Although, there were times when one of these facilities does not function properly.

#### b) Design the Project

The activity continued with designing a second project related to procedure text. In this project, students were asked to make a procedure text in the form of a video or power point presentation. The procedural text used by students was the text they have created in their first project or they can create a new one. Students are given the freedom to choose what media to use in this project. In the stage of design project, the



teacher did not face any challenges in implementing motivational strategies.

c) Create Schedule

At this stage, the teacher and students made an agreement about the schedule for making and submitting projects. This second project was done at home and submitted at the next meeting. In the stage of create schedule, the teacher did not face any challenges in implementing motivational strategies.

d) Monitoring the Students and Progress of Project

At the monitoring project progress stage, the teacher discussed the systematic work on the second project. The teacher also monitored students' project work by going around to students' desks. In this stage, students are given the opportunity to ask questions about things they don't know about the project. For students who have finished the procedure text and already understand how to do it, the teacher asked them to practice with their peers. During the process of practicing with peers, there were students who are motivated to do it and there were some students who pay little attention to their practice. It showed that students have different motivations in learning English. The difference in motivation became a challenge for the teacher.

3) Closing

At the end of the meeting, the teacher gave conclusions and explanations about the procedure text and the second project. Before class

closed, the teacher gave feedback on learning activities and asked students to do well on the second project. In closing section, the teacher did not face any challenges in implementing motivational strategies.

An explanation of the learning process above will be conveyed using table. The table will be presented below.

Table 4.6. Teacher's Challenges in Applying Motivational Strategies in Second Meeting

No	Learning Process	Activity	Challenges
1.	Opening	Teacher and students did pre-activity such as greeting, praying, checking attendance, asking students' condition, and giving motivation.	-
2.	Main Activity		
	a. Start with Essential Question	Teacher explained the materials briefly and asked some essential question about procedure text.	Teacher faced three challenges, namely diverse backgrounds, the use of vernacular or native language, and the lack of up gradation of teacher.
	b. Design the Project	Teacher and students designed the project about procedure text. The project is in the form of a video or PowerPoint presentation.	-
	c. Create Schedule	Teacher and students discussed to determine the time for carrying out the project.	-
	d. Monitoring the Students and Progress of Project	The students worked on the project and the teacher monitored the progress of the project	Teacher faced one challenges, namely diverse backgrounds.

			by going around to the student's table.	
3.	Closing		Teacher concluded the material and gave feedback about the learning process.	-

Based on the explanation and table above, it can be concluded that teacher faced challenges in the main activity. These challenges were diverse background, use of vernacular or native language, and lack of up gradation of teacher. Challenges in the form of diverse backgrounds occurred because of differences in student backgrounds so that the motivational strategies that teacher use have different impacts on students. The second challenge was the use of vernacular or native language. This happened because English used a lot in learning so it made students confused by the teacher's explanations. The third challenge was the lack of up gradation of teacher. This challenge was caused by learning support facilities that are not functioning properly.

### c. Third Meeting

The third observation was carried out on Thursday, 30th March 2023 in class X TKJ 2. The subject of the research was Miss Fatimah Aqillah Irani, M. Pd. The material discussed was procedural text. The learning process consists of opening, core activities, and closing. The following is an explanation of the challenges that teacher faced in using motivational strategies in the first meeting.

### 1) Opening

The teaching and learning activities were started with some pre-activities, including the teacher giving greetings to students at tenth grade. Then, she checked the students' attendance. Before the lesson begins, the teacher also asked the students' readiness to learn English. In this section, the teacher did not face any challenges in implementing motivational strategies.

### 2) Main Activity

In the main activity, the teacher focused on two learning steps. These steps are assessing the outcome and evaluating the experience. The teacher only used these two steps because the material was same as the material in the previous meeting. Here's an explanation:

#### a) Assess the Outcome

In this stage, students presented their projects in front of the class one by one. Projects in the form of videos or power point presentations are displayed on the projector so that all students can see the results of their friends' projects. In presenting the project, there were some students who were embarrassed to come forward because they had not mastered the project. Then, the teacher encouraged students to try it first. In addition, the teacher also helped students who forget some of the vocabulary related to project presentations.

Based on the explanation above, teacher faced several challenges in teaching English. The first challenge was the use of vernacular or

native language. It can be seen when students present their projects in front of the class individually. Some students forgot the English words they want to say and don't know how to pronounce some English words. Finally, they used Indonesian to say the word and ask the teacher for help.

The next challenge was the lack of up gradation of teacher. This challenge can be seen from the attitude of students who are embarrassed to present their projects in front of the class. So students needed encouragement from the teacher to present their projects. In addition, the attitude of teacher who was still confused about how to keep students active in class. As an information, SMK Al-Islam Surakarta used merdeka curriculum as a basic reference for the implementation of the educational process. This year was the first time that SMK Al-Islam has implemented a merdeka curriculum. In other words, teacher and students are still going through the adaptation stage in implementing the merdeka curriculum in schools. In this adaptation process, teacher faced challenges in implementing it. These challenges came from teacher who still need to learn about implementing an merdeka curriculum and from students who still really need encouragement to be active in learning. It is because The independent curriculum makes students the center of learning in the classroom. This statement was supported by the results of interviews with the teacher. Here are the results:

*"Tantangan saat ini berasal dari penggunaan kurikulum merdeka. Seperti yang sudah di ketahui bahwa kurikulum merdeka menekankan pada student center tetapi anak-anak membutuhkan dorongan agar aktif belajar. Jadi saya harus tetap memberikan dorongan supaya siswa aktif dalam pembelajaran. Sebenarnya, penerapan kurikulum merdeka membantu siswa agar tidak bosan atau monoton dalam belajar yang ada di buku. Soalnya, kalau di buku mereka hanya hafalan tapi kalau di kurikulum merdeka ini mereka bisa langsung mempraktkannya dalam bentuk proyek. Tapi ya karna penerapan kurikulum merdeka disini masih dalam tahap adaptasi jadi kita masih dalam tahap belajar." (Aqillah, 30 March 2023)*

Based on the statement above, teacher faced challenges in the form of implementing a merdeka curriculum which is still in the adaptation stage. For this reason, teacher must be supported by providing training, providing teacher learning materials, and innovative teaching tools from the school principal or local office. In another way, teacher can learn from various sources about the implementation of the merdeka curriculum in school. In this way, teacher can understand how to implement the independent curriculum and can maximize the learning process.

### b) Evaluation the Experience

The next step is the evaluation of experience. At this stage, the teacher paid attention to student presentations. After students have finished presenting their projects, the teacher gave applause and say thank you as appreciation. After that, the teacher wrote the grades into the notebook. In the stage of evaluation the experience, the teacher did not face any challenges in implementing motivational strategies.

### 3) Closing

At the end of the meeting, the teacher gave conclusions and explanations about the procedure text and the second project. Before class closed, the teacher gave feedback on learning activities. In closing section, the teacher did not face any challenges in implementing motivational strategies.

An explanation of the learning process above will be conveyed using table. Here is the table.

Table 4.7. Teacher's Challenges in Applying Motivational Strategies in Third Meeting

No	Learning Process	Activities	Challenges
1.	Opening	Teacher and students did pre-activity such as greeting, praying, checking attendance, asking students' condition, and giving motivation.	-
2.	Main Activity		
	a. Testing Results	The students presented a project.	Teacher faced three challenges, namely

				diverse backgrounds, the use of vernacular of native language, and the lack of up gradation of teacher.
	b.	Evaluating Experience	Teacher paid attention to the student's presentation and gave appreciation to the students.	-
3.		Closing	Teacher concluded the material and gave feedback about the learning process.	-

Based on the explanation and table above, it can be concluded that teacher faced three challenges in implementing motivational strategies. These challenges were diverse background, use of vernacular or native language, and lack of up gradation of teacher. Challenges in the form of diverse backgrounds occurred because of differences in student backgrounds. That made the motivational strategies that teacher use have a different impact on students. The next challenge was the use of vernacular or native language. This happened because the use of English is a lot in learning so it made students confused with the teacher's explanation. The last challenge is the lack of up gradation of teacher. This challenge was caused by the use of merdeka curriculum which is still in the adaptation stage.

Based on the explanation from the three meetings above, it can be seen that teacher faced several challenges in implementing motivational strategies. These challenges will be explained in table. Here is the table.



