TEACHER'S STRATEGY IN INCREASING STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE ELEVENTH GRADE STUDENTS OF MAN 2 ACEH TIMUR

SKRIPSI

By :

Jidarul Jannah
1042017032

Degree (S1)
Study program: English Department
Tarbiyah and Teachers
Training Faculty

MINISTRY OF RELIGIOUS AFFAIRS
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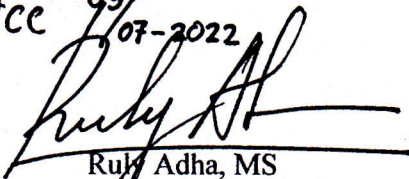For The Degree of *Sarjana Pendidikan (S.Pd)* In English Language Education

By

Jidarul Jannah
1042017032

English Education Department

Approved by

Supervisor I,

Acc 95/07-2022

Ruly Adha, MS
NIP.19840830 200901 1 006

Supervisor II,

Nina Afrida, M.Pd
NIP.19840501 201101 2 015

STATEMENT OF CERTIFICATION

TEACHER STRATEGY IN INCREASING STUDENTS' MOTIVATION IN LEARNING ENGLISH AT THE ELEVENTH GRADE OF MAN 2 ACEH TIMUR
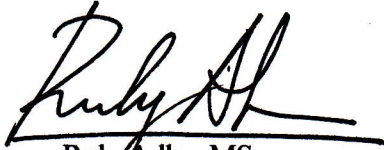
By

Jidarul Jannah
1042017032

Has Been Defended in *Sidang Munaqasyah* by the board of Examiners
and has been accepted as a Partial Fulfillment of Requirements for
Sarjana Pendidikan (S.Pd) in English Education Tarbiyah and
Teachers Training Faculty, on :

Monday, 03th August 2022 M
05 Muharram 1444 H

Board of Examiners

Chairman,

Ruly Adha, MS
NIP.19840830 200901 1 006

Secretary,

Nina Afrida, M.Pd
NIP.19840501 201101 2 015

Examiner I

Husnul Khatimah, M.Pd
NIP.199202032019032016

Examiner II

Fadhillah Wiandari, MS
NIP.19881222 201103 2 004

Certified By :
The Dean of Tarbiyah and Teachers Training Faculty
State Institute For Islamic Studies Langsa

Dr. Zainal Abidin, S.Pd.I, MA
NIP. 197506032008011009

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama   : **Jidarul Jannah**

NIM   : **1042017032**

Fakultas/ Prodi   : **FTIK/ Pendidikan Bahasa Inggris**

Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"Teacher Strategy in Increasing Students' Motivation in Learning English the Eleventh Grade students of MAN 2 Aceh Timur."* untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 05 Mei 2022
Yang membuat pernyataan

Jidarul Jannah
Nim . **1042017032**

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The Reseacher

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ABSTRACT

Jidarul Jannah, 2022. Teacher's Strategy In Increasing Students' Motivation In Learning English At The Eleventh Grade Students of MAN 2 Aceh Timur. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Ruly Adha, MS **(2).** Nina Afrida, M.Pd

The purpose of this study were to describe the strategy used by the teacher at MAN 2 Aceh Timur in increasing students' motivation in learning English and to find out the kind of motivation that dominated the eleventh grade students of MAN 2 Aceh Timur. The method of this study was qualitative with descriptive design. The subject of study was the English teacher and 17 students of XI IPA[3.] The data were collected by using observation, and interview. Based on the result of research, the researcher found that there were three strategy that used by the teacher to increasing students motivation in learning English. First, the teacher kept his behavior and good relationship by the students. For example, the teacher stressed that among the teacher and the students should be respect each other and the teacher should be a friendly teacher for the students. Second strategy, the teacher created pleasant, enjoyable and supportive atmosphere for learning English in the classroom so the students will not feel boredom during the learning activity and the last the teacher also used communication for her students. then, the kind of motivation students in learning English was intrinsic motivation because the purpose of students in learning English is not because of getting good grades but because of the desire of students who want to be able to master languages other than their mother tongue. In addition, because the English teaching strategy applied by the teacher makes students motivated and they really enjoy learning English in their class in particular. It can be concluded teacher strategy can increase students motivation in learning English that comes from themselves.

Keywords: *Teacher strategy* and *Students Motivation*

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching strategies are among the main factor that helps determine and how well the students learn a foreign language. Moore states that strategies are different types or styles of plans teachers use to achieve the goals. It means every teacher needs to create teaching strategies.[1] In the learning process, all teachers teach a student who has different motivation and characteristic. They also need different attention. Therefore an English teacher tries to motivate by trying as much as possible to make the process of learning English as pleasant as possible from them and continue to assure students' that English is not a very difficult lesson most students assume.

Motivation is one of the factors that influence the effectiveness of student learning. According to Harmer "motivation is some kind of internal drive which pushes someone to do something".[2] Learning process success when students have motivation in learning. Besides, Harmer identify two aspects of motivation namely intrinsic and extrinsic.[3] Extrinsic motivation is a motivation that comes from outside the classroom and maybe from by several external factors. Intrinsic motivation is the kind of motivation that is generated by what happens inside the

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[1] T. Baret & S.Moore. *New Approach to Problem Based Learning Revitaliing Your Practice in Higher Education*. (Newyork : Routledge, 2007), 67.
[2] Jeremy Harmer. *The Practice of English Language Teaching* . Fourth Edition. (Pearson Longman : Harlow,2007), 32.
[3] Jeremy Harmer. *The Practice of English Language Teaching …*, 33.

classroom, such as teaching methods, learning activities and desire to make themselves feel better.

Therefore, motivation is the factor that stimulates or inhibit the desire to engage in the behavior. Teaching in senior high school is such a special thing because it is different from junior high school where teaching at senior high school prepares the students not only to attend the higher-level education but also to meet the demand of students skill to get a value for their future needs. Therefore, English teachers need to create good strategies because the right strategies will develop students capability in mastering the subject and achieve the learning goals.

Based on my experience in teaching practice at one of senior high school Schools at MAN 2 Aceh Timur, there were two teachers who had different learning strategies. Each teacher had its own characteristics and uniqueness in teaching English. One of the teachers taught only by referring to the material using a method that was difficult for students to understand because the teacher teaching strategy was more suitable to be applied in university education. While the eleventh grader students at MAN 2 Aceh Timur were still very minimal in mastering English learning. The students said that they were motivated to learn English because they have a teaching strategy that interests them in English subject. Students admitted that the teachers do not only give material or notes but can enhance students' motivation by giving positive feedback, giving supports, playing a game, and directing the importance of learning activities.

In fact, The world of education in the last two years has changed. The students cannot learn as usual, looking at the teacher's face and getting feedback from the teacher directly. The spread of Covid-19 had forced the learning process to move into the online learning process. The schools were closed until further notice and adapted to a new way of learning. The learning during this pandemic had changed from face-to-face learning to online learning, which was based on technology and application. Online Learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education.

Teachers are required to be able to use technology or application that supports the learning process which can make easier to achieve learning goals. In this Covid-19 pandemic, applications that can support online learning are Google Classroom, Zoom, and Whatsapp. The application that is often used by teachers is Whatsapp because it is easier to use. As a teacher it is certainly very important not only to maintain the class but also to encourage, support, and build student interest in the subjects they teach even through online learning. Certainly, it is not an easy thing for a teacher to do. The teacher must find appropriate strategies to be applied in online classes that are appropriate to the level of learners. There are so many strategies that can be used by teachers but not all strategies can appropriate and in accordance with the level of students.

In addition, there are many facts that students' learning motivation, especially in learning English, has fluctuated. Although, offline learning has started, especially in the East Aceh area and for MAN 2 Aceh Timur school they

have started studying as usual. Therefore, the researcher feel need to find out about teacher strategy in increasing students motivation in learning English Because of this it is important for English teachers to understand the possible effective strategies in motivating students with entitled :"*Teacher's Strategy in Increasing Students' Motivation in Learning English at the Eleventh Grade Students of MAN 2 Aceh Timur*".

