

**INVESTIGATING TEACHER'S MOTIVATIONAL
STRATEGIES IN EFL CLASSROOM AT AN ISLAMIC
JUNIOR HIGH SCHOOL CONTEXT**

THESIS

Submitted in Partial Fulfilment of the Requirement for Degree
of Bachelor of Education in English Education Department



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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

Terjemah Kemenag 2019¹

Allah does not burden a person but according to his ability. He gets (reward) from (good) that he does and he gets (torment) from (evil) that he does.

(Al Baqarah: 286)

"Life has no remote, get up and change it yourself."

Mark A Cooper²

¹ Qur'an Kemenag 2019, Al-Qur'an QS Al Baqarah : 286.

² <https://www.goodreads.com/quotes/1276477-life-has-no-remote-get-up-and-change-it-yourself>. Cited on 1st June 2022 at 13.00.

DEDICATION

1. All lectures in English Language Department.
2. All English teachers in Islamic Junior High School who wants to apply motivational strategies in EFL classroom.

ACKNOWLEDGEMENT

All the goodness is from Allah SWT that has given me mercy and blessing to accomplish this thesis. My beloved prophet Muhammad SAW has inspired me to be better. Thank you for giving me a chance to finish this project as the requirement for the Bachelor's Degree of Education in the English Language Education Department.

I realize that I cannot complete this thesis without the support and spirit from others. Many people had helped me while writing this, and it would be impossible for me to mention all of them. Therefore, I would like to give my sincere thanks to all of them, especially to:

1. Dr. K. H. Ahmad Ismail, M. Ag., M. Hum as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, S. Pd. I, M. Pd, as the head of English Language Education Department

3. Dra. Nuna Mustikawati Dewi, M. Pd. as the Secretary of the English Department of Teacher Training Faculty of UIN Walisongo Semarang.
4. Lulut Widyaningrum M. Pd. as the advisor, thank you for being patience in guiding this final project.
5. My beloved father and mother, Bapak Akhmad Khasan (Alm) and Ibu Fatimatun Munawaroh, always supported me. Thank you for believing me until finishing the project.
6. My beloved brother and sister, Arif Fuad Zain, Azza Faradila, and Muhammad Ferdy Adila who always support me.
7. My beloved husband Mas Aji Yusuf, S.I.Kom, thank you very much for praying and understanding during my study.
8. Ms. Fatimatuz Zahra, S. Pd, as a teacher that has allowed me to get the data in her class.
9. My friends, PBI A 2015. How lucky I am could conduct the process of studying in class with you all. Especially Gus Ali, Gus Azmi, and Ning Mursyidah.

10. My dearest friends “Kos Suroto” for the colorful days of laughs, jokes, tears, and togetherness, Anis, Farida, Zulfa, and Fat.

The researcher realizes that this thesis is still far to be perfect; therefore, constructive suggestions and criticism are needed to make it perfect. The researcher hopes this thesis can be helpful for the improvement of English teaching-learning.

Semarang, 21 Juni 2022

The Writer,



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ABSTRACT

Title : INVESTIGATING TEACHER'S
MOTIVATIONAL STRATEGIES IN EFL
CLASSROOM AT AN ISLAMIC JUNIOR
HIGH SCHOOL

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This study aims to explain teacher's motivational strategies and motivational strategies most affected students' motivation in learning English in EFL classroom at an Islamic Junior High School Context. Source data and interview data, supported by classroom observations, were collected and analyzed descriptively and qualitatively. One teacher and 32 students from one classroom in MTs Al-Hikmah Bandar participated in this study. The first step is for teachers to act appropriately around students, followed by providing a pleasant and helpful learning environment, forming cohesive groups of learners with suitable social norms, and raising learners' expectations of success fifth, make the instructional materials relevant to the students, sixth make learning engaging and enjoyable, the seventh present the task in a motivating way, eight boost students' self-confidence, ninth provide positive feedback, and finally motivate students with rewards and grades. Fifth, raise learner expectations for success. The sixth encourages students to learn and makes it fun, while the seventh inspires them. The eight-step in the strategies is to increase

student confidence, the ninth step is to provide positive feedback, and the last, is a cohesive learning group with appropriate group norms.

Keywords; **Teaching English, teacher's motivational strategies**

CHAPTER I

INTRODUCTION

This chapter discusses the background, the question, the objectives, the significances, and the limitation of the research.

1.1 Research Background

Understanding the students' condition is essential for the teacher to arrange an English course design because it informs specific necessities in English, such as skills, competence, and knowledge which obligate to achieve by the students. Robinett strengthens that analyzing the students' needs is often described as the first stage before establishing a course design³. In other words, teachers must make some motivational strategies to decide what material must be studied. Lalu Thohir said that motivation is characterized as an inner drive that pushes somebody to do things to realize something, and to attain victory, somebody must be spurred.⁴ Motivation is recognized into diverse sorts, such as integrator

³ Betty Wallace Robinett, Tom Hutchinson, and Alan Waters, 'English for Specific Purposes: A Learning-Centred Approach', *The Modern Language Journal*, 72.1 (1988), 73 <<https://doi.org/10.2307/327576>>.

⁴ Lalu Thohir, 'Motivation in a Foreign Language Teaching and Learning', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 20 <<https://doi.org/10.21580/vjv6i11580>>.

and instrumental, inborn and outward, worldwide, situational and assignment. Learning English as a foreign language needs the effort to foster student learning motivation are an integral part of efforts to encourage active learning, such motivational strategies to make a new situation in the classroom, grow students' motivation for learning well together and also to feel comfortable during the teaching learning process.

The certain issue here can be depicted as things must be learnt, troubles must be settled, challenges must be confronted, and choosing what prime concern must be made. According to this understanding, said that there are many various ways to motivate someone to achieve anything, from attempting to influence an individual specifically to applying round about by setting up the situations or conditions in a way that learning may have a grasp on him or her, the individual has a good chance of choosing the particular course of action.⁵ Occasionally, all that's required to achieve success is to offer a favorable opportunity. For more than 40 years, academics studying second language acquisition have paid attention to motivation because of its significance.

⁵ Hsing-Fu Cheng and Zoltán Dörnyei, 'The Use of Motivational Strategies in Language Instruction: The Case of EFL Teaching in Taiwan', *Innovation in Language Learning and Teaching*, 1.1 (2007), 153–74 <<https://doi.org/10.2167/illt048.0>>.

Indeed, for students in secondary schools, concluding that classroom-related variables may have a greater impact than the ideal EFL self⁶. The value of motivational teaching approaches is emphasized by their findings. Because of the effect that teaching methods have on motivating students, several academics and professionals have developed and compiled motivational strategies for use in classrooms. For example, present an appealing learning technique every EFL classroom time, and enjoy their learning process to instill new drive in them. Active learning could be helpful for teacher to manage their classroom. From Hammer's perspective about active learning is deep learning, experiential learning, lifelong learning, and overall development are prioritized by active learning.⁷ Active learning that has been well planned is essential for graduate students' general growth toward lifelong learning and enables a more comprehensive and enriching education.

⁶ Ashley Ruesch, Jennifer Bown, and Dan P. Dewey, 'Student and Teacher Perceptions of Motivational Strategies in the Foreign Language Classroom', *Innovation in Language Learning and Teaching*, 6.1 (2012), 15–27
<<https://doi.org/10.1080/17501229.2011.562510>>.

⁷ Elizabeth Yost Hammer and Peter J. Giordano, 'Active Learning', *Effective College and University Teaching: Strategies and Tactics for the New Professoriate*, 2, July (2012), 99–106
<<https://doi.org/10.4135/9781452244006.n11>>.

Furthermore, Dornyei 102 motivational techniques in total were recorded. He later separated them into four phases. 'Creating the basic motivational components' is the first phase. The second phase is 'initial motivation generation,' the third phase is 'maintaining and protecting motivation,' and the fourth phase is 'encouraging positive retrospective self-evaluation.' The first step is "creating the fundamental motivational components." Initial motivation generation is the second step, maintaining and protecting motivation is the third, and promoting constructive retrospective self-evaluation is the fourth.⁸

The teacher's contributions to the teaching and learning process is crucial in influencing how well students learn, in the sense that the teacher must always create a conducive areas which will help in the educational environment and perform their duties to the best of their abilities in order to attain educational goals. Teachers play a crucial role as planners, implementers, and assessors of learning.