Table 4.8. Accumulation of Challenges Faced by Teacher

No	Learning Process	Challenges
1.	Opening	-
2.	Main Activity	
	a. Start with Essential Questions	Teacher faced three challenges, namely diverse backgrounds, the use of vernacular of native language, and the lack of up gradation of teacher.
	b. Design the Project	-
	c. Create Schedule	-
	d. Monitoring the Students and Progress of Project	Teacher faced two challenges, namely diverse backgrounds and the use of vernacular of native language.
	e. Assess the Outcome	Teacher faced three challenges, namely diverse backgrounds, the use of vernacular of native language, and the lack of up gradation of teacher.
	f. Evaluation the Experience	-
3.	Closing	-

Based on the table above, teacher faced three challenges in implementing motivational strategies in class. These challenges were diverse backgrounds, the use of vernacular or native language, and lack of up gradation of teacher. All the challenges faced by the teacher occurred in the main activity stage. Challenges in the form of diverse backgrounds occurred due to differences in students' backgrounds so that the motivational strategies that teacher used have a different impact on each student. Meanwhile, challenges in the form of use of vernacular or native language occurred because of the use of English in learning, which makes students confused by the teacher's explanations. Therefore, the teacher needed to translate the English sentences she says into Indonesian. And the challenge in the form of a lack of up gradation of teacher occurred due to the

teacher's lack of knowledge about implementing the merdeka curriculum. In addition, challenges in the form of lack of up gradation of teacher were also caused by learning support facilities which sometimes do not function properly.

The challenges experienced by teacher made she can determine to improve her professionalism in teaching so that good skills and education can be created. Efforts made by teacher to deal with those challenges include:

*"Cara yang saya ambil untuk menghadapi tantangan tersebut adalah dengan menggunakan strategi atau metode yang berbeda. Dengan cara itu, diharapkan setiap siswa dapat memahami materi pembelajaran dengan baik. Cara lain yang saya gunakan yaitu dengan memberikan tugas sesuai tingkatan bahasa siswa. Kita kan tahu bahwa anak-anak memiliki latar yang berbeda, jadi pada saat pemberian tugas ya saya akan memilih jalan tengah yang baik untuk siswa tetapi tetap tugas terselesaikan. Selain itu, saya juga melakukan refleksi baik sendiri maupun bersama siswa. Ini dapat berguna untuk mengetahui kegiatan mana yang perlu di tingkatkan dan mana yang perlu dihindari." (Aqillah, 30 March 2023)*

From the statement above, teacher treated the challenges in several efforts. First, the teacher used a different strategy or method. Second, the teacher gave assignments according to the students' language level. Third, the teacher reflected on learning process either alone or with students. Then, challenges related to improving facilities can be carried out by the school by adding the provision of LCD and periodic inspections. Those efforts are expected to improve the smoothness of the process of learning English in the classroom.

## **B. Discussion**

This section presents the research findings discussion. The discussion focuses on the finding of the research question that was related by the theories in the chapter two. Therefore, the first discussion is about teacher's motivational strategies to stimulate students in learning English. The next discussion is about the challenges that English teacher's faced in stimulating students' motivation.

### **1. The kind of motivational strategies that the English teacher used for stimulating students' motivation in learning English at SMK Al-Islam Surakarta based on Dornyei's Theory**

Teacher is someone who has important role to motivate the student motivation to learn especially in learning English. According to Dornyei (2001), Motivational strategies are techniques that promote goal-related behavior. It means that motivational strategy refers to the influence of motivation that is consciously exerted to achieve something that is systematic and long-lasting positive effect. However, every teacher has different motivational strategies to encourage the student to learn especially in learning English.

According to Dornyei (2001), there are four components in the practice of teaching motivation. In each component, there is a kind of strategy to motivate students to learn English. Based of findings, the teacher of the tenth grade at SMK Al-Islam Surakarta had used twelve strategies in motivating the students to learn English. The teacher did not apply all of strategies in the theory of motivational teaching practice by Dornyei. It should be noted that every teacher

has his or her own motivational strategy to motivate the students based on certain factors.

Based on motivational teaching practice by Dornyei (2001), the first component in motivating the students was creating basic motivational condition. In creating students' motivation, teacher should build students' basic motivation because motivational strategies cannot be implemented successfully if students lack motivation in learning. In this component, the English teacher of the SMK Al-Islam Surakarta only used one strategy to motivate students.

The strategy that teacher used to motivate students in creating basic motivational condition was appropriate teacher's behavior and good relationship with the students. According to Dornyei (2001), to develop personal relationship with the students, the teacher should show a caring attitude towards the students' learning process and maintain the teacher's enthusiasm in teaching. Based on the research result, the teacher kept her good relationship with the students by asking about the condition of the students. By asking the conditions, teacher can determine the readiness of students to learn. In addition, the teacher also tried to be an adviser, a motivator, a good study companion, and memorized the names of students as a form of maintaining good relations with students. These attitudes showed that the teacher cares about the student learning process. If a good relationship has been formed, students will feel comfortable and enthusiastic in learning English.

The second component of Motivational Teaching Practice by Dornyei was generating initial motivation. In this component, the teacher needs to increase

students' expectations of success and develop their positive attitude towards learning (Guilloteaux & Dornyei, 2008). The teacher used three strategies in this component.

The first strategy used by the teacher in generating initial motivation was enhancing the learner's language-related values and attitude. In this strategy, the teacher used English during learning. It aimed to make students accustomed to hearing and trying to practice English in class. In addition, the teacher also provided students with an understanding of the benefits students will get if they can master English. The benefits provided by teachers include students being able to compete globally and get a more decent life. These methods can improve students' attitudes, values, and views about English. The results of this study are in line with the theory of Dornyei (2001) which said that there are three dimensions of attitudes and values that can be promoted by teachers, including dimensions related to the actual process of learning English, dimensions related to the socio-cultural views of English itself and its speakers and dimensions related to the consequences and benefits of learning English.

The second strategy used by teacher in generating initial motivation was increasing the learners' expectancy of success. Teacher used this strategy in preparing lessons. The teacher properly prepared the equipment used to support the learning process, such as projectors, speakers and laptops. In addition, teacher also provided good assistance to students. The assistance provided by the teacher was in the form of going around to check students' understanding of the material and projects. The research results are supported by Dornyei. He said

that teacher can raise students' expectations by providing adequate preparation, helping, and considering potential learning barriers (Dornyei, 2001).

The final strategy used by the teacher in generating initial motivation was making the teaching materials relevant for the learners. According to Dornyei (2001), teacher can increase student's motivation by making teaching materials relevant to students. In addition, Chambers (1999) argues that if teacher want to motivate students in learning, then relevance must be a common thread that permeates activities. If students don't see the relevance of a subject, the teacher has a big challenge from the start. Therefore, this strategy is used by teacher to connect between material and student life. Based on the results of research, teacher usually choose examples and assignments that are aligned with students' lives. It is intended that students easily understand the material properly.

The third component of motivational teaching practice by Dornyei was maintaining and protecting motivation. In this component, teacher needs to maintain students' motivation. It is caused by the natural condition of students who tend to get bored, get tired quickly, lose direction in learning activities, and have a disturbance to their initial motivation. In this component, the teacher used five motivational strategies.

The first strategy used by the teacher in the component of maintaining and protecting motivation was making learning stimulating and enjoyable. According to Dornyei (2001), this strategy is related to how the teacher broke the monotony of learning, increases the attractiveness of the task, and enrolls students as active duty participants. Based on the results of the study, the teacher

used this method in learning English. Teacher broke student monotony by providing challenging and fun projects, such as using various learning media. Media that teacher usually use include text books, videos, audio, and power point presentations. It can make students motivated and not bored in learning English.

The next strategy was presenting the task in a motivating way. In this strategy the English teacher actively provided the right strategy for students to complete the project. Teacher also provided directions and solutions if students felt difficulties in learning. In this way, students will easily understand and do the assignments given by the teacher. The results of this study are supported by the opinion of Dornyei. He says that the teacher must be able to present assignments in a motivating way, such as explaining the purpose and usefulness of a task, arousing students' appetite for the content of the task, and providing appropriate strategies for carrying out the task (Dornyei, 2001). In this way, students will easily understand and do a task given by the teacher.