B. Research Question

Based on the background of the problem above, the reseracher had formulated research question as follow :

1. What was the strategy used by the teacher at MAN 2 Aceh Timur in increasing students' motivation in learning English?

2. What kind of motivation dominated the eleventh grade students of MAN 2 Aceh Timur in learning English?

C. Purpose of Study

The purpose of study were as follow:

1. To describe the strategy used by the teacher at MAN 2 Aceh Timur in increase students' motivation in learning English

2. To find out the kind of motivation that dominated the twelfth graders students of MAN 2 Aceh Timur in learning English.

D. Significance of Study

   Based on the purpose above, the researcher hoped that this research could be beneficial directly or indirectly. The significances of the research were follows:

1. Theoretical

    a. The results of this study were expected to provide input in the development of science, especially those related to teachers' strategies in increasing student motivation in learning English

    b. The results of this study were expected to be a reference for improving English teaching and learning process, so that educators could increase their role in the learning process to encourage students to be more interested in learning English

    c. This research could be used as study material for other researchers to understand strategies in increasing student motivation in learning English

2. Practically

    a. The significance for other researchers was to increase knowledge and experience related to this research which examines teacher strategies in increasing student motivation in learning English.

    b. The significance for teachers was that the results of this study could be valuable input for teachers to shape student motivation in learning English .

c. The significance for the principal was that this research could be material for socializing other teachers in implementing strategies to increase student motivation in learning English.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

The previous study was conducted by Yustikasari: entitled *"Teachers' Activities to Motivate Students in Learning English at MTs Muhammadiyah Watulimo Trenggalek"*.[4] The data were obtained from interview and observation. The finding was that there were many activities to motivate the students that was done by the teacher at MTs Muhammadiyah Watulimo Trenggalek. Teachers' activities indicated that all having a positive impact to motivate students in learning English, and also that had a making a good relationship between students' English and teacher. It showed that teachers' activities were able to give an effect to the achievement of English learning result.

Then, the second was Bristol: entitled *"The Relationship Between Motivation and Achievement in Foreign Language Learning in Sixth Grade Form College in Hong Kong"*.[5] It investigated on the relationship of motivation and English achievement with concern on the intrinsic and extrinsic motivation. The data were gotten from questionnaire and interview. The findings was indicated that there was a positive relationship between motivation and achievement among this sample of Hong Kong Advanced-level students in this sixth grade from this college. The results also was indicated that all the high, average and low achievers

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[4] Yustika Sari, *Teachers' Activities to Motivate Students in Learning English at MTs Muhammadiyah Watulimo Trenggalek. (*Skripsi English Deparrtment of IAIN Tunggalun, 2003).
[5] Bristol, *The Relationship Between Motivation and Achievement in Foreign Language Learning in Sixth Grade Form College in Hong Kong*" (Artikel Journal in Hongkong, 2008).

is intrinsic motivation that had a positive communication with the students'

English grades. It studies shows that intrinsic motivation is able to giving the

effect to the achievement of English students learning result.

Another study was conducted by Jeviza: entitled "*The Relationship

Between Students' Motivation and English Learning Attitude*".[6] That investigated

the students' motivation in learning English and attitude, that supported by

intrinsic and extrinsic motivation.. This research was obtained with questionnaire

and interview. The participants are a number of students at a course. This result of

this research was the students' had good attitude in learning English because one

of the reason is supported by intrinsic and extrinsic motivation. It provided that

most students had more extrinsic motivation than intrinsic motivation. It refered to

that the students were motivated intrinsically and extrinsically toward learning

English but in this research showed that the students' extrinsic motivation was

higher than intrinsic motivation.

Those researches tried to find out the relationship between English

learning activities and students' motivation and also put a greater emphasis on the

results of learning English through the motivation process carried out by the

teacher during the learning process. While, this study discussed the strategies

used by teachers to increase students' learning motivation so that this study

discussed more about the strategies used by and increasing of students' motivation

in learning English.

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[6] Jeziva Agnesia, *The Relationship Between Students' Motivation and English Learning Attitude.* (Skripsi English Department of Universitas Diponegoro, 2016).

B. Theoretical Framework

1. Concept of TEFL

Foreign language teaching defines as a process of pedagogical by inserting new norms and value into it in order to change learner's behavior. English as foreign language teaching refers to an educational process of English language that aims to give influence on student's habits through new norm and value absorbing process. The pedagogical models should employ bilingual and the contexts both local and international which are familiar to the student's live should be used in the learning process.[7]

The use of authentic student's context and condition into language teaching may enable an effectiveness of learning and boost student's motivation to learn English. Teaching English as foreign language (TEFL) usually connects with Teaching English to Speakers of Other Language (TESOL) and English Language Teaching (ELT). It refers to English teaching that occur in the school in widely scale however it does not give influence to the national and social life context.[8] It is because in daily basis communication, learners still use their first language. They do not need English to live even for professional development. In this context, students have instrumental motivation in learning English. Also, there is no specific variety of English that chosen to be taught in the classroom as well. The learners of EFL have open option to learn many varieties of English. The EFL teaching has several basic principles on its theory and practice. These

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[7] Margaret Alptekin, & Cem. *The Question of Culture EFL Teaching in Non- English Speaking Countries.* (Elt Journal January 1984), 87.

[8] G. Broughton, C. Brumfit & A, Piscas. *Teaching English as a Foreign Language.* (Abingdon on Thames: Routledge & Kegan Paul Ltd, 2003), 127.

principles that influences within the process of EFL teaching are psychology, pedagogy, sociology and applied linguistic. The applied linguistic itself is constructed from three elements like psycholinguistic, sociolinguistic and linguistic.

The aim of EFL teaching is to provide communicative competence development to the learners in which involves pragmatic, linguistic and strategic competence.[9] Some aspects of learning are highly put into consideration for this English as foreign language teaching. Globalization and Internationalization give effect progressively to the world where EFL teaching. As example, the process of learning should implement both linguistic and cultural respect, so the learner's needs for the language will be adjusted in certain country like Japan .

The focus of English teaching is no more on the linguistic and pragmatics aspects only but to the use of language in the cultural real context as well. Teaching EFL is similar to teaching English in general. It consists of four skills of language integration. The skills are reading, writing, listening and writing.[10] The composition of these four skills in teaching English should be balance. The reading and listening skill play as input or receptive skill while speaking and writing skill is as output or productive skill. Vocabulary enrichment also follows in the process of teaching EFL. EFL students may develop their reading and writing skill faster than their speaking and listening skill.

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[9]   Faech & Kesper. *Online Article. Plans and Strategies in Foreign Language Communication*. Journal of Language Study , Volume (12) 3, 2012.

[10] . Broughton, C. Brumfit & A, Piscas. *Teaching English as a Foreign Language..,* 129.
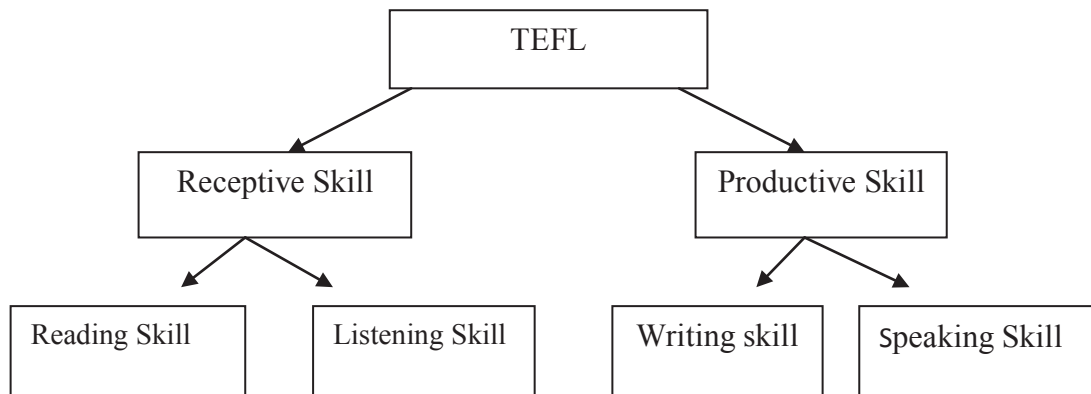
Figure 2.2 The skills in TEFL

Moreover, according to Maple TEFL has several characteristics that differ it from English as Second Language teaching. These characteristics will be described briefly in the following:[11]

a. The environment of EFL is considered as non-acquisition or out of class linguistic environment; the orientation in EFL classroom is on the writing and reading skill.

b. The EFL students are more linguistically and culturally homogeneous; it leads them become unawareness of cultural.

c. EFL classroom has a lot of variety of English to choose as it has no specific English; teacher needs to set an artificial target linguistic and culture environment in the classroom.

d. The EFL learner is less motivated to learn English as they only require English for artificial purpose, they have more modest intention.

e. EFL classroom considered as big classroom than ESL classroom; the duration and frequency of meeting in EFL teaching context is less.