Brophy stated that active learning is the process of giving students the chance to discuss, listen, write, read, and

⁸ Cheng and Dörnyei.

reflect on the ideas, concepts, problems, and concerns of a particular academic subject.⁹ Students can become bored when the learning process becomes boring, as we all know. To increase student motivation, the teacher must make the classroom as comfortable as feasible. Teachers can be assisted in the EFL classroom by providing certain motivational strategies.

As we now In Indonesia, English is an obligatory subject that is taught to the scholars from elementary faculty till university, include in Islamic junior high school context. Even, English begin to gain knowledge of to the scholar considering the fact that they had been in kindergarten. One of the critical languages that need to examine is English due to the fact at the moment English as the worldwide language or worldwide language (Crystal, 2003). Listening, speaking, analyzing, and writing are the four competencies that should be mastered in English through the acquisition of the language additives: vocabulary, grammar, and pronunciation.

For students, language is a device for improving expertise, not most effective Indonesian as a countrywide

⁹ Jere Brophy, *Students to Second Edition Moti Vating Learn*, 2004
<<http://www.erasmusgrobina.lv/images/motivation/JereE.Brophy.Motivating-Students.pdf>>.

language, in addition to overseas languages consisting of English. At school, language is without a doubt wanted for moving knowledge because the teacher makes use of language to transfer his or her mind, idea, and feeling. A trainer does it so that students can understand what the trainer explains. In schooling, a trainer is quite important. One of the tasks of instructors at the school is to provide services to students in order for them to become college students who are aligned with the faculty's objectives. The role of the trainer is needed in the system of growing students studying motivation, specifically within the English lesson that can be distinctive as pretty a difficult lesson. within the system of studying, motivation has a completely critical function and must exist in scholar self, due to the fact coaching and mastering sports will no longer run optimally when there is no motivation and encouragement to have a look at in student self.

Mindset and motivation strategy in the 2nd language because the inner component is a mental component which cannot be separated from coaching and mastering sports. Its miles believed that motivation has something to do with someone's eagerness to research. there are various approaches instructors use in motivating their students, for examples explaining the reason of examine to the college

students, giving prize, giving reward, giving an additional attention towards the scholars, opposition some of the students, using media of coaching, assisting the students to solve the problems in mastering in my opinion or in institution, giving score, giving test/mission and making group of.¹⁰ However essentially, they all are goals to lead, improve and keep the conditions in which college students are inspired to study.

As a result of the factors mentioned, the researcher is interested in investigating the teacher's motivational strategies in an EFL classroom as part of a study named Investigating Teacher's Motivational Strategies in EFL Classroom at an Islamic junior high school context.

As teacher, we must understand that effective and pleasurable teaching will not be possible without learners' participation in teaching and learning activities. That is the primary reason for considering the learner's perspective in the classroom.

It is critical to remember that learners are the primary focus of the school's teaching and learning process. Teachers can make the necessary adjustments if they are

¹⁰ Ruesch, Bown, and Dewey.

aware of their learners' perceptions, so that teaching and learning activities get interesting appreciation from students. Appropriate and fun teaching learning activities will affect the stability of conducive learning, students can understand the lesson properly and correctly.

This study's goal is to explore the teacher's motivational strategies in teaching English. By knowing students' perception, teacher can understand students better. And then, the researcher conducted research entitled "Investigating Teacher's Motivational Strategies in EFL Classroom at an Islamic Junior High School Context."

1.2 Research Question

The study has two research questions:

1. What are the teacher's motivational strategies in EFL Classroom at an Islamic Junior High School Context?
2. Which motivational strategies that most affected students' motivation in learning English?

1.3 Objective of the Research

The objectives of this study might be stated as follows, based on the research question:

1. To explain the teacher's motivational strategies at an Islamic Junior High School Context.
2. To explain the teacher's motivational strategies most affected students' motivation in learning English in EFL classroom at an Islamic Junior High School Context.

1.4 Significance of the Research

For whatever reason, this research is hoped to be meaningful and useful for:

1. Theoretically

The researcher hopes that the findings of this study will provide readers with extra information. They will have a better understanding of the motivational strategies used by teachers.

2. Practically

a. The Teachers

The researcher hopes that the study's findings will be useful in providing more information to teachers of English. This research will enable teachers to educate in a more engaging manner rather than simply lecturing from a

textbook. They can also improve the way they use technology and the internet..

b. The Students

The researcher anticipates that the findings of this study will be valuable in helping students comprehend and enhance their English skills. Another advantage is that it motivates students. Students are not only reliant on the teacher's explanations; they are also accountable for achieving comprehensive learning by employing a variety of learning tools and maximizing the facilities..

c. The other researcher

The researcher hopes that by doing this study, the results will serve as a model for future research by other academics.

1.5 Limitation of the Research

Based on the identification above, the problem was limited to explaining teacher's motivational strategies to seventh-grade students and one teacher of MTs Al-Hikmah Bandar, Batang, in the Academic Year of 2021/2022. The researcher conducted data for four weeks, started from 14th January 2022- 14th February 2022. The researcher also limits the teacher's motivational strategies discussed in this study because there are many kinds of motivational strategies.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous research and reviews relevant literature for this study. It will go through some of the previous research that has been done, as well as some explanations of motivation and kind of motivational strategies. Hopefully, it will make it easier for the reader to comprehend the research and terminologies used in the study.

2.1 Previous Research

There are several older studies with related subjects, objects, or instructional strategies. Research about motivational strategies has been widely discussed and carried out some time ago. Many researchers are interested in researching this case. Nevertheless, for this study, the researcher involves some other researchers.

First, a study by study is by Tim S.O Lee, David Gardner and Ken Lau, this study concerns into teacher's reporting their motivational strategies used in class which it's has eight indicators of motivational strategies.¹¹

¹¹ Tim S O Lee and Shu Yang Lin, 'English Teachers ' Uses of Motivational Strategies beyond an Established Framework Established Framework', *Educational Research*, 61.4 (2019), 451–68 <<https://doi.org/10.1080/00131881.2019.1677170>>.

Despite the majority of the reported strategies closely matching Dornyei's recommendations, two additional macrostrategies routine instructional activities and the use of genuine materials were employed, according to these data. The key driver behind the implementation of these two macrostrategies was a worry about viability.

As a result, this study points to the need for further research on instructional techniques with a secondary focus on motivation, as well as for more studies that give motivational strategy feasibility more attention. This research was experimental will be different from my research.

Second, Mohammad Nabi Karimi and Samane Hosseini Zade found that student motivation and their opinions of their teachers' efficacy as teachers are both impacted by teachers' motivational activities. To this goal, a convenient sample size of 100 pupils and 10 teachers was used. The goal of this study was to see how teacher's usage of motivational technique was impacted by a professional development course that taught them how to do using Kellers' ARCS model, in addition to examining any variations in how they used motivational techniques between experienced and inexperienced teachers. The study also

sought to evaluate the effect of teachers' inspiring behaviour on students' motivation and opinions of teachers' competency as educators. To this goal, a convenient sample of ten teachers and 100 students was taken. Questionnaires and class observations were used to collect data. Before and after the professional development course, teachers' motivational strategies varied dramatically, according to the findings. However, teachers' motivational tactics were unaffected by their previous teaching experience. Questionnaires and classroom observations were used to gather the data. According to the findings, there was a big difference between how teachers used motivational techniques before and after the professional development course. However, the usage of motivational strategies by teachers did not significantly change depending on their level of teaching experience. The use of motivational strategies by teachers also had a strong beneficial impact on student motivation but a minimal impact on students' assessments of their teachers' teaching competence. The data collection techniques are questionnaires, students evaluation of teaching and direct observation to explore the

students' perception it is will be the same with my research.¹²

Third, according to the journal undertaken by Maya Sugita teachers employed 10 of the 102 motivational strategies that Dornyei reported; as a result, all but five of the strategies were used by teachers on average once per lesson.¹³

The authors of this article conducted an empirical study on the motivational strategies employed in EFL lessons in lower secondary schools. The actual application of 15 motivational strategies by teachers was recorded using self-reported frequency data gathered over a two-month period. Also, the correlations between employing these 15 motivational strategies and the level of student motivation were examined. The overall results showed that (1) teachers applied these motivational strategies in a variety of ways and (2) only a few motivational techniques have an impact on

¹² Mohammad Nabi Karimi and Samane Saddat Hosseini Zade, 'Teachers' Use of Motivational Strategies: Effects of a Motivation-Oriented Professional Development Course', *Innovation in Language Learning and Teaching*, 13.2 (2019), 194–204 <<https://doi.org/10.1080/17501229.2017.1422255>>.