The third strategy used by teacher in the component of maintaining and protecting motivation was protecting the learners' self-esteem and increasing their self-confidence. Based on the research results, teacher used this strategy by encouraging students to be confident. Each student has a different sense of self-confidence. For this reason, the teacher encouraged the students who have low confidence. The teacher also convinced students to try first. This situation usually occurred when students make presentations. The results of this study are supported by the opinion of Dornyei (2001) who said that teacher can protect

students' self-esteem and confidence by helping students to reduce language anxiety and helping them to accept the mistakes they make.

Teacher also used self-motivating strategies to maintain and protect students' motivation. According to Dornyei (2001), to promote self-motivation, teacher can increase students' awareness of the importance of self-motivation. There are five main classes of self-motivation strategies that teacher needs to improve, namely commitment control strategies, metacognitive control strategies, satiation control strategies, emotional control strategies, and environmental control strategies. Based on the research results, the teacher increased students' awareness of the importance of self-motivation, especially in controlling project responsibilities. Here, the teacher improved responsibility control by reminding students to complete assignments or projects according to a predetermined time limit.

The fifth strategy used by the teacher in the component of maintaining and protecting motivation was promoting cooperation among learners. This strategy was not found by researcher at the observation. However, the teacher mentioned in the interview process that this strategy was often used in the learning process. Teacher usually use this strategy by forming a study group. The group consists of several students. Then, each group will be given a different topic. In this way, teacher can increase student motivation in learning by prioritizing collaboration between students (Dornyei, 2001).

The last component of Motivational Teaching Practice by Dornyei was encouraging positive retrospective self-evaluation. The last component of this



motivational strategy related to the way teacher guided students in evaluating their achievements to be better in the future. Therefore, teacher helped students to evaluate past successes and failures of students in a constructive way. Teacher used three motivational strategies in this component.

First, the teacher used a strategy of promoting motivational attributions. This strategy is used by the teacher to measure the achievement of projects made by students by checking them one by one during the preparation for project submission. Then, the teacher will provide input to students so that the project becomes better. This finding was supported by Dornyei. He says that in order to promote attribution to students, teacher can explain the reasons for student failures and provide appropriate strategies to overcome the failures (Dornyei, 2001).

Second, the teacher used the strategy of providing motivational feedback. According to Dornyei (2001), to provide motivating feedback the teacher must pay attention and react to every positive contribution from students. Then, the teacher should provide regular feedback about students' progress in learning. Based on the results of the research, the teacher provided feedback to maintain students' enthusiasm for learning after the teacher saw the student's process. For example, the teacher gave feedback when students finished presenting assignments. In this case, the teacher gave comments that aim to maintain students' enthusiasm in learning English. Teacher usually give motivational words such as good, good job, keep studying after learning process. Based on

the interviews, the teacher explained that words like good job or keep learning mean a lot to students.

The final strategy used by the teacher in the encouraging positive retrospective self-evaluation component was offering grades in a motivating manner. The teacher implemented this strategy by giving grades to students who have presented their projects and assignments. The teacher made grades a measure of student achievement. With grades students become more motivated and make them not underestimate the task. But keep in mind that grades should reflect effort, improvement, and not just an objective level of achievement. Then, teacher can implement continuous assessment that relies on measuring tools other than pencil and paper tests (Dornyei, 2001).

## **2. The challenges faced by English teacher in applying motivational strategies in learning English at SMK Al-Islam Surakarta**

After discussing the research finding of the motivational strategies that English teacher used at SMK Al-Islam Surakarta. Now, the researcher explained the finding on challenges faced by the English teacher in applying motivational strategies to teach English at SMK Al-Islam Surakarta. This discussion was based on Singh's theory. Singh identified several challenges when delivering material and motivating students in learning, namely diverse background, large size of class, use of vernacular/ native language, No use of diaries/journals, rigid curriculum, lack of up gradation of teachers, and no diversity in teaching methodology. Based on the results of observations and interviews with the English teacher at SMK Al-Islam Surakarta, she faced three challenges. They

are diverse background, use of vernacular/ native language, and lack of up gradation of teachers. The following is the discussion.

The first challenge faced by teacher was the difference in student backgrounds. In this challenge, teacher faced differences in student attitudes in the learning process. This happened because each student has different motivation, enthusiasm and interest in English. For example, there were students who are enthusiastic and interested in learning English by paying attention to the teacher's explanation. However, there were also students who are not interested in learning. The attitude of these students made the motivational strategies used by the teacher have a different impact on each student. This statement is supported by Singh in his journal. According to Singh (2021), differences in student motivation, learning styles, language background, cultural background, economic status, gender, etc. will have an impact on the methods that teachers use in learning.

The second challenge was the use of local languages or native languages. According to Singh (2021), language teacher will face greater challenges in higher education when students' basic education is conducted in the local language. That is because the use of tone, pitch tenor, and volume brought about many changes in the meaning of English words. In addition, students are used to using local languages or native languages, making it difficult for them to memorize new vocabulary in English.

Based on the results of the study, teacher faced the same challenges as Singh's explanation. Some students confused if the teacher used a lot of English

in learning. For this reason, the teacher combined the use of Indonesian and English so that students understand the lesson well. Other challenges related to the use of local languages or native languages include: students answered questions from the teacher using Indonesian or vernacular languages and students who are confused about some of the vocabulary when they did a presentation.

The last challenge faced by teacher was the lack of teacher's gradations. This lack of gradation discussed the gradation of the teacher itself and the gradation of facilities. For teacher's gradation caused by the implementation of merdeka curriculum in school. This year was the first time that SMK Al-Islam used merdeka curriculum. In other words, school and teachers were still in the adaptation process. For this reason, school and local offices must provide training, learning resources, and innovative teaching tools for teachers. This is supported by a statement from Singh (2021) who said that the role of the teacher has changed drastically over the last decade. In the old scenario the teacher became a disseminator of knowledge, in the new scenario the teacher became a facilitator. Therefore, teacher was less prepared in providing support to their students.

The next discussion was the gradation of facilities. Basically, the facilities provided by schools are sufficient and can support the learning process. Sometimes, there are facilities that do not function properly and hinder the learning process. For example, LCD cannot be used for learning in the second meeting. In addition, the teacher cannot use the spare LCD because it is already

being used by another class. The above statement is in line with the opinion of Singh. He said that if the faculties or schools don't upgrade the facilities properly it will make the teachers helpless. In fact, teacher is expected to follow changing scenarios and this dearth of facilities makes classes unproductive (Singh, 2021).

To treated those challenges, teacher has several efforts. The first effort was using a different learning strategy or method. By using different strategies and methods, students are expected to be able to understand the material with one of the strategies used by the teacher. The second effort, the teacher gave assignments according to the student's language level. Here, the teacher gave assignments that are not too easy and not too difficult. The point was the teacher will choose a good task for the teacher and students. In addition, the teacher also combined the use of English and Indonesian when explaining the material. It aimed to make students easily understand the material provided by the teacher.

The third effort, the teacher reflected the learning process both alone and with students. This method is intended to find out which activities need to be improved and which need to be avoided. The final effort was to upgrade facilities. In this way, teacher can communicate with the school so that facilities can be improved and checked regularly. This is supported by Songbatumis (2017) who said that there are various efforts to treated the challenges faced by English teacher. These efforts include attitude reform, use of different methods and techniques application, teaching facilities improvement, students' level match, classroom management, and teacher's self-reflection.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the research findings and discussion of the teacher's motivational strategies used in learning English at SMK Al-Islam Surakarta, the researcher concluded that teacher used all the components contained in motivational teaching practice by Dornyei. These components were creating motivational basic conditions, generating initial motivation, maintaining and protecting motivation, and encouraging retrospective self-evaluation. In each component, there were strategies that teacher used to motivate students. Based on research findings, teacher used twelve strategies to stimulate students' motivation in learning English. From the explanation above, it can be known that the English teacher of the tenth grade in SMK Al-Islam Surakarta did not apply all of strategies in the theory of motivational teaching practice by Dornyei. It should be noted that every teacher has his or her own motivational strategy to motivate the students based on certain factors.

