

**TEACHER'S STRATEGIES IN MOTIVATING STUDENTS TO
APPLY ICT FOR READING SKILLS**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining
The Degree of Bachelor of English Language Education



By :

MUTHIA NINDA WIDYASARI

Student Number: 1703046054

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2021

THESIS PROJECT STATEMENT

I am the student with the following identity:

Name : Muthia Ninda Widyasari
Student Number : 1703046054
Department : English Education

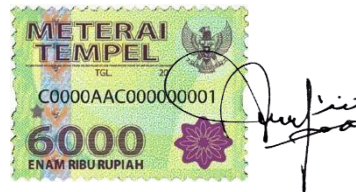
Certify that this thesis entitled:

TEACHER'S STRATEGIES IN MOTIVATING STUDENTS TO APPLY ICT FOR READING SKILLS

Is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang,September 2021

The Writer,



Muthia Ninda Widyasari

Student Number: 1703046054



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS
ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR NOTE

Semarang, September 2021

To :

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Muthia Ninda Widyasari

Student Number : 1703046054

Department : English Education

Title : **TEACHER'S STRATEGIES IN MOTIVATING STUDENTS
TO APPLY ICT FOR READING SKILLS**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

Wassalamu'alaikum wr. wb.

Advisor,

Nadiah Ma'mun, M.Pd
NIP. 1978110302007012016



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS
ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

THESIS APPROVAL

Semarang, September 2021

To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

After correcting it to whatever extent necessary, we state that the final project belongs to student as bellow:

Name of Student : Muthia Ninda Widyasari
Student Number : 1703046054
Department : English Education
Title : **TEACHER'S STRATEGIES IN MOTIVATING STUDENTS
TO APPLY ICT FOR READING SKILLS**

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University Semarang to be examined at Munaqosah session.

Wassalamu'alaikum wr. wb.

Advisor

Nadiah Ma'mun, M.Pd
NIP. 1978110302007012016



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO FAKULTAS
ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identify

Title : **TEACHER'S STRATEGIES IN MOTIVATING
STUDENTS TO APPLY ICT FOR READING SKILLS**

Name of student : Muthia Ninda Widyasari

Student Number : 1703046054

Department : English Education

Had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor degree in English Education.

Semarang, 6 Oktober 2021

THE BOARD OF EXAMINERS

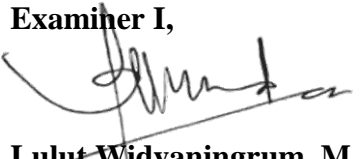
Chairperson,


Nadiah Ma'mun, M.Pd.
NIP. 19781103 200701 2 016

Secretary,


Dra. Hj. Siti Maryam, M.Pd.
NIP. 19650727 199203 2 002

Examiner I,



Lulut Widyaningrum, M. Pd.
NIP. 19800803 200901 2 010

Examiner II,


Dr. H.M. Nafi Annury, M.Pd
NIP. 19780719 200501 1 007



Advisor,


Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Maka sesungguhnya beserta kesulitan ada kemudahan

(Al-Insyirah: 5)

“Menunda amal perbuatan (kebaikan) karena menanti kesempatan lebih baik,
suatu tanda kebodohan yang mempengaruhi jiwa”

(KH. Mujiburrahman- Pimpinan Ponpes Modern Assa’adah)¹

¹ <https://www.pelitabanten.com>

ACKNOWLEDGEMENT

Thanks to Allah, the most Gracious and most Merciful, for blessing the writer with the completion of this thesis. *Sholawat* and *Salam* are also delivered to our beloved Prophet, Muhammad SAW, who has led us from the darkness era to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled “*Teacher’s Strategies in Motivating Students to Apply ICT for Reading Skills*” was able to accomplish the requirement for gaining the Degree of Bachelor of English Language Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English Education.

With all sincerities of the writer’s deepest heart, the writer realized that if she did not have the support and motivation of those around her, she would be unable to complete this thesis perfectly. As a result, she wishes to express her gratitude and appreciation to:

1. Dr. Hj. Lift Anis Ma’shumah, M.Ag as the dean of Education and Teacher Training Faculty
2. Sayyidatul Fadhillah, M.Pd as the head of English Education Department
3. Dra. Nuna Mustikawati Dewi, M. Pd. as the secretary of English Education Department
4. Nadiah Ma’mun, M.Pd The one and only beloved advisor who always gives the valuable time, guidance, correction and some suggestions during arranging and completing this thesis.
5. The deepest gratitude for all lecturers and staffs of English Education Department at Walisongo State Islamic University Semarang
6. My beloved parents, S.Hidayat and Nurhayati. This thesis is dedicated to them who have given me motivation the big opportunity to experience the study from kindergarten until university and support my life, their moral support, prayer and guidance to their beautiful daughter.