¹³ Maya Sugita and Osamu Takeuchi, 'What Can Teachers Do to Motivate Their Students? A Classroom Research on Motivational Strategy Use in the Japanese EFL Context', *Innovation in Language Learning and Teaching*, 4.1 (2010), 21–35 <<https://doi.org/10.1080/17501220802450470>>.

students' motivation. The authors also found that (3) the students' level of English proficiency had an impact on the effectiveness of a number of incentive strategies. The article's conclusion discusses the implications of these findings. Whereas my study focused on what are the teacher motivational strategies in EFL classroom.

2.2 Literature Review

2.2.1 The Definition of Motivation

When learning a second or foreign language, motivation is a key success factor. It is described as the motivation that propels someone to act in a certain way.¹⁴ When a person pursues an activity at which he or she is graded, competes with others, or aspires to achieve a certain level of excellence, personality traits, social factors, and/or cognitive abilities are presumed to be at work are regarded to be included in motivation.¹⁵ Lack of motivation makes

¹⁴ Severino Machingambi, 'Instructional Strategies for Motivating Students :Reflections from 13 Years of Teaching in Higher Education Instructional Strategies for Motivating Students : Reflections from 13 Years of Teaching in Higher Education', 1122 (2017) <<https://doi.org/10.1080/09751122.2013.11890082>>.

learning a foreign language seem difficult. A person's inclination and personality traits influence their motivation, which may be thought of as the feeling they could have toward learning a foreign language.¹⁶ As a result, one of the most crucial aspects of teaching other languages, especially in English language classes, is motivation.

2.2.2 The Teacher Motivational Strategies

The way Dornyei said that motivational strategies are methods that support a person's behavior toward goals. Human behavior is highly complex, thus there are actually many different ways to encourage it. Almost any influence to which a person is open may impact his or her behavior.¹⁷

Motivational strategies are those motivational influences that are actively used to produce a predictable, long-lasting beneficial outcome. There are a number of

¹⁵ Brent Hansen, Wade Gilbert, and Tim Hamel, 'Successful Coaches' Views on Motivation and Motivational Strategies', *Journal of Physical Education, Recreation & Dance*, 74.8 (2003), 45–48 <<https://doi.org/10.1080/07303084.2003.10608502>>.

¹⁶ Ahmet Karahan and Cagda Kivanc Caganaga, 'Classroom Management with Concept Cartoons', *OALib*, 04.09 (2017), 1–8 <<https://doi.org/10.4236/oalib.1103919>>.

¹⁷ Cheng and Dörnyei.

approaches to categorize the many classroom L2 learning strategies into distinct “themes”. We could for example:

1. Pay attention to the internal organization of a typical language class and categorize the techniques in accordance with the various structural units (e.g. strategies to present new material, give feedback, set up communicative tasks or assign homework).
2. Create a manual that is mostly troubleshooting and lists certain aspects of the classroom's motivating life that are particularly difficult and provides advice on how to solve them (e.g. How to handle students that are unmotivated, don't participate voluntarily, or have deviant children's anti-learning affects).
3. Pay close attention to major motivating ideas, employ these as the main organizing principles, such as intrinsic drive, self-assurance, or student autonomy.

2.2.3 Kind of Motivational Strategies

Dornyei create the necessary conditions for motivation, initialize motivation, support and defend motivation, and encourage a positive reflective self-evaluation are the four phases of motivation that classified motivational strategies under:

1. Creating basic motivational conditions;
2. Generating initial motivation;
3. Maintaining and protecting motivation;
4. Encouraging positive retrospective self-evaluation.

- a. Creating basic motivational conditions

There are a few conditions that must be satisfied before any further attempts at motivation will be successful since motivational approaches cannot work in a motivational vacuum. According to Dornyei, the following three motivational circumstances are essential:

- 1) Appropriate teacher behaviors and a good relationship with the students;
- 2) A pleasant and supportive classroom atmosphere;
- 3) A cohesive learner group with appropriate group norms.

The three factors above are related, since for instance, if there is conflict between students and the teacher, it is impossible to have a nice classroom environment. However, it is useful to look at each factor separately.

b. Generating initial motivation

Because kids appear to have an innate curiosity about the world and a drive to learn, psychologists frequently perceive young infants as having "innocent" and "untainted" motivations. This is indeed frequently used as evidence that human drive for learning is intrinsic, just as our capacity for language acquisition. The learning process is therefore a constant source of intrinsic joy for all students in an ideal world where their curiosity and innate desire have not yet been stifled or decreased by a student-unfriendly school system. However, primary and secondary school classroom teachers frequently have opinions that are utterly contrary to this idealized perspective.¹⁸ According to Dornyei statement, there are several generating initial motivating, the researcher used 2 kind of them:

- 1) Increasing the learners' expectancy of success
- 2) Making the teaching materials relevant for the students

c. Maintaining and protecting motivation

People are typically generally eager to invest a lot of time in learning and reflecting while engaging in activities they

¹⁸ Brophy.

enjoy. Just consider how much time we spend on activities like crossword puzzles, amateur theater rehearsals, or computer fiddling. These instances imply that learning need not always be a tiresome and dull task (which it very often is).¹⁹ The level of sustained student engagement would be considerably increased if we could find a way to make the learning experience more engaging and enjoyable. In fact, many practitioners would simply equate the adjective "motivating" with "interesting." This is an assumption that the majority of motivational psychologists share and that also makes a lot of sense to classroom teachers.²⁰ Three kind that researcher used from maintaining and protecting motivation are:

- 1) Making learning stimulating and enjoyable
- 2) Presenting tasks in a motivating way
- 3) Increasing learners' self-confidence

d. Encouraging positive retrospective self-evaluation

Humans are known to spend a lot of time looking back instead of forward and only focusing on upcoming challenges,

¹⁹ Cheng and Dörnyei.

²⁰ Cheng and Dörnyei.

assessing what they have done and how well it went, and trying to draw lessons for the future.²¹ The learners' evaluation of and reactions to their own past performance are a reflection of this trait.²² As a result, the past and present are inextricably linked, and motivating students means assisting them in processing their history in a way that will support rather than undermine their efforts in the present. Two kind of encouraging positive retrospective here are:

- 1) Providing motivational feedback
- 2) Offering reward and grades in a motivating manner

²¹ Sue Wright, *Language Choices: Political and Economic Factors in Three European States*, *The Palgrave Handbook of Economics and Language*, 2016 <<https://doi.org/10.1007/978-1-137-32505-1>>.

²² Robinett, Hutchinson, and Waters.

CHAPTER III

RESEARCH METHODOLOGY

The research approach used in this study to address the research questions is described in this chapter. The research design, the subject and participant of the research, data and source of data, and data analysis approach are the five aspects that are given.

3.1 Research Design

This research is both descriptive and qualitative. According to its definition, descriptive qualitative research is an approach used to learn more about the state of current phenomena and to ascertain the environment at the time the study was conducted. In the context of the seventh grade in Islamic junior high school context, the author therefore discusses the teacher's motivational strategies for students who are studying English.

In the social behavioural and health sciences, qualitative research is now more widely recognized as a legitimate technique of inquiry than it was ten years ago. The growth of qualitative publications, as well as courses on qualitative research and funding opportunities for qualitative projects, all

point to a growing acceptance of qualitative research in the social and human sciences.²³ A descriptive qualitative method is used. Rather than numbers, the data collected is in the form of words or pictures. It signifies that the qualitative method focuses on analyze and explaining facts rather than using statistical formulas. This study included one English as a foreign language (EFL) teacher from one of the Islamic Junior High Schools. Data from reflective journals and interviews, as well as classroom observations, were gathered and analyzed qualitatively. The sort of research employs descriptive methods, which depict the actual situation using a qualitative approach. From the data collection, another phenomenon in the field research is described.