The next conclusion related to the challenges that teacher faced when implementing motivational strategies in the classroom. Teacher faced three challenges. The first challenge was the diverse background. This happened because each student has different motivation, enthusiasm and interest in English. Those difference made the motivational strategies used by the teacher have a different impact on each student. The second challenge was the use of vernacular/ native language. This challenge related to students who are used using local languages or

native languages, it made difficult for them to memorize and pronounce new vocabulary in English. The last challenge was the lack of up gradation of teacher. This challenge was related to the lack of gradation in terms of both teachers and facilities. To treated those challenges, teacher have several efforts. These efforts included using different strategies or methods, giving assignments according to the students' language level, reflecting on the learning process both alone and with students, and improving facilities. With those efforts, teacher can turn challenges into opportunities to increase the effectiveness of teaching and learning activities.

## **B. Suggestions**

Based on the study about teacher's motivational strategy in English teaching and learning activity at SMK Al-Islam Surakarta, the researcher would like to give several suggestions for:

### **1. Teacher**

Because there was only one strategy in creating the basic motivational condition. The researcher suggests the teacher to add motivational strategies in creating the basic motivational condition for the students. With the conditions of basic motivation formed, students are expected to be able to follow the learning process well.

### **2. Students**

Some students still had difficulty in mastering vocabularies. It causes the students do not understand the learning process. So, the researcher advices students to increase their vocabulary to make it easier for them to understand the teacher's explanation and the material being studied.

### 3. Other researcher

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



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# Appendices

## APPENDICES

### Appendix 1. Observation Guidelines

No	Steps	Activity	Strategy
1.	Opening		
2.	Main Activity		
	a. Start with Essential Questions		
	b. Design the Project		
	c. Create Schedule		
	d. Monitoring the Students and Progress of Project		
	e. Assess the Outcome		
	f. Evaluation the Experience		
3.	Closing		

**Appendix 2. Field Note Observation**

## First Meeting

Date : Tuesday, 14 March 2023  
Time : 12.30 - 13.50  
Class : TKJ 2  
Material : Procedure Text  
Teacher : Fatimah Aqillah Irani, M.Pd.

Learning started at 12.30. The teacher entered the classroom and prepared herself in front of the class. The teacher opened the class by giving greetings "Assalamu'alaikum Warahmatullahi Wabarakatuh, and the students answered the greeting. Then, the teacher asked the students' condition and check the students' attendance. Before the lesson begin, the teacher gave motivation to the students. After that, the teacher told the material to be learned. The material discussed that day was procedural text. Then, the teacher gave the day's learning objectives.

In the main activity, the teacher asks students to see a power point presentation displayed through a projector. From the power point presentation, the teacher asked the students what they knew about text procedures. Then one of the students answered what was meant by the procedure text using Indonesian. The learning activity is continued with an explanation of the procedure text. The materials explained are the meaning, use, how to make, and examples of procedural texts. After explaining the material, the teacher showed two videos related to the procedure text. The videos contained how to operate a coffee maker and how to make pancakes.



Then, the teacher gave a project to the students to make a procedural text with a free theme. The teacher gave 30 minutes to work on the project. When students work on their projects, the teacher goes around monitoring students and asking students about the difficulties they face in working on the project. In addition, the teacher also gave the suggestion to the student's project, so that the project becomes better. After all students have completed their projects, the teacher asked students to submit the project in the front of the class. After that, the teacher responded to the results of the project by giving grades to students.

In closing activities, the teacher gave conclusions about the definition, purpose, and structure of the procedure text. The teacher gave feedback and evaluation to students about today's activities. Next, the teacher reminded students to review today's material at home so that their understanding increases. Then, the teacher closed the lesson by saying we will continue learning next week accompanied by praying and greeting.

### Second Meeting

Date : Tuesday, 28 March 2023

Time : 09.50 - 10.35

Class : TKJ 2

Material : Procedure Text

Teacher : Fatimah Aqillah Irani, M.Pd.

The second observation was carried out in a fasting state. for that, learning time is cut to 45 minutes. The material discussed at this meeting is still related to procedural text. The learning process started at 09.50, the teacher entered the classroom and

prepared himself in front of the class. The teacher opened the class by giving greetings "Assalamu'alaikum Warahmatullahi Wabarakatuh", and the students answered the greeting. Then, the teacher provided motivation for the spirit of learning to students. This motivation was given by the teacher so that the class atmosphere was supportive and made the enthusiasm for learning English even though it was fasting. After that, the teacher distributed the results of last week's student projects by calling students one by one. In addition to sharing project results, this activity also aimed to check students' attendance.

The next stage was the core activity. At this stage, the teacher discussed the material about procedure text at a glance because the last meeting the teacher had explained it in detail. For this reason, the teacher immediately started learning by designing a second project. In this project, students are asked to make a procedure text in the form of a video or power point presentation. The procedural text used by students was the text they have created in their first project or they can also create a new one. Students are given the freedom to choose what media to use in this project. The teacher gave time to work on the second project until the next meeting. Then, the teacher discussed how to do the second project. For the next meeting, learning will be filled with presentations. In addition to designing and compiling project schedules, the teacher also monitored student project work by going around to student desks. Here, students are given the opportunity to ask questions about things they do not know. For students who have finished the procedure text and already understand how to do it, the teacher asked them to practice with their peers.

At the end of the meeting the teacher gave conclusions and explanations about the procedure text and the second project. Before the class was closed, the teacher asked the students to do well on the second project. Then, the teacher closed the lesson by saying we will continue learning tomorrow accompanied by praying and greeting.

### Third Meeting

Date : Thursday, 30 March 2023  
Time : 11.05 - 11.45  
Class : TKJ 2  
Material : Procedure Text  
Teacher : Fatimah Aqillah Irani, M.Pd.

The third observation was carried out in a fasting state. for that, learning time was cut to 45 minutes. The material discussed at this meeting is still related to procedural text. The learning process started at 11.05, the teacher entered the classroom and prepared himself in front of the class. The teaching and learning activities were started with some pre-activities. The teacher gave greetings for the students at tenth grade. Then, she checked the students' attendance and readiness in learning English. Before the lesson began, the teacher gave motivation to the students.

In this main activity, students presented their projects in front of the class one by one. Projects in the form of videos or power point presentations are displayed on the projector so that all students can see the results of their friends' projects. In presenting the project, there were some students who were embarrassed to come forward because they had not mastered the project. Then, the teacher encouraged students to try it first.

In addition, the teacher also helped students who forget some of the vocabulary related to project presentations. When students finished presenting their project, the teacher gave applause and thanks as appreciation.

In closing activities, the teacher provided feedback and evaluation to students about today's activities. Furthermore, the teacher gave advice to students to increase enthusiasm in learning English because today's learning was good enough. Then, the teacher closed the lesson by saying we will continue learning next week accompanied by praying and greeting.

**Appendix 3.** The interview guidelines

1. Seberapa penting seorang guru memberikan motivasi untuk siswa?
2. Dalam memotivasi siswa pasti guru menggunakan strategi. Strategi apa saja yang digunakan guru untuk memotivasi siswa dalam belajar bahasa Inggris?
3. dari strategi tadi, strategi mana yang sering digunakan?
4. Setelah menggunakan strategi-strategi tadi, apakah siswa termotivasi untuk belajar bahasa Inggris?
5. Apakah strategi yang digunakan guru cocok untuk semua siswa?
6. Dalam menerapkan strategi-strategi motivasi, apakah ada tantangan yang dihadapi guru?
7. Bagaimana solusi yang diambil guru untuk mengatasi tantangan tersebut?
8. Bagaimana cara guru menjalin kedekatan dengan siswa?
9. Apakah dalam pembelajaran siswa saling membantu jika ada pembelajaran yang sulit?
10. Apa saja materi yang dipelajari dikelas 10?
11. Apa skill yang diajarkan kepada anak-anak?
12. Bagaimana cara guru memberikan contoh untuk materi dan tugas?
13. Bagaimana proses pembelajaran dikelas 10 yang menggunakan kurikulum merdeka?
14. Apa saja manfaat dan tujuan dari mempelajari bahasa Inggris yang diberikan kepada siswa?
15. Alat dan media apa saja yang digunakan dalam proses pembelajaran?
16. Bagaimana sikap guru ketika ada yang bertanya?
17. Di dalam kurikulum merdeka siswa dijadikan center dalam pembelajaran. Oleh karena itu, siswa dituntut untuk percaya diri. Jadi bagaimana cara guru untuk meningkatkan kepercayaan diri siswa?
18. Bagaimana cara guru meningkatkan kesadaran siswa akan tanggung jawab terhadap tugas?
19. Bagaimana cara guru menyampaikan saran, kritik, dan feedback kepada siswa?
20. Bagaimana cara guru mengapresiasi keberhasilan siswa?
21. Bagaimana cara guru mengevaluasi kegiatan belajar bahasa Inggris?