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[11] Maple Rane, *Language Contact and Bilingualism*. (London : Hoorder and Stoughton,1987), 90.

f.   Teacher's English proficiency level is lacking; warming up or review activity in the classroom is highly suggested longer in the lesson plan prior teaching.

g.   As most school in EFL countries conducted in cohort group, the English placement level has tendency to set based on the result of student's year not their English proficiency level. Same class does not always mean similar level of English proficiency.

h.   EFL learner is possibly having less skill on listening and speaking; the teacher in EFL classroom is mostly local resident teacher with English as foreign language skill.

i.   The progress of EFL learners in learning English is slower; the material in EFL classroom is local.

Further, the researcher assumes that teaching English for EFL learner is providing a way of challenging profession in which the teacher determine and influence student's English learning a lot. The teacher should encounter quite few challenges and still get the pressure for becoming a good role model for English Language input to the students. These challenges may come from neither the teachers themselves nor the students.

The EFL teachers in Indonesia deal with some difficulties relates to teaching context, methodologies and professional development. It is stated that they provide less preparation and qualification than English teachers from native speakers.

2. Teaching Strategy and Motivation (Psychological Aspect)

a. Definition of Strategy

Teaching strategy is an aspect that teachers must-have in the learning process. Perven states that defined teaching strategies as the way of a teacher to play with children.[12] Teachers must be able to play their role as educators and guide in the classroom by knowing the plans or actions that will be taken to provide the material.

According to Abdul Majid in Zein said that strategy is a planned pattern intentionally to carry out activities or action.[13] Covers an activity objective, who is involved in the activity, the content of the activity, the process of activity, and supporting facilities. In other words, teaching strategy is a plan to do in the learning process. Lawton in Sarode define, "teaching strategy is a generalized plan for a lesson which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy".[14] Learning strategies lead to the methods used by the teacher when delivering material in the classroom so that learning objectives can be achieved.

Based on the definitions above, it can be concluded that strategy is a method or structured plan used by the teacher to manage the class and the delivery of material in the classroom which aims to make it easier for teachers and students to achieve learning goals.

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[12] Perveen, A. "Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan". Open Praxis, vol. 8 issue 1,(2016), 317.

[13] N. T Zein,. "*Strategi Pembelajaran Era Digital*".Annual Conference on Islamic *Education and Social Sains* (ACIEDSS 2018). Vol. 1 (2), 23.

[14] D. R Sarode,. "*Teaching Strategies, Styles And Qualities Of A Teacher: A Review For Valuable Higher Education*". (Technical Research : Organisation India, 2018), 58.

b. Types of Teaching Strategy

To achieve a learning goal, of course, the teachers have many strategies to choose. Among them, it can be seen from two orientations, namely oriented to the learning process and oriented to the material delivery. Syafarudin et al in Munazar states that strategies oriented the learning process divided into three, namely:[15]

1. Learning strategy centered on Teacher.

2. Learning strategy centered on students

3. Learning strategy centered on material

Meanwhile, strategies that are oriented toward delivering the material are divided into two types, namely:[16]

1. Expository Strategy The expository strategy is a strategy that the teacher cultivates to complete the material before it is delivered to the students and just accept it. Expository strategy starts from principles of learning through the process of receiving information. In another word, the teacher must prepare the material in entirety before it is given to the students.

2. Inquiry Strategy Inquiry strategy is a series of learning activities that involve maximally throughout the students' ability to search and investigate systematically, critically, logically, and analytically so that students can decide on their own discovery with full confidence. In other words, students play an active role in the learning process from search material to managing it themselves.

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[15] Munazar, T.H. "*Strategy Guru dalam Meningkatkan Motivasi Belajar di Madrasah Aliyah Swasta (MAS) Seunuddon Aceh Utara*". Fakultas Ilmu Tarbiyah dan Keguruan. (Universitas Islam Negeri Ar-Raniry Darussalam, Banda Aceh, 2018),16.
[16] Munazar, T.H. "*Strategy Guru dalam Meningkatkan Motivasi Belaja…,* 18.

In addition, Rown Tree divide into exposition-discovery learning, group learning strategy, and individual learning strategy or group-individual learning.[17]

1. Exposition strategy The learning material was presented to students and students are required to master the material. It's the same with direct learning strategy (direct instruction), it is said to be a strategy of direct learning because in this strategy the subject matter was presented to the students, students are not required to process it, the students have to master it fully. In this strategy, the teacher is just the receiver of learning material.

2. Discovery strategy In this strategy, learning materials are sought and students found themselves through various activities so that the teacher's role as facilitator and mentors for their students. In this strategy, the students become founders and analyzers in the learning process.

3. Individual learning strategy In this strategy, learning was carried out by students independently. The speed, delay, and success of students learning are largely determined by the ability of the individual concerned. In this strategy, the students work individually in the learning process.

4. Group learning strategy In this strategy, learning was carried out in teams or groups. A group of students is taught by one or several teachers. Shapes of group learning can be large groups learning or small groups. In this strategy, the students work in a group.

Based on the explanations above, it can be concluded that there are several types of teaching strategy such as strategy oriented to the learning process

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[17] Rown Tree Strategi Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Mata Pelajaran Aqidah Akhlak Di Man Kota Kediri 3". Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim, Malang, 2014), 15.

and strategy-oriented to the material. And also, teaching expository, inquiry, individual, and group learning strategy. The teacher must smart in choosing a learning strategy in the learning process.

c. Strategies of How to Help Motivating Learners

To motivate the students to learn, the teacher must have several strategies to implement to the students so that the students are interested in the learning process. According to El-Seoud et al states that creating motivating and effective e-learning requires intentionality and attention to the learner.[18] Achieving the first stage and fulfilling the needs of students will require teachers to take into account several considerations to stimulate students:

1. Avoid students from feeling isolated and they are working independently by encouraging students to learn about teach other. The teacher must be able to encourage students to like the lesson.

2. Build study groups so that students will no longer be studying in isolation. Teachers are required to create online groups of students in group lessons.

3. Explain how the online environment may be used. Teachers must be able to provide the benefits of online learning to students.

4. Encourage interaction and collaboration among students. This might be of great value.

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[18] A. S, Seoud, T. I. Eddin, & M. Mohamed. S*trategies to Enhance Learner's Motivation in E-learning Environment"*. International Conference on Interactive Collaborative Learning (ICL). (2015), 5.

5. Build competency by challenging existing beliefs and actions, as well as testing out new ideas.

6. Interact with the students by monitoring the online presence of them and supplying them with continuous feedback.

7. Design content to be relevant to students' goals and intentions to avoid loss of interest in the subject.

8. Use educational games to support learning materials. There are many different apps and sites that offer fun games to encourage learning in all subject areas

In Addition, Carol Ames in Wahyudi, there are six areas that can influence students' motivation to learn:[19]

1. The task that students are asked to do The strength of a teacher's motivation in a particular situation is determined by the teacher's prospect that the teacher can succeed and the value of that success. On other hand, teachers must be able to analyze how an academic task can affect students' motivation.

2. How autonomous students are allowed in working The teacher gives students a range of options that set valuable tasks for them but also allow them to follow their personal interests. Students receive assignments from the teacher without limiting student interest in learning.