3.2 Research Setting

The study was conducted in an Islamic Junior High School in Bandar, Batang, Central Java. This is one of the few Islamic Junior High Schools in Bandar that not only teaches general subjects (formal), but also studies holy writings (Kitab), such as "Amsilati Kitab."

²³ John W Creswell, 'Proceedings of the Annual Conference of the International Speech Communication Association, INTERSPEECH', *Proceedings of the Annual Conference of the International Speech Communication Association, INTERSPEECH*, 2014.

The English teacher at this school inspires students at every meeting, encouraging them to become more interested in their studies. Because of this, the author is motivated to undertake study at that institution. The writer examined how the teacher uses motivation tactics to help pupils learn English in this school. As a result, the author believes that study is appropriate for use in this setting.

3.3 Research Subject and Participant

The teacher who teaches seventh-grade at Islamic Junior High School have two years of teaching experience and have graduated from one of the Islamic institutions in Pekalongan city as the subject of this study. It might be simply one seventh-grade class, with one teacher and 32 students as participants in the study.

3.4 Data and Sources of Data

The researcher gathered the data for this study through an in-depth interview with an English teacher, observations of the English teacher and students' activities during the teaching and learning process. By doing some documentation such as the picture of the English teacher explanation, the English teacher's strategies to motivate the students, the students' activity (doing task) in the classroom.

The teachers' motivational strategies at an Islamic Junior high school were the sources of data for this study. The writer additionally collects supporting data, such as descriptions of the learners' conditions and the classroom atmosphere, to round out the primary facts.

3.5 Data Collecting Technique

The writer utilized the following data collection approaches to gather the information:

3.5.1 Observation

Observing in a context is a unique ability that necessitates dealing with concerns such as potential dishonesty on the part of the people being questioned, impression management, and the researcher's potential marginalization in an unfamiliar environment.²⁴ In order to see the teacher's motivational strategies for seventh grade students learning English in the classroom at Islamic Junior high school, the methodology is utilized to gather data by directly observing the classroom, it is believed to improve in the teaching and learning processes for English teachers and

²⁴ Jacqueline A. Gibbons, Martyn Hammersley, and Paul Atkinson, *Ethnography: Principles in Practice.*, *Contemporary Sociology*, 1986, XV <<https://doi.org/10.2307/2070079>>.

students. Observations may involve official or informal data collection efforts. (Yin, 2014).

On January 14th, January 16th, January 22nd, and January 24th, the researcher four times observed the teaching and learning process in the classroom at Islamic Junior High School. The researcher recently saw a class of 32 students in seventh grade.

3.5.2 Interview

The method is applied to complete and enhance original research data. It implies that the respondent (an English teacher) must respond to the entire questions regarding how teacher's incentive schemes affect students' English-learning (the researcher). The topic of whether or not to record case study interviews is a prevalent one. It is a matter of personal preference whether or not to use recording devices. Audiotapes are unquestionably more accurate than taking your own notes for any interview.²⁵

²⁵Alexander M. Clark and Bailey J. Sousa, 'New Possibilities and Chapters', *International Journal of Qualitative Methods*, 14.4 (2015), 160940691561413 <<https://doi.org/10.1177/1609406915614130>>.

3.5.2 Documentary

The researcher's methods for describing and collecting data are documented. The researcher documented the following: an image of an English teacher explaining something, an English teacher's approach for motivating students, a student's action (performing an assignment), and a student's attitude toward learning English.

3.6 Data Analysis Technique

After collecting data, the next step is analysing data. The researcher conduct three steps of data analysis from Matthew B. Miles view. The three steps of data analysis are:

3.6.1 Data Reduction

The method of selecting, concentrating, simplifying, abstracting, and changing he data that appear in written-up field notes or transcriptions is known as data reduction. We do not necessarily imply quantification. When we say “data reduction”.²⁶ Numerous methods exist for reducing and

²⁶ Matthew B Miles and Michael A. Huberman, ‘Matthew B. Miles, Michael Huberman - Qualitative Data Analysis_ An Expanded Sourcebook 2nd Edition (1994).Pdf’, 1994, p. 338.

transforming qualitative data, including selection, summarization, paraphrasing, inclusion within a wider patterns, and more.²⁷

3.6.2 Data Display

The second steps of analysing data is data display. The most frequent form of display for qualitative data in the past has been extended text. In generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.²⁸ Looking at displays helps us to understand what is happening and to do something either analyse further or take action based on that understanding.²⁹ As with data reduction, the creation and use of displays is not separate from analysis, it is a part of analysis.

²⁷ Clark and Sousa.

²⁸ Miles and A. Huberman.

²⁹ Lina Tri Astuty Beru Sembiring, 'An Analysis of Students' Errors on Storytelling Presentation in English Department, University of Dehasen Bengkulu', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 12
<<https://doi.org/10.21580/vjv6i11399>>.

3.6.3 Conclusion

From the third steps of analysing data is conclusion. The researcher summarized and interpreted data that gained, according to this research that related to the objectives of research. Final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used.³⁰

³⁰ Miles and A. Huberman.

CHAPTER IV

FINDINGS AND DISCUSSION

The purpose of this chapter is to expand on the discussions that are based on the research questions.

4.1 Teacher's motivational strategies in EFL Classroom at an Islamic Junior High School Context

According to interviews with the teacher, improving students' motivational strategies at one of the Islamic junior high school, the teacher emphasizes the need of learning English for daily life while also attempting to provide the English lesson in a fun way. As she remarked in an interview on the 21st of January 2022, this is an extrinsic motive that might motivate students to study and achieve the greatest outcomes possible:

“Ketika didalam kelas guru memberikan perhatian lebih kepada siswa yang memiliki semangat berbeda dengan siswa lain sehingga menyebabkan nilainya paling rendah dikelas dalam pelajaran bahasa Inggris. Siswa tersebut diberi tugas sendiri dan ketika pembelajaran namanya sering disebut untuk diberi kesempatan maju kedepan menjawab pertanyaan. Menyajikan pembelajaran yang menyenangkan seperti dengan menunjukkan video berbahasa Inggris atau

memberi nyanyian yang bersifat gembira dengan tujuan mencari contoh kalimat dan penggunaan terhadap tense tertentu. Maka dari itu guru harus menggunakan media berupa LCD, loudspeaker, dan lain-lain, sehingga siswa antusias dan tiak jenuh ketika pelajaran berlangsung.”

According to the writer's observations and interviews in language instruction, the English teacher at this school always used a variety of learning tactics, and the interaction between teacher and learners seemed to be excellent. It's good enough that an English instructor applied strategies to enhance students' motivation in an Islamic junior high school setting. This can be observed in the teacher's sincere efforts to provide some assistance to the students in order for them to become proficient in English. The teacher here uses Dörnyei's methods framework to inspire the students in learning a second language, which includes setting up the basic motivational conditions, producing initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The teacher employs the following common strategies to encourage students to become more engaged and excited about studying English

:

4.1.1 Creating the Basic Motivational Conditions

Based on the researcher's observations made to the English teacher of the seventh grade at the Islamic Junior High School context on January 21th 2022 until February 5th 2022, the initial motivational strategies English teacher used in the classroom to effectively motivate their students were very simple technique. The fundamental motivational strategies that teachers frequently used with students learning English, such as:

1) Appropriate teacher behavior

The classroom teacher gives a fantastic illustration of how teacher attempted to grab students' attention by using engaging learning materials and connecting the topic with the happenings in their everyday lives. Discussion, group work, pair work, and information explanation are some teaching techniques that can be adjusted with the usage of lesson content.

2) The Pleasant and supportive classroom environment

The teacher created a relaxed environment for the class, showed patience with those who struggled to complete

the assignment, and gave students opportunities share their opinions.

3) Cohesive learner group with appropriate group norms

Teacher requires group and pair project from the students, organizes the classroom well, encourages information sharing among group members, and instruct each group to set up comfortable seating.