#### **Appendix 4. Interview Transcript**

Researcher : Assalamu'alaikum Warahmatullahi Wabarakatuh Miss Aqillah, hari ini saya izin untuk melakukan interview nya nggih Miss.

Teacher : Wa'alaikumsalam, iya mbak.

Researcher : Langsung masuk ke pertanyaan pertama ya Miss, menurut Miss Aqillah, seberapa penting seorang guru memberikan motivasi untuk siswa?

Teacher : Sangat penting mbak, alasannya ya karena motivasi adalah hal dasar yang diperlukan siswa untuk mengikuti pembelajaran. Motivasi jugalah yang memberikan arah bagi siswa untuk menentukan tujuan pembelajaran. Jadi dengan motivasi tersebut siswa bisa semangat dan bersungguh-sungguh dalam belajar.

Researcher : Dalam memotivasi siswa, Miss Aqillah pasti menggunakan sebuah strategi. Strategi apa saja yang digunakan untuk memotivasi siswa dalam belajar bahasa Inggris?

Teacher : Tidak ada strategi khusus si mbak, namun saya menggunakan strategi secara verbal. Kalau dalam bentuk hadiah memang tidak dianjurkan. Nah makanya saya memberi motivasinya secara verbal saja di sela-sela pembelajaran. Saya kasih motivasi agar semangat belajar dan fokus. Contoh motivasi verbal yang saya berikan kepada siswa adalah kamu belajar bahasa Inggris itu tidak lama sekitar 3 tahun. Jadi manfaatkan waktu tersebut dengan sebaik mungkin supaya dapat digunakan pada saat lulus nanti. Selain itu, di awal pembelajaran saya akan beri pengertian bahwa pemahaman bahasa Inggris ini untuk kepentingan anak-anak bukan bapak dan ibu guru.

Researcher : Dari strategi tadi, strategi mana yang sering digunakan?

Teacher : Ini tergantung keadaannya mbak tapi saya sering menggunakan strategi secara verbal. Kalo pembelajarannya lagi santai ya saya sisipin

motivasi atau kadang saya membuat kelompok agar siswa termotivasi untuk berlomba-lomba belajar secara maksimal. Kalau berkelompok jadi kaya ada saingannya, tapi ini bersaing dalam hal yang positif ya mbak.

Researcher : Setelah menggunakan strategi-strategi tadi, apakah siswa termotivasi untuk belajar bahasa Inggris?

Teacher : Iya termotivasi, walaupun siswa termotivasi tapi saya harus mengulang-ulang lagi agar motivasi mereka tetap terjaga.

Researcher : Apakah strategi yang digunakan Miss Aqillah cocok untuk semua siswa?

Teacher : Tidak semua siswa termotivasi dengan satu jenis strategi. Jadi ada yang termotivasi dengan strategi 1 dan ada pula yang termotivasi dengan strategi lainnya.

Researcher : Dalam menerapkan strategi-strategi motivasi, apakah ada tantangan yang Miss Aqillah hadapi?

Teacher : Tantangannya saat ini berasal dari penggunaan kurikulum merdeka. Seperti yang sudah di ketahui bahwa kurikulum merdeka menekankan student center tetapi anak-anak membutuhkan dorongan agar aktif belajar. Jadi saya harus tetap memberikan dorongan supaya siswa aktif dalam belajar. Sebenarnya penerapan kurikulum merdeka membantu siswa agar tidak bosan atau monoton belajar yang ada di buku. Soalnya kalau di buku mereka hanya hafalan tapi kalau di kurikulum merdeka ini mereka bisa langsung memprektekannya dalam bentuk projek. Tapi ya karena penerapan kurikulum merdeka disini masih dalam tahap adaptasi jadi kita masih dalam tahap belajar.

Researcher : Apakah ada tantangan yang lainnya?

Teacher : Tantangan lain yang saya hadapi adalah perbedaan latar belakang siswa. Kelas 10 dikita itu pemahaman tentang bahasa inggris anak-anak

berbeda-beda ada yang sudah paham bahasa Inggris dengan baik karena ketertarikan mereka terhadap bahasa Inggris itu sendiri dan ada juga yang pemahamannya masih dasar. Jadi memang background atau latar belakang anak-anak di kita terutama kelas 10 itu sangat beragam. Selain itu, penggunaan bahasa Indonesia atau bahasa daerah juga menjadi tantangan tersendiri. Anak-anak kalau full bahasa Inggris belum bisa jadi harus saya beri dorongan sedikit. Setiap beberapa kalimat yang saya ucapkan dalam bahasa Inggris nantinya akan saya terjemahkan ke dalam bahasa Indonesia. Tapi, ada juga siswa yang memahaminya.

Researcher : Kalau untuk fasilitas untuk menunjang proses pembelajaran tidak ada masalah ya Miss?

Teacher : sebenarnya tidak terlalu, semua fasilitas sudah ada, speaker, LCD, papan tulis. Hanya saja, terkadang ada LCD kelas yang tidak berfungsi dengan baik seperti pada waktu kemari itu. Mau meminjam ke bagian kantor, tetapi sudah terpakai oleh siswa kelas 11 yang sedang Prakerin. Jadi ya mungkin perlu peningkatan sedikit di fasilitas dan pemeriksaan berkala saja.

Researcher : Bagaimana solusi yang diambil Miss Aqillah untuk mengatasi tantangan tersebut?

Teacher : Cara yang saya ambil untuk menghadapi tantangan tersebut adalah menggunakan strategi atau metode yang berbeda. Dengan cara itu, diharapkan setiap siswa dapat memahami materi pembelajaran dengan baik. Cara lain yang saya gunakan yaitu dengan memberikan tugas sesuai tingkatan bahasa siswa. Kita kan tahu bahwa anak-anak memiliki latar yang berbeda, jadi pada saat pemberian tugas ya saya akan memilih jalan tengah yang baik untuk siswa tetapi tetap tugas terselesaikan. Selain itu, saya juga melakukan refleksi baik sendiri maupun bersama siswa. Ini dapat berguna untuk mengetahui kegiatan mana yang perlu ditingkatkan dan mana yang perlu dihindari.



Researcher : Bagaimana cara Miss Aqillah menjalin kedekatan atau menjaga hubungan baik dengan siswa?

Teacher : Sebenarnya kedekatan dengan siswa itu ada batasan-batasannya walaupun kita dianjurkan untuk lebih dekat tapi kan tetap ada jarak. Mungkin kedekatannya itu ya selama pembelajaran saya berusaha menjadi pendamping, pemberi saran, pemberi motivasi, atau jika siswa kebingungan saya akan memberi solusi. Usaha lain untuk menjalin hubungan baik dengan siswa adalah dengan menghafal nama-nama mereka. Jadi mereka akan merasa menjadi bagian dari kelas tersebut. Mereka juga akan lebih nyaman untuk bertanya dan bercerita mengenai pembelajaran.

Researcher : Apakah dalam pembelajaran siswa saling membantu jika ada pembelajaran yang sulit?

Teacher : Iya mesti, saya juga menyarankan mereka untuk saling membantu dalam hal yang positif. Ya walaupun terkadang kalau diberi tugas dan mereka saling membantu, jawaban mereka ada yang mirip hasilnya. Tapi saya juga menegaskan kepada mereka kalau jawabannya tidak boleh sama. Jadi kalian boleh bertanya kepada teman tapi tetap tidak boleh sama.

Researcher : Apa saja materi yang dipelajari dikelas 10?

Teacher : Sebenarnya hampir mirip dengan materi di kurikulum merdeka. Cuma ada beberapa yang sudah ada dan sudah saya ajarkan. Jadi ada beberapa yang saya tidak ambil. Dan materi yang saya ambil itu diantaranya recount text, descriptive text, narrative text, dan procedure text jadi kebanyakan text.