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[19] Wahyudi, M. *"The Strategies of the Teacher in Motivating Their Students in Learning English"*. Islamic Education and Teacher Training Faculty. (The State Islamic Institute of Surakarta. 2017), 29.

3. How students are recognized for their accomplishments Students should be recognized for increasing on their own personal best, for talking hard tasks, for tenacity, and for creativity.

4. Grouping practices Motivation can be greatly influenced by the ways. The teacher relates to the other people who are also implicating in achieving a particular goal. When the task involves complex learning and problem skills, teachers must prioritize student collaboration, because students collaboration will also increase learning motivation for low learners.

5. Evaluation procedures The greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may merely want to get it over with. Students need to understand the value of the work or how the information will be useful in resolving the problems they want to solve. One way to emphasize learning rather than grades is to use self-evaluation. In motivate the students to learn, there are several factors that can be influenced students' motivation to learn.

According to Annes, which is the teacher's strategy in increasing student motivation in learning as follows:[20]

1. Using a variety of strategies

2. Making students active

3. Creating a conducive classroom atmosphere

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[20] Dwi Annes. *Motivating Students to Learn*. New Jersey. (London: Lawrence Erlbaum Associates, 2018), 82

4.   Creating a pleasant learning atmosphere

5.   Get involved in helping students

6.   Give assignments

7.   Give awards

8.   Provide value

9.   Give praise

10. Competence

Based on the theories above, it can be concluded that the English teachers in strategies to give motivation to students in the form of the task that students are asked to do, Teacher must be able to choose the learning strategy depend on the condition and situation of the students in the process of teaching English to improve student's motivation.

d. Students Motivation

1. Definition of Motivation

In Webster New World Dictionary, motivation is an affecting; a motive; an inciting.[21] A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provakes a decision to act' as a result of which there is sustained intellectual and/or physical effort' so that the person can achieve some previously set a goal.[22] Motivation is some kinds of

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[21]David B. Guralnik, *Webster New World Dictionary of the American Language*, (NY: Warner Books, 1984), 393.

[22]Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001),3rd Ed., 51.

internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely known are motivation to learn, to work, and get achievement. That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:[23]

a. Desire to success

b. There is pushing of study

c. There are necessities in study

d. There is expectation in future

e. Appreciation in the learning process

f. There are attractive activities in the teaching

g. learning process

h. Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

2. Types of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

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[23]Hamzah B. Uno, *TeoriMotivasi&Pengukurannya (Analisis di BidangPendidikan)*, (Jakarta: PenerbitBumiAksara, 2008), 23.

a. Extrinsic Motivation

Extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity, the reason can be anticipation of reward or punishment like being successful in the exam or getting in the a good mark.[24] It is caused by any number of outside factors. For example: the need to pass an exam, financial reward, good mark, etc. Some opinions state that the concept of intrinsic motivation occurs when extrinsic motivation is fulfilled. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure.[25]

b. Intrinsic Motivation

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant.[26] The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc), the next level are safety needs (stability, low, safe from fear, etc), love and belongness

[24]Z.Dorney. *Motivational Strategies in the Language Classroom.* (Cambridge: University Press, 2002), 255.

[25]M. Nur Ghufron & Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: Ar-Ruzz Media 2010), 84.

[26] C.S. Abrudan, *Motivation in Language Learning.* (International Bussiness and European integration, 2008), 559.

needs, self- esteem needs (achievement, competence, recognition, etc), and the most upper level are self-actualization needs.

| Self-actualization |
| Self-esteem needs |
| Love and belongness needs |
| Safety needs |
| Psychological needs |
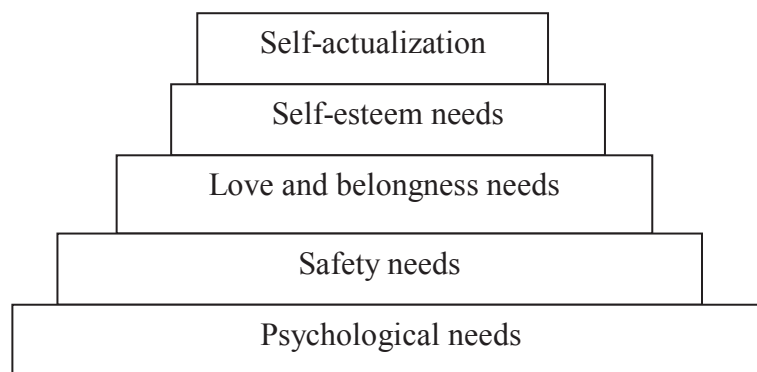
Heararchy of need pyramid [27]

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.10 The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion. It comes from the individual itself. For example: the enjoyment of the learning process makes themselves feel better. The existence of intrinsic motivation influenced by some factors, they are:[28]

a. Challenge

People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

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[27] K. Cherry. *The five levels of Maslow's Hierarchy of Needs*. Online about.com Education. Available at ,http//psychology.about.com/od/ the Accessed 25December 2021.

[28] H. Martinis Yamin, *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: GaungPersada Press, 2008), 163-164

b. Recognition

Learners feel satisfaction when others recognize and appreciate their accomplishments.[29]

c. Curiosity

Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activities.

d. Control

People have a basic tendency to want to control what happens to them.

e. Fantasy

Learners use mental images of things and situations that are not actually present to stimulate their behavior.

f. Competition

Learners feel satisfaction by comparing theirperformance favorably to that of others.

g. Cooperation

Learners feel satisfaction by helping others achievetheir goals.

3. The Function of Motivation

   The function of motivation includes the following: [30]

a. Encourage the emergence of behavior or act. Without motivation there will not be an act as learning.

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[29]*http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edp   sy5_intrinsic.htm,* retrieved on December 14 2019.
      [30]M. Nur Ghufron &Rini Risnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media 2010), 92-93.

b. Motivation serves as a director. It means that motivation drives to an act of achieving desire.

c. Motivation as the activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job.

d. he theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture; need for achievement, need for affiliation, urgent then they will try hard to motivate him self. Motivation is a crucial aspect in teaching learning process. Without motivation, students cannot do the best.

3. Learning English

a. Definition of Learning English Language

Language is tool of communication. Every human being in this world needs language to communicate with others. Language is a primary meant of communicating thoughts from one person to another. Based on Crow and Crow's statement, language is tool of expression for people.[31]

People really need language as a conducting pert to interact one to another. Moreover, language has some characteristics. First, characteristic of language is systematically and arbitrary. Second, language is symbolized has vocal and visual. Third, meaning has conventionalized which they refer. Fourth, language as tool of communication. Fifth, operating language in speech community or culture. Sixth, essentially human although possibly not limited for human. And the last, language

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[31]SyaifulBahriDjamarah, *PsikologiBelajar*, (Jakarta: RinekaCipta, 2008), 46.

as universal thing, which is acquired by all people in much same way.[32]As foundation of learning, at the first, it needs to talk for definition of learning. Learning is one of basic activity of human. Learning has wide and universal characteristics. Some linguists explained theories about learning such as below:

1. James O. Whittaker organizes learning as process where behavior has appeared and has changed through trainings ore experiences,

2. Cronbach gives opinion about learning is shown by change in behavior as a result of experience,

3. Howard L. Kingsley says that learning is the process of which behavior (in the broader sense) is originated or changed through practice or training, 4

4. Geoch formulates learning is change is performance as a result of practice,

5. Slame to declares his opinion that learning is process was done by individual to get new change of behavior comprehensively or as result of experience was done by individual in interaction with their environment.[33]

Second is about learning pattern. Learning was done by individual differently. The reason is each individual has own characteristic and type of learning.[34] Wright, Betteridge, and Bucky categorize some learning style: Auditory, visual, kinesthetic, creative, analytical, cooperative, individual, serious, amusing, and dramatic.

Third, learning also has taken in formal activity like observation. There are several factors and element need to conduct like mode possesses characteristic,

[32]H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Fransisco: Longman, 2000), 4th Ed, 5.

[33]Syaiful Bahri Djamarah, *Psikologi Belajar.*, 12

[34]A.Bandura, *Observational learning. Article from learning Observational;* On Monday 22,2019 ,

mimic, attention, retention, and the last factor is motivation. Specifically, the most observed in this research is motivation. Motivation refers to some motives or reason to do by learners.