4.1.2 Generating Initial Motivation

The researcher discovered that the teacher uses a second approach framework to encourage students, specifically through fostering early motivation. Initial motivational strategies are frequently provided by a teacher to students in order to increase their initial motivation actively in studying English. This is done by always helping students develop a good attitude toward language learning in the classroom, such as:

1) Increasing the learners' expectancy of success

Before explaining the lesson's goal and providing an explanation of the topic, the teacher draws the students' attention by asking them a few question about previous material.

2) Making the teaching materials relevant for the students

Students were instructed to read the dialog aloud, work in pairs to read the material as a dialog with a partner, and other instructions from their teacher.

4.1.3 Maintaining and Protecting Motivation

The researcher discovered that maintaining and preserving motivation is the third approach framework that the teacher use to encourage students. According to the researcher's observations, the teacher offers a number of ways to keep students motivated in the classroom in order to encourage them to be engaged in their study. Teachers frequently employ these strategies to keep their students motivated to actively learning English, such as:

1) Making learning stimulating and enjoyable

A picture and media LCD are being used by the English teacher. Guess the English term in the picture, name the words in the dialogue, read the dialogue out loud in pairs, encourage students to describe an intriguing location, make an announcement and deliver it in front of the class, change the text after this paragraph, and more activities.

2) Presenting tasks in a motivating way

Before beginning the lesson, the teacher pays close attention to the students, informs them of the day's topic, and explains the goal of learning. Next, the teacher gives the task and explains the purpose of the task as well as its value, and tries to entice the sympathetic students to like the task's purpose.

3) Increasing learners' self-confidence

To boost students' self-confidence, encourage them to use positive expressions. For example, an English teacher can give compliment to students for maintaining their enthusiasm for learning the language or for finishing a task successfully.

4.1.4 Encouraging Positive Retrospective Self-Evaluation

The teacher's fourth method is to encourage favorable evaluation in order to inspire students. The most crucial task for a teacher to perform in language instruction is learning evaluation; the objective is to determine whether or not students' past learning outcomes were successfully attained. According to the researcher's observations, the English teacher always evaluates learning during meetings, either at

the start of the lesson or at the conclusion. On the other hand, the teacher occasionally awards and grades students who can respond to the teacher's questions. A teacher's motivational strategies to promote positive student perception of their English-learning progress, such as:

1) Providing motivational feedback

Every time there is a meeting, the teacher always provides feedback to the students, assesses their learning, and pays close attention to each student to find out how they are doing with the material they have been taught. When a student performs well, the instructor will reward them with things like: expression of praise, admiration, approval, etc.

2) Offering reward and grades in a motivating manner

The teacher expresses thanks to a student in the form of positive praise in order to increase student learning motivation, for example; *"very good!", "good job!", "excellent", "right", "you have done very well!", "very good explanation!", etc.* And then, when they make mistakes a teacher consistent to gives a positive praise, such as: *"Your work is good, but there is still a need to improve again", "Thank you and try again", etc.*

4.2 Motivational Strategies that Most Affected Students' Motivation in Learning English

4.2.1 Creating the Basic Motivational Conditions

As stated before, motivational strategies that most affected students' motivation in learning, a teacher used the basic motivational strategies:

1) Appropriate teacher behavior

Based on observation for the seventh grade teacher, the writer found that a good behavior of a teacher who is showed to the students such as; Before the learning process begins, the teacher instructs the students to pray, take attendance, prepare the textbooks, and exhibit other positive traits like patience, fairness, consistency, and lack of bias. The relationship between a teacher and students is very good, and during the learning process, the teacher never makes a distinction between smart students and students who are less smart, according to observation, the relationship between a teacher and students in each learning that the teacher demonstrated her enthusiasm towards the students. By

employing engaging learning resources and connecting the material to the students' daily lives, the teacher attempted to capture their attention. Following an explanation of the content, the teacher provides an opportunity for students to ask questions about it.

The teacher will repeat the explanation if the students still do not understand. The teacher walks around the classroom to examine each student's assignment. The work of the learners, whether completed alone or in groups, is always appreciated by the teacher. Students enjoy seeing an English instructor's teaching method since the teacher always employs a variety of teaching techniques. It is evident from watching how the teacher interacts with the class that the teacher can play a positive impact in inspiring the students to study a second language.

4.2.2 The pleasant and supportive classroom environment

Based on observation for the teacher, during of the process of observation the writer found that although the English teacher does not frequently using humor in class, they always create a relaxing environment for their students so that they do not appear stressed. The teacher can remove the uneasiness of learners learning English by creating a calm

learning environment, both for the teacher to follow and for the students to interact with. Teachers frequently offer a variety of tasks in order to foster a positive and encouraging learning environment, and they are patient with learners who struggle to complete these tasks in class. The teacher gave the student the chance to interact with other students, and because teacher and students have such a close relationship, they have a lot of respect for each other's failures as students.

4.2.3 Cohesive learner group with appropriate group norms

Based on observations for the teacher, during the observation process the writer found that by forming a working group, the teacher uses a motivational strategies. Because the seventh grade already uses the 2013 curriculum, a teacher always provides a unique learning environment throughout each meeting. This is an example of a group assignment the teacher assigns to students. The teacher asks them to read the text aloud as a pair while simultaneously assigning them to groups of four or five persons, each of which is given a number: 1, 2, 3 and 4. The comprehension questions that are below the reading material can be answered by each group.

In the task, the teacher encouraged each group member to share information with other groups. The teacher always made the classroom cohesive. Before the students began working on their group assignment, the teacher described what they would be doing and asked each group to cooperate, share knowledge, and in this class, arrange comfortable sitting to prevent the creation of a strict seating pattern. The teacher informed the students that they would assign their own values based on how well each working group completed the English homework.

1) Generating Initial Motivation

Generating initial motivation is a second motivational condition that teachers used motivation students in learning English effectively. As stated before, the teacher uses some student motivation strategies, for example are:

1) Increasing the learners' expectancy of success

According to the writer's observations of the seventh-grade teacher, the English teacher utilized a motivating method to raise the students' expectations of success in the classroom.

For the example, one of the strategies teacher use is to engage students' attention before introducing new material by

asking them questions about previous lessons, followed by inquiries about the meaning of the new learning materials. Finally, the teacher explains the lesson's goal and provides a description of the material.

The teacher then instructed the class to work in groups, with each group being asked to present the outcomes of its discussion addressing the purpose, makeup, and constituent parts of the language. The teacher always gives every student the opportunity to ask questions by, for example asking "*Do you have any question?*". Teacher motivate students throughout learning sessions by offering guidance.

2) Making the teaching materials relevant for the students

The seventh-grade teacher's observations indicate that the teacher still modifies the learning materials in the lesson plan and syllabus when it comes to the choice of instructional resources. Teachers frequently provide extra English learning resources from the internet.

According to the observation, teachers employ a variety of methods when instructing English to students. For example, they may ask them to read the dialog aloud, assign them to read the text aloud in pairs, assign them to work in groups, or analyze the text in terms of its descriptiveness. The

teacher asks the students to read comprehension questions and discuss any they do not understand as a class, the teacher has the students work in groups, the teacher has the students write essays describing their favorite places or their own friends, the teacher has the students work in pairs to describe places they have ever been, etc. These are just a few of the interesting strategies teachers use to engage their students.

3) Maintaining and Protecting Motivation

According to the writer's observations, the teacher's strategy includes not only setting up the fundamental conditions for motivation and igniting students' initial motivation, but also maintaining and safeguarding students' motivation in the classroom, presenting tasks in an engaging manner, and attempting to raise students' self-awareness so that they can learn English actively and effectively. Ways of teacher apply this strategy for example:

1) Making learning stimulating and enjoyable

Based on the writer's observations of the seventh-grade teacher, the writer discovered that the English teacher uses a variety of motivational tactics in the classroom and engages students in enjoyable and stimulating activities throughout the learning process. As an illustration, consider

the English teacher who uses an LCD and a picture in the paper.