Researcher : Apa skill yang sering diajarkan kepada anak-anak?

Teacher : Saya ajarkan semua skillnya mbak, tapi anak-anak masih minim di speaking dan listening. Tetapi mereka itu lebih ke menulis walaupun

menulisnya belum langsung bahasa Inggris. Saya melatihnya untuk menggunakan bahasa Indonesia dulu.

Researcher : Bagaimana cara Miss Aqillah memberikan contoh untuk materi dan tugas?

Teacher : Saya memberikan contoh dan materi yang berkaitan dengan kehidupan siswa. Jadi saya ambil yang ada di sekitar kita aja supaya siswa dapat mudah memahami materinya. Tidak mengambil yang jauh-jauh.

Researcher : Selanjutnya, bagaimana proses pembelajaran dikelas 10 yang menggunakan kurikulum merdeka?

Teacher : Kalau di kurikulum merdeka kan lebih ditekankan untuk projeknya ya mbak. Jadi paling dalam pembuatan projek dilakukan secara individu atau kelompok. Itu tergantung dari kesulitan projeknya.

Researcher : Lalu, apa saja manfaat dan tujuan dari mempelajari bahasa Inggris yang diberikan kepada siswa?

Teacher : Saya kasih pandangan-pandangan kedepan tentang kegunaan bahasa Inggris untuk karir mereka. Selain itu, saya juga memberi tahu bahwa bahasa Inggris adalah bahasa yang universal. Hampir semua sektor di dunia menggunakan bahasa Inggris. Jadi jika kalian menguasai bahasa ini kalian dapat mengakses dan membuka jendela pengetahuan dengan selebar-lebarnya. Kalian juga memiliki kesempatan yang lebih besar untuk dapat secara global dan mendapatkan kehidupan yang lebih layak.

Researcher : Kalau untuk alat yang mendukung pembelajaran biasanya Miss Aqillah menggunakan apa saja?

Teacher : Saya menggunakan beberapa alat yang dapat mendukung pembelajaran, yaitu LCD, proyektor, laptop, speaker, dan papan tulis. Tapi saya jarang menulis di papan tulis.

Researcher : Pertanyaan selanjutnya, bagaimana cara Miss Aqillah mendampingi siswa belajar?

Teacher : Ya diawal saya akan menjelaskan materi kepada siswa agar siswa memahami materinya. Setelah siswa paham, saya akan memberikan tugas atau projek. Kalau ada yang bertanya mengenai materi ya langsung saya jawab saat itu. Kalau posisi saya ada di depan kelas, saya akan langsung menjawab. Tapi kalau posisi saya sedang berkeliling untuk mengecek tugas siswa saya akan menghampiri siswa yang bertanya.

Researcher : Media apa yang digunakan dalam pembelajaran?

Teacher : Media yang saya gunakan ya biasanya teks book, video, audio atau lagu, dan power point presentation. Dengan penggunaan berbagai media tersebut diharapkan siswa tidak bosan dalam belajar bahasa Inggris.

Researcher : Di dalam kurikulum merdeka siswa yang menjadi center. Oleh karena itu, siswa dituntut untuk percaya diri. Jadi bagaimana cara Miss untuk meningkatkan kepercayaan diri siswa?

Teacher : Apapun hasil yang di buat siswa walaupun sekecil apapun jangan di remehkan tetap saya apresiasi dan saya kasih motivasi agar lebih berani lagi. Jadi mau sekecil apapun usaha yang siswa kasih tetap saya apresiasi. Jika ada presentasi untuk maju kedepan saya juga mendorong siswa untuk mencoba terlebih dahulu. Tidak masalah kalau mereka masih bertanya-tanya karena anak-anak itu masih kurang kepercayaan dirinya.

Researcher : Bagaimana cara guru meningkatkan kesadaran siswa akan tanggung jawab terhadap tugas?

Teacher : Saya biasanya mengingatkan siswa untuk pengerjaan dan pengumpulan tugas. Karena anak-anak memang harus terus diingatkan.

Researcher : Bagaimana cara guru menyampaikan saran, kritik, dan feedback kepada siswa ?

Teacher : Kalau saya itu biasanya menggunakan refleksion. Jadi saya dan murid boleh menulis apa saja buat warga kelas tersebut di secarik kertas. Di kertas tersebut akan tertulis siswa yang dituju tanpa menyertakan nama penulis. Jadi dalam kertas itu kita dapat memberi kritikan dan saran buat siswa. Selain dengan kertas, saya juga menyampaikan kritik dan saran secara langsung, seperti contoh: kurang tepat dalam pelafalan atau kurang tepat dalam mengartikan. Tapi yang perlu diingat adalah penyampaian kritik dan saran secara langsung harus dengan nada bicara yang baik dan sedikit bercanda karena kalau terlalu serius nantinya ditakutkan anak lain akan mengejek dan mencemooh. Kalau untuk feedback atas apa yang diusahakan siswa, saya akan mengatakan bagus, thank you, good job, besok bisa ditingkatkan lagi dan memberikan tepuk tangan. Jadi jangan di lebih-lebihkan dalam memuji karena takutnya mereka merasa puas dengan hasilnya dan tidak mau berusaha lagi.

Researcher : Bagaimana cara guru mengapresiasi keberhasilan siswa?

Teacher : Selain menggunakan ucapan verbal berupa good job, bagus, thank you, saya juga menggunakan nilai untuk mengapresiasi tugas siswa. Karena yang saya butuhkan nilai ya saya kasih nilai. Nanti nilainya saya gunakan untuk pertimbangan nilai akhir, saya akan kumpulkan lalu ditambahkan di nilai akhir. Pemberian nilai ini juga dapat memotivasi siswa untuk belajar dan tidak menyepelkan tugas.

Researcher : Bagaimana cara guru mengevaluasi kegiatan belajar bahasa Inggris ?


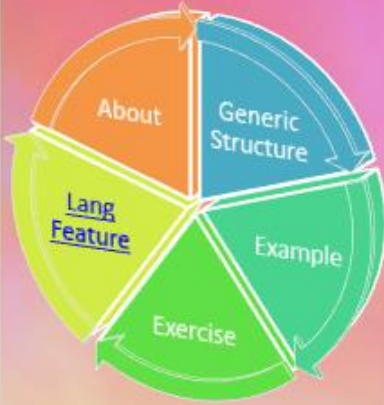
Teacher : Saya dan siswa bersama-sama mengevaluasi materi pembelajaran dan kegiatan pembelajaran. Seperti contohnya kalau pembelajaran berkesan nanti saya akan bilang kepada siswa bahwa pembelajaran hari ini sudah cukup bagus jadi tolong pertahankan dan tingkatkan.

**Appendix 5.** List of Students in TKJ 2

<b>No</b>	<b>Name</b>	<b>Gender</b>
1	Allam Nur Mahdy	Laki-laki
2	Brilliant Ahmad Noer Islami	Laki-laki
3	Daffa Fadlur Rohman	Laki-laki
4	Faris Dhiyaulhaq	Laki-laki
5	Fathan Septian Ramadan	Laki-laki
6	Haidar Ali Al-Majid	Laki-laki
7	Ibras Fajar Denianto	Laki-laki
8	Ilham Eko Cahyono	Laki-laki
9	Muhamad Pasya Putra Islami	Laki-laki
10	Muhammad Fahrell Ajie Saputra	Laki-laki
11	Muhammad Faiz Arkan Ramadhan	Laki-laki
12	Muhammad Fakhri Ar-Rijal	Laki-laki
13	Nurudin Hanif Afif	Laki-laki
14	Syeikh Ahmad Rafly	Laki-laki
15	Amalia Az Zahra	Perempuan
16	Kalla Lexa Putri Salni	Perempuan
17	Linda Ussy Saputri	Perempuan
18	Putri Rachma Dhani	Perempuan
19	Shalsabila Az Zahra	Perempuan
20	Urfah Zakiyah	Perempuan
21	Yesi Mawardita	Perempuan
22	Khalil Athallah Anhiera	Laki-laki
23	Naufal Akbar Rabbani	Laki-laki
24	Yoga Azka Nugraha	Laki-laki

## Appendix 6. Material

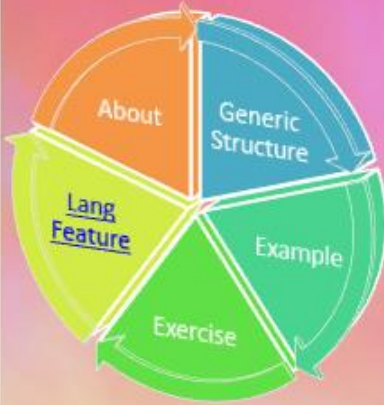
### Procedure Text

Navigation icons: back, home, forward.