Fourth factor is theory of learning. Based on Saljo, there are some main categorizes for students' respond in learning activity. The problem is about students respond to what they learned. Saljo described several factors as learning theory such as:

1) learning as quantitative increase in knowledge,

2) learning as memorizing or storing information can be reproduced,

3) learning as acquiring facts, skills and method that can be retained and used,

4) learning as making sense or abstracting meaning,

5) learning as interpreting and understanding in different way.[35]

All of these factors are concentrated and focused into theory of learning. Fifth, there are personality factors involve learning. These factors such as affective domain, self esteem inhibition, risk-taking, anxiety, empathy, extroversion, character types, and motivation. The representative of affective can bemotional side of human behavior. Self esteem is the most pervasive aspect of any human behavior. Next, inhibition refers to build sets of defenses to protect the ego and risk taking while anxiety is description about feeling fear. Then empathy is ability to reach beyond the self to understand what another person is feeling. Furthermore, extroversion is the extent to which person has deep-seated need to receive a go enhancement, self esteem and a sense of wholeness from other

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[35]Carl Rogers, article Entitled Learning Theory, from   http//www.funderstanding.com.// learning retrieved on December 22.2019 .

people. Besides, character types are determined based on psychologically students' character and last is motivation which is determined as extrinsic or intrinsic motives from learners to do something.[36]

The main objective of English teaching and learning involves some components: grammar, vocabulary, and pronunciation, with the four basic competence skills: listening, speaking, reading and writing. Because English is not the first language; some of Indonesian students feel that English is difficult to be learnt. In addition, they face some problems when they want to master it. The problems come from inside (their selves/their motivation) and outside (the materials, the school, the media, family's support, etc.). But, there is no reason for us to stop learning something in our life, includes language, and people have to use their ability to learn language. English teachers have to pay attention on the students' characteristic. In order they can apply the appropriate method to teach. The choosing of certain method used in class should be suited with the goal of teaching-learning process, as the right method will result the better achievement.

b.   **Indicators of the Level of Students' Motivation to Learn English**

According to Wulandari & Surjono in Ferismayanti in knowing the level of learning motivation in students, there are several indicators of student learning motivation including:[37]

a. Persistence in learning

b. Interest and persistence in learning

c. Resilient in the face of adversity

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[36]H. Douglas Brown, *Principle of Language Learning and Teaching,* 143
[37] Ferismayanti. *Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Online* Akibat Pandemi Covid-19. http://lpmplampung.kemdikbud.go.id (2020), 27.

d. Independent in learning

e. The desire to be successful in learning

f. Reward / praise / appreciation

Meanwhile, according to Sardiman in Rahmawati states that indicators of learning motivation that come from within students are as follows:[38]

a. Diligent in facing assignments, meaning that students can do their work diligently, look for references, and check the completeness of the assignments they are doing.

b. Resilient in facing difficulties, meaning that students never give up in the face of the difficulties they face,

c. Shows interest in various problems and tries to find solutions to problems.

d. He prefers to work independently, which means he is responsible for his duties

e. Quickly bored with routine tasks or mechanical, repetitive and less creative, meaning that students are less interested in monotonous learning

f. Can defend their opinion, meaning that students are firm in arguing

g. It is not easy to let go of what he believes in, meaning that he believes in what he knows and does

Furthermore, according to Hamzah B. Uno, states that learning motivation indicators can be classified as follows:[39]

a. The desire and desire to succeed

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[38] R Rahmawati *"Faktor-Faktor Yang Mempengaruhi Motivasi Belajar siswa Kelas X SMA Negeri 1 Piyungan Pada Mata Pelajaran Ekonomi"*. (Fakultas Ekonomi. Universitas Negeri Yogyakarta, 2016), 14.

[39] Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*.(Jakarta: Bumi Aksara, 2013), 186.

b. There are an encouragement and need in learning

c. The existence of hopes and dreams for the future

d. There is an appreciation in learning

e. The existence of activities that are interesting in learning

f. The existence of a conducive learning environment, allowing a student to learn well.

Based on the explanations above, there are several indicators of students' motivation in learning. In other word, Indicators of students' motivation are kinds of the students who are motivated.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative approach. Qualitative approach was used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved.[40] This research used descriptive qualitative approach. According to Moleong that the descriptive qualitative research is a study that explains to understand the phenomenon of the subject of research, vbehaviour, perception, motivation, action, and the way of describing the result in the form of words and sentences.[41] The central purpose of this study was to understand the world or the experience of another. The ultimate goal of this kind of research was to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research focused on teachers' strategy in increasing students motivation in learning English.

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[40]Ary Donald and Friends. *Introduction to Research in Education* (USA: Wadsworth Group,200), 453.
[41] Lexy J.Moleong, *Metodelogi Penelitian Kualitatif*, (Bandung: Remaja Rosda Karya, 2020), 6.

B. Place and Time of Research

The researcher administrated this study in English class at the eleventh grade of MAN 2 Aceh Timur. This research was conducted on March 15th , 2022 until March 29th 2022.

C. Subject of Research

Research subjects are informants who are used to provide information about the situation and conditions at the research site to obtain data or research results.[42] In this research, used purposive sampling to get the subject of research. Purposive sampling is the process of selecting by taking subject where there are many more specific and objective goals.[43] Based on the theory, the researcher chosen by selecting only one class for the second grade class. The researcher focused for XI IPA^3 class.

D. Technique of Collecting Data

In this research the researcher used observation, and interview for the instrument to apply in this research as following :

a. Observation

Marshall and Rossman define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study".[44] Based on the theory above, it means that observation is all of the events and

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[42]Donald Ary &Friends. *Introduction to Research in Education Eighth Edition*, (Wadsworth Cengage Learning, 2010), 123.

[43] Donald Ary &Friends. *Introduction to Research in Education..*, 127.

[44] Catherine Marshall & Gretchen B Rossman, Designing qualitative research. (Newbury Park, CA: Sage: 1989),79.

condition in the field and which must be described in is used getting the data. In this research, the researcher focused for teaching and learning English that used by the teacher and to know teacher's strategy in increasing students motivation in learning English.

The first step, on Tuesday, March 15 th 2022, the first observation, the researcher ensured in advance the students being studied and also the teacher who was observed. At this stage the researcher wanted to know whether the strategy used by the teacher in teaching English could motivate students and also the motivation that dominates students in learning English. The second observation on Thursday, February 17 th 2022, the researcher followed the learning process to see the strategies used by the teacher in teaching English and also its relation to student motivation. Then, the researcher used the observation list to record the teaching and learning process. In this case, the researcher followed the learning process in class for several meetings in two weeks. For the last stage, after the researcher knew the strategies used by teachers in teaching TEFL to students to obtain information related to student motivation, the researchers conducted face to face interviews with class XII students of MAN Aceh Timur.

b. Interview

Interview are used to gather data from people about opinions, beliefs, and feelings about situation in their own words.[45] Then, in this technique the researcher wanted to know clearly about the teacher's strategy and type of

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[45] J.C. Lucy Chris, *Introduction in Research in Education*. (Wadsworth Cengage Learning), 214.

students motivation in learning English from the teacher and students. Based on theory, interview is a way to get information face to face from the researcher and the interview. As for the ways or strategies of teacher to increase student motivation include; 1) using a variety of strategies, 2) making students active, 3) creating a conducive classroom atmosphere, 4) creating a fun learning atmosphere, 5) getting involved to help students, 6) giving assignments, 7) giving rewards, 8) giving value, 9) giving praise, 10) competition.[46] and these tenth strategies were the point of interview questions in this study.

Besides, interviewee is a specific evaluation situation of the needs of the interviewee and the interviewer's personal style to create a unique situation for each interview. The researchers conducted interviews with teacher and students on 22th Mach to 29th March 2022.