The teacher assigns the students to work in pairs and have conversations with their friends. The text was then read aloud by the pupils in pairs. In a vocabulary-building exercise, the teacher asks the students to identify the words in an image on the computer by looking at them and naming them. The teacher then gives a direct pronunciation example. The teacher then instructs the pupil to repeat what was spoken after her. When teaching reading skills, the teacher typically has the class read aloud the dialogue and quietly the text about the narrative text, among other things. Speaking ability, having students describe an intriguing location, having them create an announcement and then deliver it in front of the class, etc. As part of their writing assignments, students are asked to modify passages of text. For instance, the highlighted phrase in the following paragraph indicates that there is a problem. Ask students to describe a location, persons, etc. in writing. This is one of the educational activities that encourages learners to get moving.

2) Presenting tasks in a motivating way

The writer discovered that the seventh-grade teacher presented the tasks by motivating them in order to retain student learning motivation. The teacher uses a variety of motivational techniques while presenting tasks to the class. First, before the lesson even begins, the teacher draws the class in by explaining the day's topic and outlining the goal of the learning process. The job is then handed out, and the teacher explains its use and purpose.

Before beginning the assignment, the instructor makes an effort to persuade the receptive learners to support the assignment's goals. Then, the teacher explains the best way to complete the task.

3) Increasing learners' self-confidence

According to the writer's observations of the seventh-grade teacher, the teacher uses motivational techniques to boost students' self-confidence by encouraging them to use positive expressions. For instance, English teachers may praise their students to maintain the belief that they are capable of learning English. Teachers commend learners whether they complete the assignment successfully or not.

For instance, excellent, very good, good job, thank you for your response, please try again, etc. The learners are

provided credit for their efforts by such terms, which are used in them.

The teacher uses many teaching methods to help students learn second languages more effectively. For instance, the teacher may ask them to memorize new terminology by showing a picture on the screen or may link new material to existing knowledge.

4) Encouraging Positive Retrospective Self-Evaluation

In language classes, the teacher also gives encouragement and positive feedback to learners in order to strengthen the fundamental motivating conditions, generating initial motivation, maintaining motivation, and protecting motivation. Before moving on to the next learning content, the teacher evaluates the learners' understanding of previous information in the classroom. The teacher assists pupils in positively evaluating their accomplishments, for instance:

1) Providing motivational feedback

Based on the author's perspective of the seventh review teacher, the author identified a few motivational strategies that teachers may employ to influence students' inspiration during an English lecture by providing feedback. The teacher continuously provides the students with input at

each assembly on a regular basis. As an example, the third educator's input is that the main educator evaluates learning, and then the teacher pays attention to every learner and asks them about the material that the teacher has presented. If a student still doesn't comprehend the lesson plan, the teacher will explain it again until they all do. To persuade the teacher, pose the following questions to each student once more: *"Okay!, good job, excellent, good!"*. Students who receive positive comments exhibit greater enthusiasm for studying a second language because they sense the teacher's close attention. When a student behaves appropriately, for instance, the instructor could reward them by expressing admiration, approbation, or praise. This is an example of positive feedback from the teacher.

At that point, when they make mistakes a teacher reliable to gives a positive input, a teacher can empower understudies that they have done something right indeed in spite of the fact that they are not idealize. At that point the instructor gives direction back by clarifying briefly around past fabric. The teacher then provides an opportunity for those students who did not succeed by assigning homework so they can improve day by day.

2) Offering reward and grades in a motivating manner

Rewarding and appreciating learners is another activity that teachers engage in to promote self-evaluation among learners of English. One tool that teachers use to manage student conduct in the classroom is the award. According to the writer's observations of the seventh-grade teacher, teachers utilize rewarding and valuing techniques as motivating strategies to affect learners' motivation in English classes.

Giving praise is the type of recognition that teachers utilize most frequently in the classroom. A single instance of a teacher awarding students with chocolates for being able to respond to questions from the teacher was observed by the writer during the observation process. Additionally, to increase student motivation for learning, the teacher also showed appreciation for the students by praising them, for example; *"very good!", "good job!", "excellent", "right", "you have done very well!", "very good explanation!", etc.* And then, when they make mistakes a teacher consistent to gives a positive praise, such as: *"Your work is good, but there is still a need to improve again", "Thank you and try again", etc.*

Teachers might tell the learners that even though they are not perfect, they have done something right in this situation. These words inspire the learners to feel proud of their work.

4.3 Discussion

The explanation of data analysis based on the study's research problem is provided in the discussion. Based on the research's findings, the author distinguishes between two groups of learners: those who are motivated by English teachers during the teaching and learning process, and those who are motivated by teachers in an Islamic junior high school setting. The study findings in relation to the hypotheses compiled in Chapter Two are discussed in this session. By discussing the topic, it is possible to determine whether the theories can easily suit reality or vice versa.

According to the research's findings, the teacher's methods for inspiring her English-language learners were excellent. Motivational strategies are methods that support a person's goal-related conduct, as Dörnyei said. Motivational effects that are deliberately used to produce some kind of systematic, long-lasting beneficial effect are referred to as motivational tactics. Creating the fundamental motivational conditions, producing initial motivation, maintaining and

safeguarding motivation, and promoting favorable retrospective self-evaluation are just a few of the concepts he advises using to establish motivating situations in the classroom. Based on the results, it can be seen that teachers utilized 10 distinct motivational tactics, including the following. Each of these four motivational frameworks included various motivational strategies that could be used by teachers to motivate students in learning English.

Creating the fundamental motivational conditions, producing initial motivation, maintaining and safeguarding motivation, and promoting favorable retrospective self-evaluation are just a few of the concepts he advises using to establish motivating situations in the classroom. Based on the results, it can be seen that teachers utilized 10 distinct motivational tactics, including the following.

Each of these four motivational frameworks included various motivational strategies that could be used by teachers to motivate students in learning English. The first method of motivation that can help establish fundamentally motivating circumstances has to do with instructor behavior. In essence, the author realized that teacher behavior can be identified as an effective factor in encouraging students and that the teacher demonstrated his excitement for the students' learning.

According to this quote by Dornyei (2001), teachers can build strong relationships with their learners by employing techniques like accepting them and giving each student individual attention.

The second technique for motivating students is to create a welcoming and encouraging learning environment. This helps to establish fundamental motivational circumstances. The findings demonstrated that while teachers rarely make the classroom atmosphere amusing, they always create a pleasant environment so that pupils do not appear tense. When a student doesn't complete a task successfully, the teacher is patient with them. To increase the value of the educator, the student is given more value in the form of homework, and the teacher gives them opportunity to share their opinions. The use of humor in the classroom is one of the strategies suggested by Dörnyei to create a pleasant and helpful learning environment. Another tactic is to encourage a safe environment in the classroom where students can take risks and learn from their errors.

The third tactic that can be utilized to establish fundamental motivational conditions is encouraging a tight-knit student body. Group cohesion and group norms are just two of the numerous components of group dynamics,

according to Dornyei. The "magnetism" that binds the group members in the classroom is called group cohesiveness. It demonstrates "the members'" dedication to the team and to one another. The author discovered that teachers engaged pupils in engaging activities to encourage learning. Through group projects and duo work, the teacher encourages student participation in the learning process. The teacher requests that each group member share information with other groups in order to produce a work that is cohesive. The teacher explains and announces the goal of the group's first job before asking each group to set up a comfortable seating arrangement.

The fourth method of motivation is to raise students' expectations for achievement. Based on the findings of the research, the teacher employs several tactics to raise student expectations. For example, the instructor pays attention to the class by asking questions regarding previous material and then explaining the lesson's goals and objectives. The teacher then instructed the class to work in groups, with each group being asked to present the outcome of their conversation. Teachers encourage students throughout class by giving them pieces of advice. According to Dörnyei the notion of "expectancy of success" has been one of the most researched factors in motivational psychology for the past four decades, which is

due to the undeniable fact that we do things best if we believe we can succeed.

The fifth motivational technique that teachers might use when teaching English is making the instructional materials relevant to the students. "Educators say students don't care, whereas students tell us they do care about learning but aren't getting what they need," explain McCombs and Marzano. The findings indicated that teachers employ a variety of strategies to make learning more engaging. For example, teachers may ask students to read aloud, discuss the text aloud with a partner, analyze the text's descriptive elements, or write essays in which they describe a favorite location or a group of friends.