### About Procedure Text

- ❑ Procedure is a text that show a process in order.
- ❑ The social function of a procedure is to tell or describe the reader how to do or make something through a sequence of series
- ❑ Types of Procedure
  - ▣ Texts that instruct how to do a particular activity : recipes, rules for games, science experiments, road safety rules.
  - ▣ Texts that instruct how to operate things : how to operate an appliance, a machine, the photocopier, the computer
- ❑ The most common example of a procedural text is a recipe.



Navigation icons: back, home, forward.

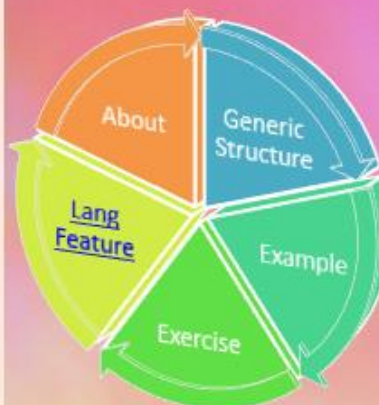
## Language Feature

- ❑ Using action verb (*cut, fold, twist, hold, slice, pour, cook, etc*)
- ❑ Using imperative sentence
- ❑ Using Simple Present Tense (do this, do that)
- ❑ Linking words to do with time (*first, when, then*) are used to connect the text.
- ❑ Detailed information on how (*carefully, with the scissors*); where (*from the top*); when (*after it has set*)



## Generic Structure

- ❑ Goal or aim  
States what is to be done/showing the purpose.
- ❑ Materials  
Listed in order of use, includes items needed to complete task/telling the needed materials.
- ❑ Method  
A series of steps to achieve the purpose.



## Example

**How to make FRIED RICE**

**Ingredients :**




- a plate of rice
- 2 tablespoon oil
- 1 tablespoon soybean sauce
- 1 egg
- 5 shallots
- 2 cloves of garlic
- some salt and pepper

**Equipment :**

- a knife
- a frying pan
- a spatula
- a plate

**Steps:**

1. Slice the shallots and garlic
2. Pour the oil into the pan and heat it
3. Cook the shallot and garlic until it smells nice
4. Put the rice into the pan
5. Season with some salt and pepper
6. Stir the rice until all the ingredients are mixed well
7. Put the rice on a plate.

◀ ⏪ ▶


## How to make Banana Ice Cream

**Materials :**

- ✦ 1 large ripe banana
- ✦ 200 ml milk
- ✦ 100 ml heavy cream
- ✦ 50 gm caster sugar

**Steps:**

1. Mash the banana in a food processor until smooth.
2. Mix in the milk, heavy cream and sugar.
3. Pour the mixture into ice-cream maker and freeze it according to the manufacturer's instructions, about 20 minutes.
4. Once the ice cream has been formed in the ice cream maker, it would be quite soft in texture.
5. Transfer to an air-tight plastic container and place in the freezer for several hours until the ice-cream is frozen. Or you might like to have it after freezing for an hour or so.



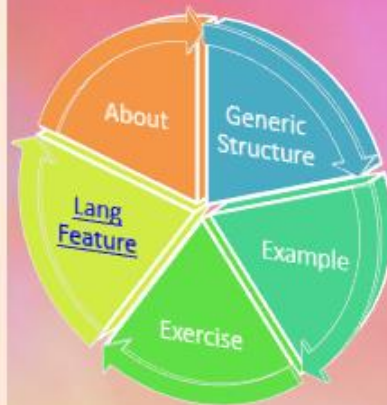
◀ ⏪ ▶



## Exercise

Answer this question based on both example above !!

1. What kind of text above?
2. What is the social function of each example?
3. What is the generic structure of each example?
4. What are the action verb that mention in each example?
5. Mention the imperative sentences that exist in each example !



## Appendix 7. Lesson Plan



**MODUL AJAR**  
**SMK "AL-ISLAM" SURAKARTA**  
 KURIKULUM MERDEKA



<b>INFORMASI UMUM</b>	
<b>A. IDENTITAS SEKOLAH</b>	
Nama Penyusun	<b>Fatimah Aqillah Irani, M.Pd</b>
Institusi	SMK "Al-Islam" Surakarta
Tahun Ajaran	2022/2023
Jenjang Sekolah	Sekolah Menengah Kejuruan (SMK)
Program Keahlian	Semua Program Keahlian
Kelas	X
Fase	E
Elemen	Procedure Text
Capaian Pembelajaran	Di akhir fase E, peserta didik dapat membaca dan merespon berbagai macam struktur teks dan unsur kebahasaan pada Procedure Text sesuai dengan konteks penggunaannya
Alokasi Waktu	2 x 45
<b>B. KOMPETENSI AWAL</b>	
1. Definition of the text 2. Kinds of text genre 3. Social function of the text 4. Generic structure of the text 5. Language features of the text	
<b>C. PROFIL PELAJAR PANCASILA</b>	
• Beriman	Mengamalkan nilai-nilai Ketuhanan Yang Maha Esa
• Gotong royong	Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam grup.
• Mandiri	Melakukan proses brainstorming pada kegiatan awal pembelajaran.
• Kreatif	Membuat Procedure Text sederhana dengan menggunakan kalimat sendiri.
• Berfikir Kritis	Mengembangkan dan mengaitkan materi dalam kehidupan sehari-hari.
<b>D. SARANA DAN PRASARANA</b>	
Media	Lembar kerja peserta didik, laptop, handphone, LCD proyektor.
Sumber Belajar	Lembar kerja peserta didik, laman e-learning, e-book, buku Bacaan, Youtube dsb.

<b>E. TARGET PESERTA DIDIK</b>
<ol style="list-style-type: none"> <li>1. Peserta didik regular</li> <li>2. Peserta didik dengan hambatan belajar</li> <li>3. Peserta didik cerdas istimewa berbakat</li> </ol>
<b>F. MODEL PEMBALAJARAN</b>
Project Based Learning dan Games
<b>KOMPONEN INTI</b>
<b>A. TUJUAN PEMBELAJARAN</b>
1. <b>Menjelaskan</b> definisi, tujuan, struktur teks, ciri-ciri unsur kebahasaan dari sebuah Procedure text dalam grup.
2. <b>Menganalisis</b> fungsi social, struktur teks dan unsur kebahasaan dari sebuah Procedure text dalam grup.
3. <b>Menemukan informasi rinci</b> terkait Procedure text secara mandiri.
4. <b>Menyimpulkan</b> isi Procedure text dengan kalimat sederhana dan menggunakan kalimat sendiri secara mandiri.
5. <b>Membuat</b> Procedure text sederhana dengan menggunakan kalimat sendiri secara mandiri.
6. <b>Mempresentasikan</b> hasil karya berupa Procedure text sederhana yang sudah dibuat secara mandiri.
<b>B. PEMAHAMAN BERMAKNA</b>
Procedure text adalah suatu teks yang berisi langkah-langkah aktivitas atau kegiatan untuk menyelesaikan suatu pekerjaan. Teks ini dibutuhkan sebagai panduan bagi seseorang dalam membuat atau menyusun sesuatu.
<b>C. PERTANYAAN PEMANTIK</b>
<ul style="list-style-type: none"> <li>• What is procedure text?</li> </ul>
<ul style="list-style-type: none"> <li>• Have you ever read a procedure text?</li> </ul>
<ul style="list-style-type: none"> <li>• Would you like to practice the procedure text?</li> </ul>
<b>D. PERSIAPAN PEMBELAJARAN</b>
<ul style="list-style-type: none"> <li>• Guru menyusun LKPD</li> </ul>
<ul style="list-style-type: none"> <li>• Guru menyusun instrument assesmen yang digunakan</li> </ul>
<ul style="list-style-type: none"> <li>• Guru melakukan tes diagnostic</li> </ul>