E. Technique of Data Analysis

In qualitative research, data analysis begin when the observation started. It is an on- going activity throughout the whole investigation. Data analysis is a process whereby the researchers systematically search and arrange the data in order to increase their understanding of the data presented and to enable them to present what they learned to others.[47] Data analysis is done after the data is completely collected. The researcher followed steps in data analysis by Milles and

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[46] Omar Hamalik, *Psikologi Belajar dan Mengajar* (Bandung Sinar Baru Algensindo, 2002), 25.
[47] AS, Hornby, Oxvord, *Advanced Learners Dictionary of Current English* (London: Oxford University Press, 2001), 90.

Huberman which is called as *Interactive Analysis Model* that consists of data collection, data reduction, data display and drawing conclusion.[48]

1. Data Collection

    It helps the researcher to code the important information from the activity done in the class. That the research can actually begin some data analysis in the field, while collecting the data. Furthermore, process coding is the process continuous categories may be changed merged or omitted new categories are generated and new relationship can be discovered.

2. Data Reduction

    The next phase is data reduction. Data reduction is form of analysis that sharpened sorts, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified. Data reduction is applied based on the research question. The data which were not suited with the proposed research question were discarded. In this case, the researcher only identified about teacher strategy in increasing students motivation and type of students motivation by students. All the taken data were transcribed and the selected data were the organized to be displayed. Therefore, unimportant data were reduced by the researcher.

3. Data Display

    The data display presents the process of showing data simply in the form of table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In the study, the

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[48] M.B Miles Huberman. *Qualitative Data Analysis, A Method Source Book Edition 3* (USA: SaGE Publication UI Press,2014),68.

data that were displayed were the result from observation. In this step, the

researcher gave description about teacher's strategy

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research conducted in MAN 2 Aceh Timur. It aimed to investigate strategy used by the teacher in increase students' motivation in learning English and also to know the kind of motivation dominates the twelfth graders students of MAN 2 Aceh Timur in learning English. The data obtained from observation and interview with English teacher and students. The research was conducted from Tuesday, 15th March 2022 to Thursday, 17th March 2022 . For the first step, the researcher conducted observation list to know the activity in teaching and learning process;

Table 4.1
List of Observation

No	Strengths	Description
1	Teacher can motivate students and make them pay attention to learning process	
2.	The teacher used a variety of strategies	
3.	Teacher make students active in teaching and learning process	
4.	Students do not find difficulties in understanding the learning process.	
5.	Teacher create a condusive class atmosphere in learnbing process	
6.	Condition class more fun learning atmosphere after teacher explained material	

7.	Teacher getting involved to help students not uinderstanding in learning process	
8.	Teacher giving assignment after finished learning process	
9.	Teacher give reward for students ability in learning English	
10.	Teacher giving values for students ability for each meetings	
11.	Teacher giving praise for each student abilities	
12.	Teacher conduct competitions in every learning meeting	

In the observation activity, the researcher observed the learning process from the beginning, the teacher paid attention to every student activity during the learning process and also gave encouragement in the form of motivation to students. In other words, motivation is an important thing that must be prepared by teachers in teaching activities. Motivation is an essential condition of the teaching and learning process. The essential condition process is how to create an essential condition or some activities to engage the students to do in learning activities. Moreover, the teacher took an essential part of this term. During the learning activities, the researcher observed that the teacher always motivated students when they started learning and before entering the material to be discussed so that the teacher was able to create a pleasant classroom atmosphere.

In addition, the teacher was also very concerned about the strategies used during the learning process that made children more enthusiastic in learning and

also make it easier for them to understand so that they were motivated in learning English in particular. Therefore, students seemed very active in following the explanation given by the teacher and they were able to cooperate well with each other during the learning process which was able to create students who are active and more motivated in the learning process.

In addition, the teacher also provided opportunities for students to be able to understand learning as much as possible by asking students to openly conveyed what difficulties they found and also parts of the material that cannot be understood properly. Thus, the teacher provided opportunities for students to ask questions and also give their opinions on the material they are discussing. Thus, students seemed to have no difficulty in participating in learning activities and they had the same opportunity to know clearly related to the material presented by the teacher which makes the classroom atmosphere look very conducive.

Furthermore, before closing the learning process, the teacher also gave assignments to students to determine the level of students' understanding of the material they were discussing. After the assignment activities to students were completed, the teacher tried to ask students and gave reward to students' answers and was also accompanied by praise that makes students compete to answer the problems shared by the teacher.

1. **The Description of Teacher Strategy in Increase of Students Motivation in Learning English**

The first interview with the English teacher at MAN 2 Aceh Timur was conducted on March, 22th 2020, the researcher focused on the teachers' strategies

in increasing students' motivating in learning English. the result of interview was as follows:

a. The teacher's way of understanding the different character of students

Every students had a different character that made the teacher must be able to understand these differences without having to distinguish between each other and teaching and learning activities;

> *"We have to look at the character of students and also have to know how students understand learning. Just as some students will easily understand learning by using audio visuals, while there are also students who understand by hearing and seeing only. So when a teacher takes an approach with children which aims to be able to provide learning strategies that can be understood by all children by combining all these characters, it is a goal that will work well in the learning process."*

b. Teacher approach students to provide motivation both in general and individually

Provide motivation to students in learning English in particular must pay attention to the place and a good way to provide such motivation. This was expressed by the class teacher as follows:

> *"In my opinion, because some student think that learning English is difficult, because they only focus on learning English during the learning process, I will directly motivate students when learning is taking place, and individually I will also motivate students when learning is taking place and also they consult learning outside of teaching and learning process. The most important thing I never forget to motivate students every time they enter their class.*

c. Teacher create a conducive classroom atmosphere and motivate students

A teacher will be said to be successful in the class when the class is successful in creating a conducive and comfortable atmosphere in learning, such as the following;

> *"To make the classroom atmosphere more conducive as a teacher must be more familiar and be like friends with students. because when we as teachers are monotonous, it will make children bored and bored more easily when learning takes place. This will certainly happen in class, therefore I often give jokes in English to make the atmosphere in the class more fluid and active, besides that I also often fill in games that make children more enthusiastic and motivated.*

d. Teacher given a reward to a student

Reward is an important thing that can help students in the learning process and will be very helpful to increase student motivation

> *"I always give rewards to students, especially when students start to improve more during the learning process. This reward will be very helpful in increasing students' motivation to learn English".*

e. Competition conducted by the teacher

Competition is often ignored and even rarely carried out by teachers when learning takes place. In fact, doing competition will really help to stimulate students to be more motivated in learning.

> *"I very often give competitions to students because through competition students will be stimulated to study harder and will also improve the quality and capacity of students' learning through competitions conducted by teachers and of course will also know the extent of students' understanding of the material being taught. discuss.*

f. Using special strategies in teaching English

Strategies in teaching English of course vary greatly depending on how the teacher applies it to students. In addition, teaching strategies to make students more motivated must be in accordance with the character and level of education of the students themselves. as well as the teacher's response:

> *"This high school level student is certainly different from the previous level, they have studied a lot of various themes and related topics. However, many students focus on what they are learning and not how to learn English, so this is an obstacle in itself for students. Therefore, the specific strategy that I most often apply to students is communication, because by practicing communication on students they will get used to saying simple sentences that make them more confident and also accustomed to saying students' communication style and interest in English".*

g. Teacher give students an understanding that learning English is fun

Every learning will certainly find its ease and difficulty. Often students only focus on difficulties in learning English. While, for things that are easy in learning English are often ignored. Therefore, as a teacher, you can certainly provide an understanding that learning English is fun in its own way.

> *"Yes, that's right, indeed we as teachers must often explain to students that there are no difficult lessons if we have the interest and motivation to learn it. Often students think English is not too important, because we live in Indonesia and not a foreign area. That's what I often explain to students that we don't use English as our everyday language, but when we can master English well it will really help you in the future as well as to work in a foreign country, or continue education about that and even we will not look stupid in front of people who can speak English. this is what I most often say to my students and also I often say that we will look cooler if we master many languages.*

h. Teacher manage students who are difficult and how to motivate them.

The following is the teacher's statement about handling students who are difficult to set and how to provide motivation to these students.