Making learning engaging and delightful is the sixth motivational method, which, according to Dornyei, suggests that learning need not always be a laborious and monotonous work. It would considerably help to maintain student engagement if we could find a way to make the learning experience more engaging and fun. It's necessary to vary the activities, but even the greatest variety won't inspire students if the tasks' content is unappealing to them, which will happen if the activity is uninteresting. Meanwhile, according to Ahmet Karahan stated: "that the strategies the teacher should

focus on should be interesting and should capture students' attention".³¹ The author also discovered that the teacher used these exercises as a way to motivate her students to learn English, using media like LCD screens and pictures printed in the newspaper. Guess the English vocabulary, identify the terms in the picture, read the text out in pairs, encourage students to describe an intriguing location, make an announcement and then deliver it in front of the class, revise the paragraph after that, and other activities.

The seventh motivational technique involves giving assignments in a motivating way. Teachers can use this technique when teaching English. Identifying the projects' purposes and drawing students' attention to their content are just a couple of the techniques Dornyei says teachers can use to make assignments more engaging. Based on the research's findings, the author discovered that when a task is being presented, the teacher should first pay attention to the students, inform them about the day's topic, explain the task's purpose and its benefits, and make an effort to pique their interest. This is in line with the theory.

³¹ Karahan and Caganaga.

The eighth method of maintaining students' inspiration is to increase their self-confidence, which is something instructors should do. Support, which can be defined as the positive and powerful expression of the idea that someone is capable of achieving a given objective, is another strategy a teacher can use to increase the confidence of the students. Based on the findings, the author concluded that teachers can boost students' self-confidence by using positive expressions as examples and that English teachers can encourage students to believe they can learn English by giving them praise. Teachers give praise to students who are able to complete or not succeed in the task, the teacher used a positive expression such as; “*Very good, good job, thank you and try again, give applause etc*”. Those words make the students feel respect for their efforts the words make the students feel respect for their efforts. This is can be used to enhance second language learning and to make learning easier and more enjoyable.

The ninth method of inspiration is to provide students with motivational input. This teacher's input can affect students' motivation in the present-tense classroom, and motivational criticism plays a significant role in bringing about changes in their learning practices. Based on the

outcome to affect students' motivation in the English course, the instructor continuously provides feedback to the students on a regular basis, such as; the instructor assesses learning, the teacher takes into consideration all students and inquires about the material that has been provided by a teacher, positive feedback which is given by the instructor that is given when the student does something right, so the teacher will allow appreciation to the student.

According to Brophy indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve.³²

One of the contentious topics in education is the seventh approach, which deals with motivation, incentive systems, and grading. Based on the findings, the author concluded that teachers mostly employ praise as a form of recognition in the classroom rather than very frequently awarding pupils with tangible prizes. Teachers recognize and congratulate students who complete tasks well, and they also compliment learners who fall short. The failing learner is not

³² Brophy.

punished by the teacher, but is instead guided to fix its error by completing the task that the teacher has assigned. Meanwhile according to Sukarni reward is the technique which can make the students' interest in the learning process".³³ The purpose of giving a reward to the student raises the students' motivation or improve student's motivation in the learning process and their learning achievement.³⁴ Giving rewards to the student can be done through an expression of praise, admiration, approval, etc.

Knowledge presupposes life and has the same interest in the preservation of life that every creature has in its continued existence.³⁵ Just like humans who do not escape from mistakes, this research also has several advantages and

³³ Semi Sukarni and Siti Ulfah, 'An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of Smp Negeri 18 Purworejo', *Vision: Journal for Language and Foreign Language Learning*, 4.2 (2015), 261
<<https://doi.org/10.21580/vjv4i21594>>.

³⁴ Nancy Tumposky, 'Motivation: What Do Teachers Need to Know?', *Kappa Delta Pi Record*, 39.3 (2003), 114–17
<<https://doi.org/10.1080/00228958.2003.10516388>>.

³⁵ Peter Preuss, *On the Advantage and Disadvantage of History for Life Translated, with an Introduction, Library of Congress Cataloging in Publication Data, I. Title. B3313.U52E5, 1980, II.*

disadvantages. There are the advantages and disadvantages of this research:

1. Advantages

The motivational strategy given by the teacher creates additional positive energy for students in the class, creating a fun classroom atmosphere and conditions. The learning objectives the teacher will convey can also be appropriately communicated so that students who previously did not have the enthusiasm to learn English are motivated to try to develop English language skills.

2. Disadvantages

It is undeniable that every student's abilities are different. The motivational strategy used by the teacher in the classroom is very effective, but there are still students who are missed or still not motivated. So that the learning that the teacher and other friends think is fun for the students is different. It takes a lot of emotional approaches to students who are not motivated by the teacher's motivational strategy in class.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusions

The conclusions that follow are based on research findings addressing the teacher's motivational strategies employed with English-language learners in seventh grade students at an Islamic Junior High School:

1. The teacher employed ten strategies from four phases of motivational strategies to motivate the students in the teaching and learning process. The first step is for teachers to act appropriately around students, followed by providing a pleasant and helpful learning environment, forming cohesive groups of learners with suitable social norms, and raising learners' expectations of success, fifth make the instructional materials relevant to the students, sixth make learning engaging and enjoyable, seventh present the task in a motivating way, eight boost students' self-confidence, ninth provide positive feedback, and finally motivate students with rewards and grades.

Ten strategies were employed by teacher to encourage their students to learn. First and foremost, teacher should behave well around their students (behavior appropriate for teachers), followed by a relaxed and encouraging learning environment in the classroom. Fifth, raise learner expectations for success the sixth encourages students to learn and makes it fun, while the seventh inspires them. The eight step in the strategies is to increase student confidence, the ninth step is to provide positive feedback, and the and last, a cohesive learning group with appropriate group norms

2. Teacher's Motivational Strategies most affected students learning English.

a. Providing motivational feedback

The writer discovered some motivational techniques that a teacher might employ to affect students' motivation in an English class by providing comments based on his or her observation of the seventh-grade teacher. The teacher constantly provides regular feedback to the learners at every meeting. Students who receive positive comments exhibit greater enthusiasm for studying a second language because

they sense the teacher's close attention. The teacher then gives a chance for unsuccessful students to succeed by assigning homework so they can enhance their daily value.

b. Offering reward and grades in a motivating manner

According to the writer's observations of the seventh-grade teacher, teachers utilize rewarding and valuing techniques as motivating strategies to affect students' motivation in English classes. A teacher's preference for showing appreciation in the classroom is to give praise.

5.2 Suggestions

From the result of this research, the researcher recommended some suggestion to improve the students' motivation in learning English. The suggestions are:

1. It is crucial for English teachers to give their students more incentive to study the language. The teacher must motivate the learners effectively by engaging them in activities like games and drills. As a result, the learners have a positive attitude about studying English, which influences their success. An extracurricular program like an English

club, a camp, or an English forum run by the teacher could assist students improve their conversational abilities in the process of learning English.

2. The author makes a suggestion in the hopes that students would continue to be motivated to learn English. The students should use English regularly and develop a habit of doing so. The most crucial requirement is that they must be extremely motivated to study English. Whatever difficulties a student may have encountered while learning English, it is believed that they will quickly be able to find a solution by asking their teacher or a knowledgeable friend.

3. The findings of this study can be utilized as a guide for future researchers to conduct studies on teachers' methods for inspiring students to learn English in any type of educational setting.

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APPENDIX 1

Interview Guide for English Teacher

1. What academic background do you have?
2. How long have you been a teacher here?
3. If so, where else have you taught?
4. What are the students' circumstances or motivations for studying English?
5. Why do you believe that student motivation is so important for English language learning?
6. What strategies do you employ to encourage students in seventh-grade to study English?
7. Students occasionally find learning English boring. What would you do?
8. When do you provide daily exams to students in seventh-grade class? And what format did you choose for the question?
9. Can you describe the characteristics or actions of seventh-grade?
10. What results did you experience after inspiring the seventh-grade students?
11. Have you ever given students who succeeded at learning English many awards?

12. Have you ever disciplined a student for submitting an assignment improperly?
13. Thank you so much for the information. I believe the interview we had today was excellent.

Interview Guide for English Teacher

1. What academic background do you have?

Jawaban: Saya lulusan S1 jurusan Pendidikan Bahasa Inggris di IAIN Pekalongan

2. How long have you been a teacher here?

Jawaban: Saya sudah mengajar di sekolah ini selama 2 tahun.