E. KEGIATAN PEMBELAJARAN	
PERTEMUAN KE-1	
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam dan mengajak berdo'a sebelum pembelajarandimulai</li> <li>2. Guru mengecek kehadiran peserta didik</li> <li>3. Guru memberi apersepsi tentang materi yang akan dipelajari</li> <li>4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisikesehatan</li> <li>5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini</li> <li>6. Guru menyampaikan garis besar cakupan materi yang dipelajari</li> <li>7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</li> </ol>
<b>Inti</b>	<p><b><i>Orientasi peserta didik pada masalah</i></b> Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang akan dipelajari dengan cara mengamati video yang berhubungan dengan materi</p> <p><b><i>Mengorganisasi peserta didik</i></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dikelompokkan secara heterogen</li> <li>2. Peserta didik secara berkelompok menjelaskan definisi, tujuan, strukturteks, ciri-ciri unsur kebahasaan dari sebuah teks prosedur .</li> <li>3. Peserta didik secara berkelompok menganalisis fungsi sosial, struktur teks,dan unsur kebahasaan teks prosedur <i>dalam grup.</i></li> </ol> <p><b><i>Membimbing Penyelidikan Individu</i></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik diberikan LKPD</li> <li>2. Pserta didik mencari dan mengumpulkan informasi tentang fungsi sosial, struktur teks, dan unsur kebahasaan terkait teks self identity .</li> <li>3. Peserta didik menemukan informasi rinci terkait procedure text</li> </ol> <p><b><i>Menganalisis dan mengevaluasi proses pemecahan maslah</i></b> Peserta didik bersama dengan guru melakukan diskus kelas untuk menganalisis hasil jawaban dan menyamakan persepsi tentang materi yang dipelajari.</p>
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan;</li> <li>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuanberikutnya.</li> <li>3. Guru dan peserta didik berdo'a bersama.</li> </ol>

PERTEMUAN KE-2	
<b>Pendahuluan</b>	<ol style="list-style-type: none"> <li>1. Guru memberi salam dan mengajak berdo'a sebelum pembelajaran dimulai</li> <li>2. Guru mengecek kehadiran peserta didik</li> <li>3. Guru memberi apersepsi tentang materi yang akan dipelajari</li> <li>4. Guru memberi motivasi kepada peserta didik dan menanyakan kondisikesehatan</li> <li>5. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini</li> <li>6. Guru menyampaikan garis besar cakupan materi yang dipelajari</li> <li>7. Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan.</li> </ol>
<b>Inti</b>	<p><b><i>Orientasi peserta didik pada masalah</i></b> Peserta didik diberi motivasi atau rangsangan (stimulus) tentang materi yang sudah dipelajari pada pertemuan sebelumnya.</p> <p><b><i>Mengorganisasi peserta didik</i></b></p> <ol style="list-style-type: none"> <li>1. Peserta didik dikelompokkan secara heterogen</li> <li>2. Peserta didik secara berkelompok menjelaskan bagaimana membuat teks prosedur dan tahapan-tahapannya.</li> </ol> <p><b><i>Membimbing Penyelidikan Individu</i></b></p> <ol style="list-style-type: none"> <li>3. Peserta didik diberikan LKPD</li> <li>4. Peserta didik membuat teks prosedur sederhana <i>dengan menggunakan kalimat sendiri secara mandiri.</i></li> <li>5. Peserta didik mempresentasikan hasil harya berupa teks prosedur sederhana yang sudah dibuat <i>secara mandiri.</i></li> </ol> <p><b><i>Menganalisis dan mengevaluasi proses pemecahan masalah</i></b> Peserta didik bersama dengan guru melakukan diskusi kelas untuk menganalisis hasil teks prosedur yang sudah dibuat dan menyamakan persepsi</p> <ol style="list-style-type: none"> <li>6. tentang materi yang sudah dipelajari.</li> </ol>
<b>Penutup</b>	<ol style="list-style-type: none"> <li>1. Guru memfasilitasi peserta didik untuk mereview pembelajaran yang telah dilaksanakan;</li> <li>2. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya.</li> <li>3. Guru dan peserta didik berdo'a bersama.</li> </ol>

<b>F. ASESMEN</b>	
Asesmen non kognitif	<ul style="list-style-type: none"> <li>• Apa yang sedang kamu rasakan saat ini?</li> <li>• Bagaimana perasaanmu saat belajar sendiri di rumah?</li> <li>• Hal apa yang paling menyenangkan dan tidak menyenangkan? Apa yang kamu inginkan dalam pembelajaran hari ini?</li> </ul>
Asesmen kognitif	<ol style="list-style-type: none"> <li>1. Click the video link below and watch it.  <a href="https://youtu.be/LWuuCndtJr0">https://youtu.be/LWuuCndtJr0</a>  <a href="https://youtu.be/zbUc0SQ1-1A">https://youtu.be/zbUc0SQ1-1A</a> </li> <li>2. What does the video tell us about?            What tools and materials are needed based on the video?</li> </ol>
Asesmen Formatif	<ul style="list-style-type: none"> <li>• Kuis</li> <li>• Unjuk kerja</li> <li>• Penilaian harian</li> </ul>
Asesmen Sumatif	Penilaian Akhir Semester
<b>G. PENGAYAAN DAN REMEDIAL</b>	
<ul style="list-style-type: none"> <li>• Pengayaan diberikan kepada peserta didik yang menguasai materi ini dengan sangat baik, yaitu dengan cara memberikan ragam soal yang tingkatannya lebih tinggi.</li> <li>• Remedial diberikan kepada peserta didik yang belum menguasai materi dengan baik, yaitu dengan cara memberikan pengulangan materi dasar serta materi spesifik yang kurang dikuasai oleh peserta didik . (Materi pengayaan dan remedial terlampir)</li> </ul>	
<b>H. REFLEKSI PESERTA DIDIK DAN GURU</b>	
<ul style="list-style-type: none"> <li>• Apakah model pembelajaran yang saya gunakan sesuai dengan materi dan karakteristik peserta didik?</li> <li>• Apakah semua peserta didik nyaman belajar dalam kelompoknya?</li> <li>• Pada bagian mana dari materi ini peserta didik mudah memahami?</li> <li>• Bagaimana kesesuaian durasi waktu dan tujuan belajar yang ingin dicapai pada pembelajaran ini?</li> </ul>	
<b>LAMPIRAN</b>	
<b>A. LEMBAR KERJA PESERTA DIDIK</b>	
Terlampir	
<b>B. BAHAN BACAAN GURU DAN PESERTA DIDIK</b>	
<ul style="list-style-type: none"> <li>• Lembar Kerja Peserta Didik</li> <li>• E-Book Bahasa Inggris SMK kelas X</li> <li>• <a href="https://www.youtube.com/watch?v=a5qhtYR5uJk">https://www.youtube.com/watch?v=a5qhtYR5uJk</a></li> </ul>	

<b>C. GLOSARIUM</b>	
<ul style="list-style-type: none"> <li>• Procedure Text</li> </ul>	<p>Procedure text adalah suatu teks yang berisi langkah-langkah aktivitas atau kegiatan untuk menyelesaikan suatu pekerjaan. Teks ini dibutuhkan sebagai panduan bagi seseorang dalam membuat atau menyusun sesuatu.</p>
<b>D. DAFTAR PUSTAKA</b>	
<ul style="list-style-type: none"> <li>• Grace, Eaudia. 2019. Pathway to English. Jakarta: PT Gravindo Pratama.</li> <li>• Lande, Shyla. 2017. Forward English for Vocational School. Jakarta: Penerbit Erlangga.</li> <li>• Frank, Marcella. 2013. Modern English. Jakarta: Stamford Heile.</li> </ul>	

Surakarta, Juni 2022

Mengetahui,  
Kepala SMK "Al-Islam" Surakarta

Guru Mata Pelajaran

**Kurnia Aprianto, S.Pd**

**Fatimah Aqillah Irani, M.Pd**

**Appendix 8. Documentations**



Researcher did interview with the teacher.



The teacher explained the material using LCD.



Students watched the videos related with the material.



Students worked the project.



The teacher monitored the progress of students' project.



The teacher monitored the progress of students' project.



Student presented the project.



Student presented the project.