> "*Indeed there are some students in the class like that, but I usually only approach the student and most importantly I look up in a way that does not make the student ashamed in front of his friends. Besides, I also often like sharing with students and often give direction such as, "You do not like the lessons I teach it does not matter, but at least you are quite silent and listen. The rest of me who will make you like and even like my lessons. Indeed this is proven to be able to make my students start little by little motivated and there are changes in learning English".*

i. Praise is an important point to motivate students.

Praise is a very important part that will greatly affect students if the teacher applies it. Besides being able to increase student motivation, it will also make students more interested in learning. This was conveyed through the following interview results:

> "*I think, I am one of the teachers who is concerned with providing praise of student work. Because in my opinion it will be very good if we give the praise in the form of speech and actions that will encourage students to be more active in learning and also they will be more motivated to better understand the materials that the teacher conveys".*

j. Evaluate the progress of students

Evaluation at each meeting should be carried out by the teacher to find out the extent of the ability of students in learning the material presented. In addition,

the evaluation itself is the result of observations that will be seen in terms of parts that are not understood by students.

> *"Yes, always, I always evaluate the results of student work at each meeting. Usually the evaluation will be used as a guide for me to continue the material that I teach today or repeat it. In this case, the evaluation must indeed be done every meeting and will also be explained in students for the parts they don't understand".*

Based on the result of interview English teacher above, the researcher would like to describe the way English teacher provided motivation in teaching English by comparing the data of them. The researcher can describe that English teacher gave reward, praise, competition, and evaluation in teaching English and also English teacher in the eleventh grade of MAN 2 Aceh Timur used praise for students in all of situation. The teacher used motivated them and used media to make conductive and fun class. Furthermore, The teacher was also very concerned with the evaluation of student work results to find out which students' progress is in their learning activities.

2. The kinds of student Motivation in learning English

The following were the results of student interviews about their opinions related to learning English and their types of motivation in learning English.

a. Student opinions about learning English.

Every student certainly had their own opinions about learning English in particular. There were the differences opinions of students as follows:

> *"In my opinion, English lessons are difficult to understand. But it will be easier if we want to learn it.*

While other students argued

> *"I think a fun and easy lesson".*

> *"In my opinion, English is a lesson that must be seriously learned because of the many benefits.*

b. Variation Media and Strategy used by the teacher

Media and strategies are two important things that must be used by the teacher in every learning process. The results of interviews with students along with AF students' statements about the media and strategies that the teacher used as follows:

> *"The teacher uses the media even though it is not every time a meeting, and for his own strategy the teacher involves all of our students to be more active and communicate with each other at any time studying, and also the teacher gives us assignments to memorize 20 vocabulary- words every week.*

While according to students KA:

> *"Using media such as videos, images related to material, and magazines and several other media. The teacher's strategy is more to require students to talk more and accustomed to practicing student conversations every time they enter the classroom*

Similarly, the statements conveyed by MN students:

> *"Right, the teacher uses the media but not always. The teacher's strategy is more to create an active class atmosphere. In addition, the teacher requires students to communicate more.*

c. Students like the teacher strategy and Media

Almost all students liked the strategy used by the teacher and also some of the media that are delivered by the teacher. The following were the opinion of some students. According to MB students, he liked the teacher's strategy because this teacher was different from the previous English teacher, and the following statement:

> *Yes, of course I really like it, Mrs. HR has a very interesting strategy and can also make students more active and comfortable, for example every time they enter the classroom, before entering the material he likes to give motivational words and is associated with the previous material, then likes to ask questions to We are about the feelings we are experiencing, and also asking the difficulties we got to the previous material, which did not make us feel afraid and bored while studying.*

Then, other statement for Students AN;

> *"Yes, I like the strategy that used by teacher because the strategy often invites us to communicate with each other and often makes games that make learning not boring and also very comfortable.*

The students AF stated;

> *"Yes, really. Sometimes when class is bored the teacher bring interesting games, so the class becomes more interesting and fun. and the teacher also often invites us to share experiences using English which trains our vocabulary.*

d. Condition and atmosphere classroom in learning activity

A pleasant classroom atmosphere and making students comfortable would make the learning process much better in improving the quality of student learning. The students responded about their class as follows:

"When it comes to English lessons, our class is very active and also more orderly. Because apart from being fun, the way the teacher teaches is also easier and easier to understand.

And the responses from other students, namely BD, DE, were as follows:

"When the class is in progress, the class is very comfortable and also more fun".

"The atmosphere in the class itself is much more active, because the teacher often brings a lively and conducive class atmosphere in my opinion.

e. An active classroom atmosphere creates a pleasant atmosphere

From all the students' answers they agreed that an active classroom atmosphere would create pleasant learning conditions as some of the following students argued;

Student AU stated that:

"Yes, of course. when the class atmosphere is active, of course, learning stamina will also increase. So that those who were worried about not being able to understand the lesson became more carried away in an active class atmosphere.

"I think so, an active class atmosphere means that it can be said that the teacher is able to make his students comfortable to learn.

That was the response from MT, while MY stated:

"An active class will certainly make students comfortable and also actively involved in the learning process".

f. Teacher manners who student like

Every student certainly had a habit of studying the style and character of the teacher's teaching, as well as the way of teaching the teacher they like. They had a favorite teacher. This English teacher is one of the favorite teachers at the MAN 2 Aceh Timur school because his teaching method is fun for students; this is obtained from student answers as follows:

> *"I think the thing that I like the most about Mrs. HR's way of teaching is the way she gives advice and motivation to study for us. And the most important thing is that she can always make the class more comfortable,*

> *"I think all the ways he teaches I like, but what I like the most is he is a teacher who has many ideas for his students"*

> *"I really like the way Mrs. HR explains the material while throwing questions by awarding value points to students who are able to answer the questions given directly*

g. The solutions given by the teacher when students find difficulties

Based on the some students statement, Mrs. HR was a teacher who is most was able to overcome students' difficulties in understanding the material they were learning;

> *Yes, I often consult with HR if there is material that I don't understand. and what makes me more interested in learning English because he always repeats what we don't understand and doesn't continue before we understand the material being discussed.*
> *"Usually, HR mothers like to ask in detail the parts that we are having trouble with and also often discuss them in more detail.*

h. The reward given by the teacher

Give reward for student learning outcomes would greatly help grow and increase student motivation. The following were student statements about the awards given by the teacher to them;

> "*I quite often get awards in class. One form of appreciation that I get is when I am able to have a conversation in front of the class, the teacher spontaneously invites all of my friends to give me a big round of applause.*

> "*Yes, Mrs. HR also often gives awards to students, I have also received an award in the form of a grammar book because I was able to write essays with good concepts, and it really motivated me to study English more actively.*

> "*I often get thumbs up from my English teacher for daring to express my ideas in front of the class, and I appreciate him by giving me two thumbs up.*

i. Praise given by the teacher

Apart from the form of appreciation, praise would also greatly help increase student motivation in learning English in particular. The forms of praise that were often given by HR were as follows:

> "*Mrs HR's always compliments us every time we get assignments, even though sometimes our answers are wrong, but she still gives compliments like "well, the answer you gave was very interesting, but there were a few shortcomings in certain parts, for example. And he always does that to his students without dropping our enthusiasm for learning".*

> "*I once received a compliment, a smart child, I am proud to be your teacher. And I always remember that word every time he comes to class".*

j. The students goal in Learning English.

Often students were eager to learn to get good grades even to be able to graduate school with high grades and get achievements in school. The reasons for their learning objectives varied widely as follows:

> *"Not for grades, for me grades are a bonus but most importantly I really want to be good at speaking English"*

> *"My goal in learning English is because of my grades, I really want to be able to understand a lot of English vocabulary.*

> *"My goal is to learn English, because besides the lessons are interesting, the teachers are fun, I also want to master more languages and I think English is one of the most important languages to learn.*

According to the result of interview, mostly students were enthusiastic in following English learning activity. Here, the students explained that their teacher taught them softly and playfully. The teacher were also interactive and not tedious. Moreover, the student liked to follow the activity because the teacher provided several games and also followed the students to be more do communication in classroom activity. So it could be known that the students gave positive responses toward the teacher's ways in making a pleasant and supportive atmosphere for the students that was indicated by the students' enthusiasm. In addition, based on the students interview the teacher also a reward, praise, competition for students.