3. If so, where else have you taught?

Jawaban: Saya hanya mengajar disini tapi juga mengajar sekolah kejar paket.

4. What are the students' circumstances or motivations for studying English?

Jawaban: Jika dilihat dari minat siswa mereka tertarik untuk belajar bahasa Inggris. Dapat dilihat dari ketika guru meminta siswa untuk mengerjakan tugas, guru berbicara bahasa Inggris kepada siswa dan menginstruksikan untuk berbicara bahasa Inggris kepada teman yang lain. Terkadang ada beberapa siswa yang takut dan malu ketika berbicara bahasa Inggris dan disitulah peran guru untuk membimbing siswa dengan memperbaiki pelafalan / pengucapannya. Atas dasar itu guru mengalami kesusahan untuk mengajak siswanya berbicara bahasa

Inggris secara penuh oleh karena itu guru seringkali memotivasi siswanya agar mau dan terbiasa menggunakan bahasa Inggris.

5. Why do you believe that student motivation is so important for English language learning?

Jawaban: Dalam belajar motivasi sangatlah penting karena dengan memiliki motivasi siswa akan memiliki semangat untuk menerima materi pelajaran yang baru dengan baik. Tanpa adanya motivasi proses pembelajaran tidak akan berjalan baik, karena sulit bagi siswa yang kurang memiliki minat terhadap pelajaran bahasa Inggris dikarenakan keterbatasan mereka dalam hal pengucapan bahasa Inggris yang menurutnya sulit. Ketika para siswa tidak tahu arti sebuah kata, bagaimana siswa bisa mengerti arti kalimat dan sebagainya. Jadi posisi guru disini tidak hanya mengajar tetapi juga memberikan beberapa motivasi bagi siswanya agar semangat belajar bahasa Inggris.

6. What strategies do you employ to encourage students in seventh-grade to study English?

Jawaban: Ada beberapa strategi yang saya gunakan dalam mengajar dikelas, untuk menumbuhkan minat dan motivasi siswa dalam belajar dengan memberikan

pendekatan khusus kepada siswa yang kurang motivasi dalam belajar. Guru memberikan kesempatan dan memberi ide serta menanggapi siswa tersebut. Guru memulai pelajaran dengan memberikan pengamatan kepada siswa, guru berkeliling untuk mendekati setiap siswa dikelas dengan upaya untuk memastikan siswa kalau mereka diperhatikan oleh guru. Dengan menghubungkan materi terhadap kejadian sehari-hari yang ada disekitar siswa. Guru juga menyediakan LCD, loudspeaker, dan laptop untuk menyajikan pembelajaran yang menyenangkan dengan menampilkan nyanyian atau video sehingga siswa tidak jenuh ketika pembelajaran berlangsung.

7. Students occasionally find learning English bored. What would you do?

Jawaban: Siswa terlihat bosan ketika pembelajaran *Writing*, jadi untuk mengatasi hal tersebut saya menggunakan metode yang berbed ketika mengajar. Siswa saya bagi menjadi kelompok yang terdiri dari 2 atau 4 siswa, setiap kelompok dibagi tergantung materi ajar pada hari tersebut.

8. When do you provide daily exams to students in seventh-grade class? And what format did you choose for the question?

Jawaban: Ulangan harian ketika materi pada 1 bab sudah terselesaikan dengan bentuk soal berupa essay, menyusun kalimat, menjodohkan, dan lain sebagainya. Sedangkan untuk tugas lainnya seperti PR saya beri setiap 2x pertemuan dalam satu materi. Untuk materi yang saya gunakan berasal dari internet lalu saya kembangkan sendiri.

9. Can you describe the characteristics or actions of seventh-grade?

Jawaban: Karena masih awal masuk sekolah menengah mereka sifatnya kondusif.

10. What results did you experience after inspiring the seventh-grade students?

Jawaban: Mereka lebih termotivasi dan terlebih lagi jika saya dekati secara personal bahkan menjadi tempat curhat seperti teman sebaya. Hasilnya ketika pembelajaran terlihat lebih menikmati dan tidak merasa tertekan.

11. Have you ever given students who succeeded at learning English many awards?

Jawaban: Pernah, saya tidak memberikan awards berupa materi tetapi lebih ke apresiasi terhadap apa yang mereka lakukan seperti, "Good", "Excellent", dan lain-lain.

12. Have you ever disciplined a student for submitting an assignment improperly?

Jawaban: Hanya untuk anak-anak yang tidak mematuhi peraturan seperti tidak rapi memakai seragam, perihal pembelajaran ketika mereka ada siswa yang belum berhasil mengerjakan tugas saya beri pujian positif, seperti; “terima kasih sudah mengerjakan tugas walaupun belum maksimal tapi pekerjaan anda sudah bagus, perbaiki lagi kedepannya” sehingga siswa tidak merasa bersedih atas kegagalannya karena masih dihargai oleh guru.

13. Thank you so much for the information. I believe the interview we had today was excellent.

Jawaban: Iya, Sama-sama.

APPENDIX II
OBSERVATION SHEET

Day and Date:

Meeting:

No.	Teacher's Strategies to Motivation	Yes	No
1.	Creating the basic motivational conditions:		
	a. Appropriate teacher behavior		
	b. Pleasant and supportive classroom environment		
	c. Cohesive learner group with appropriate group norms		
2.	Generating initial motivation:		
	a. Increasing the learners' expectancy of success		
	b. Making the teaching materials relevant for the students		
3.	Maintaining and protecting motivation:		
	a. Making learning stimulating and enjoyable		
	b. Presenting tasks in a motivating way		
	c. Increasing learners' self-		

	confidence		
4.	Encouraging positive retrospective self-evaluation:		
	a. Providing motivational feedback		
	b. Offering reward and grades in a motivating manner		

APPENDIX III
OBSERVATION SHEET

Day and Date:

Meeting:

No.	Teacher's Strategies to Motivation	Yes	No
1.	Creating the basic motivational conditions:		
	d. Appropriate teacher behavior		
	e. Pleasant and supportive classroom environment		
	f. Cohesive learner group with appropriate group norms		
2.	Generating initial motivation:		
	c. Increasing the learners' expectancy of success		
	d. Making the teaching materials relevant for the students		
3.	Maintaining and protecting motivation:		
	d. Making learning stimulating and enjoyable		
	e. Presenting tasks in a motivating way		
	f. Increasing learners' self-		

	confidence		
4.	Encouraging positive retrospective self-evaluation:		
	c. Providing motivational feedback		
	d. Offering reward and grades in a motivating manner		

APPENDIX IV

PICTURES OF THE OBSERVATION



The picture above is when the researcher was observed on the 21th January 2022 in the seventh grade of Islamic Junior High School. The teacher encourages students who seem unmotivated to come forward and read the dialogue in the book. Students are required to read the dialogue aloud so that the students in the back hear what the students read in front of them. Then the two students were asked if they felt excited by reading aloud and the answer was yes.



The teacher divides students into several groups and they work on assignments from the material given. During group assignments, the teacher gives encouragement and an emotional approach to each student. The results of each group's discussion are presented in front of the class by reading aloud.

For groups that successfully answer the questions correctly and present the results of the discussion well, they will be rewarded in the form of praise, such as; *"good"*, *"great"*, *"well done!"*.



On January 24, 2022, the teacher gave an evaluation for the last week's lesson. What materials have been taught, which parts are difficult to understand, what do you want to ask about these materials. In a fun way, such as humorous but directed communication, the teacher listens to students' complaints, then closes with an English song interlude and the teacher provides effective conclusions for future learning.

APPENDIX V

PICTURES OF THE INTERVIEW



The researchers conducted interviews with teachers on February 14, 2022. The interview process was carried out in the teacher's office because it avoided the noise of students taking a break. The questions presented by the researcher were answered in a coherent manner by the teacher, making it easier for researchers to collect the data.



The media used by researchers in the form of cellphones to record conversations, paper containing interview questions, and pens to record important things during the interview.

CURRICULUM VITAE

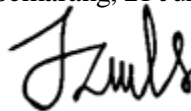
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