Therefore, it could be said that teachers were able to increase student motivation with the strategy applied, namely increasing communication with students and making students more comfortable and students tend not to be bored

when learning activities are taking place. Meanwhile, for the type of motivation of all students, namely intrinsic motivation, because the purpose of students in learning English is not because of getting good grades but because of the desire of students who want to be able to master languages other than their mother tongue. In addition, because the English teaching strategy applied by the teacher makes students motivated and they really enjoy learning English in their class in particular.

B. Discussion

Based on the result of observation and interview, the students gave positive responses toward the teacher's strategy in teaching English. There was the external factor that influenced student motivation are reward, praise, feedback, sanction and punishment from the significant people who interact with the students. The student explained that the teacher's reward, and praise could increase the students' enthusiasm to learn English more. Based on the interview, mostly students were studying again after the learning activity in the classroom. Moreover, the students explained that the teacher gave feedback in a good way either in critique or suggestion. They could also understand the teacher's feedback because the teacher delivered it clearly to be understood by the students.

In teaching material, based on the interview with the students, it could be stated that they provide a positive response which was indicated by students' understanding of the material so that students did not experience difficulties in understanding the material. However based on the student statement, the teacher

explained the material until the students could understand it. And the teacher did it by making the students until understood the material. According to the student's statement, the teacher also used several media to deliver the material so it made the students to be easier in understanding the material.

The students responded differently toward reward and appreciation from the teacher. There were students who were highly motivated by using reward or praise. There were students who were constantly motivated either there was reward or not, and there were students who were not motivated by reward because the thought that learning English was their own sake.

Here, the students' responses were related to student's motivation type theory that in general it was divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation was related to behavior that was performed for its own sake to experience satisfaction and pleasure, such as a joy of doing activity or satisfying one's curiosity. In the other hand, extrinsic motivation was related to the behavior to get separable end such as receiving reward or avoiding punishment. Based on the interview with students the kind of students motivation was intrinsic motivation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of study, it could be concluded as follows:

1. The teacher made three strategies. First, the teacher kept his behavior and good relationship by the students. For example, the teacher stressed that among the teacher and the students should be respect each other and the teacher should be a friendly teacher for the students. Then, based on the data the students gave positive response about their teacher behavior and relationship toward the students. The students explained that the relationship among them was good and close. The students also explained that their English teacher was kind, friendly, and patient. Second strategy, the teacher created pleasant, enjoyable and supportive atmosphere for learning English in the classroom so the students will not feel boredom during the learning activity. For this strategy, mostly students gave positive responses. It could be seen by their good enthusiasm in learning activity. Third strategy, the teacher also used communication for her students. The teacher used small discussion and in pairs for students to learn English. Besides that, the teacher also often provides conversational exercises to practice student conversation.

2. The kind of students motivation in learning English was intrinsic motivation because the purpose of students in learning English was not

because of getting good grades but because of the desire of students who wanted to be able to master languages other than their mother tongue. In addition, because the English teaching strategy applied by the teacher made students motivated and they really enjoyed learning English in their class in particular.

B. Suggestion

The researcher gave some suggestions as follows:

1. The teacher should keep motivating the students in learning English

2. The teacher should used some media in teaching to provide materials.

3. The teacher should vary the teaching material, in order to attract the students in learning English.

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List of Observation

No	Strengths	Description
1.	Teacher can motivate students and make them pay attention to learning process	
2.	The teacher used a variety of strategies	
3.	Teacher make students active in teaching and learning process	
4.	Students do not find difficulties in understanding the learning process.	
5.	Teacher create a condusive class atmosphere in learnbing process	
6.	Condition class more fun learning atmosphere after teacher explained material	
7.	Teacher getting involved to help students not uinderstanding in learning process	
8.	Teacher giving assignment after finished learning process	
9.	Teacher give reward for students ability in learning English	
10.	Teacher giving values for students ability for each meetings	
11.	Teacher giving praise for each student abilities	
12.	Teacher conduct competitions in every learning meeting	

Script Interview English Teacher

1. Setiap siswa pastinya memiliki kesulitan dan karakter yang berbeda- beda dalam belajar bahasa inggris khususnya, bagaimana cara ibu menghadapi persoalan tersebut?

2. Ketika ibu mendekati siswa untuk memberikan motivasi baik secara umum maupun individu, kapan waktu yang ibu pilih untuk menyampaikan kepada mereka tentang pentingnya belajar bahasa inggris?

3. Bagaimana cara ibu menciptakan suasana kelas menjadi kodusif dan membuat siswa semangat untuk belajar?

4. Apakah ibu pernah memberikan reward kepada siswa?

5. Apakah ibu melakukan kompetisi untuk meningkatkan motivasi belajar bahasa inggris siswa? Kompetisi yang seperti apa yang ibu berikan?

6. Apakah ibu menggunakan strategi khusus dalam mengajar bahasa inggris? Strategi apa saja yang ibu gunakan?

7. Bagaimana cara ibu memberikan pemahaman kepada siswa bahwa belajar bahasa inggris itu menyenangkan?

8. Bagaimana cara ibu menghadapi siswa yang sulit untuk diatur dan cara memberikan motivasi kepada mereka?

9. Biasanya siswa akan sangat semangat belajar ketika mendapatkan pujian, apakah menurut ibu pujian merupakan point penting untuk memotivasi siswa! Mengapa?

10. Apakah ibu mengevaluasi perkembangan siswa stiap pertemuannya? Dan bagaimana cara ibu mengevaluasi perkembangan masing- masing siswa tersebut

English Teacher Interview Script

1. Each student certainly has different difficulties and characters in learning English in particular, how do you deal with these problems?

2. When you approach students to provide motivation both in general and individually, when do you choose to tell them about the importance of learning English?

3. How do you create a conducive classroom atmosphere and motivate students to learn?

4. Have you ever given a reward to a student?

5. Do you do competitions to increase students' motivation to learn English? What kind of competition do you give

6. Do you use special strategies in teaching English? What strategies do you use?

7. How do you give students an understanding that learning English is fun?

8. How do you deal with students who are difficult to manage and how to motivate them?

9. Usually students will be very enthusiastic about learning when they get praise, do you think that praise is an important point to motivate students! Why?

10. Do you evaluate the progress of students in each meeting? And how do you evaluate the progress of each of these students

Interview students script

1. Bagaimana pendapat kamu tentang pembelajaran bahasa Inggis

2. Apakah guru sering menggunakan variasi media atau strategi ketika megajar? Media atau strategi seperti apa yang guru gunakan?

3. Apakah kamu menyukai cara atau strategi yang digunakan guru ketika mengajar

4. Bagaimana suasana dan kondisi kelas ketika pembelajaran berlangsung?

5. Apakah suasana kelas yang aktif dapat menciptakan suasana yang menyenangkan ketika belajar?

6. Cara mengajar yang seperti apa yang kamu sukai dari guru tersebut?

7. Ketika kamu kesulitan memahami pembelajaran, solusi apa yang diberikan guru untuk membuat kamu lebih memahami?

8. Bagaimana dengan penghargaan (reward), penghargaan yang seperti apa yang diberikan oleh guru dan seberapa sering?

9. Apakah kamu pernah diberikan pujian oleh guru? Hal apa yang membuat kamu mendapatkan pujian tersebut?

10. Apakah mendapatkan nilai bagus adalah tujuan belajar kamu? Atau karena hal yang lain?

Students Interview

1. What do you think about learning English

2. Does the teacher often use a variety of media or strategies when teaching? What media or strategies do teachers use?

3. Do you like the method or strategy the teacher uses when teaching?

4. How is the atmosphere and condition of the class when learning takes place?

5. Can an active classroom atmosphere create a pleasant atmosphere when learning?

6. What kind of teaching do you like about the teacher?

7. When you have difficulty understanding the lesson, what solution does the teacher give to make you understand more?

8. What about rewards, what kind of rewards are given by the teacher and how often?

9. Have you ever been praised by a teacher? What made you get that compliment?

10. Is getting good grades your study goal? Or for something else?