7. The writer's family members and my beloved young sisters, Zalfa and Aghna who always love me.
8. My beloved cousins, Fitri, Dara, and Izal who always Support me
9. For my best friends since Junior High School, Khikmah, TItin, Wulan, Pipit, Fara, Mila, Daulatun, you are mean to me.
10. My beloved supporters Mely Safitri, Kartika Jati, Kharisma, Nada Setiyawati and Rina Ratma who have given me help either material or immaterial.
11. All the members of PBI –B 2017
12. For Mrs.Renny and eighth C students at MTS N 1 Serang who have helped me to finish this research
13. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the researcher to finish this thesis

The writer recognizes that this thesis is far from perfect, constructive suggestions and criticisms from all sides for the improvement of this thesis project are always welcome.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, September 2021

The writer,



Muthia Ninda Widyasari

DEDICATION

In the name of Allah SWT, the beneficent and merciful Lord of the World. No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally, this thesis is dedicated to them, but the main ones are:

- ❖ My beloved campus, UIN Walisongo Semarang especially Education and Teacher Training Faculty and English Education Department
- ❖ My beloved schools: SMP and SMA Assa'adah Islamic Boarding School, and SDI Khairunnas.
- ❖ My respectable and beloved father and mother (S.Hidayat and Nurhayati), who always spread their affection, prayer, love and advice until the writer has finished organizing this thesis. Thank you very much for your assistance and support to the writer.
- ❖ My beloved young sisters (Azzahra Zalfa Ananditha and Asyrani Aghna Zafarani) who always support each other to finish my thesis.

Thanks a lot, there is no words can express my gratitude but pray may Allah multiply the best rewards for all your kindness.

TABLE OF CONTENT

| | |
|--|-----|
| TITLE | i |
| THESIS PROJECT STATEMENT | ii |
| ADVISOR NOTE | iii |
| THESIS APPROVAL | iv |
| RATIFICATION | v |
| MOTTO | vi |
| ACKNOWLEDGEMENT | vii |
| DEDICATION | ix |
| TABLE OF CONTENT | x |
| ABSTRACT | xii |
| CHAPTER I INTRODUCTION | |
| A. Background of the Study | 1 |
| B. Research Question | 5 |
| C. Research Objectives | 5 |
| D. Research Significances | 6 |
| CHAPTER II REVIEW OF RELATED LITERATURE | |
| A. Previous Study | 7 |
| B. Theoretical Review | 10 |
| 1. Motivation | 10 |
| 2. Reading Skill | 15 |
| 3. Information Communication and Technology | 22 |
| C. Conceptual Framework | 25 |
| CHAPTER III RESEARCH METHOD | |
| A. Research Design | 26 |
| B. Research Setting | 26 |
| C. Research Participants | 27 |

| | |
|----------------------------------|----|
| D. Data Collection | 27 |
| E. Data Analysis Technique | 30 |

CHAPTER IV RESEARCH FINDING AND DISCUSSION

| | |
|------------------------------------|----|
| A. Profile of MTS N 1 Serang | 32 |
| B. Research Finding | 33 |
| C. Discussion | 37 |

CHAPTER V CONCLUSION AND SUGGESTION

| | |
|---------------------|----|
| A. Conclusion | 41 |
| B. Suggestion | 42 |

REFERENCES

APPENDICES

CURRICULUM VITAE

ABSTRACT

Title :TEACHER’S STRATEGIES IN MOTIVATING STUDENTS TO APPLY ICT FOR READING SKILLS
Name : MUTHIA NINDA WIDYASARI
Student Number : 1703046054

Motivation is an important factor to improve reading skill which is recognized by all researchers and teachers. By using ICT, teacher can provide an interesting approach for students in reading skill. Students can develop their reading skills through ICT and learn about the various benefits of ICT by motivating them to use it. The purpose of this study is to explain teacher’s strategies and teacher’s problems in motivating students to apply ICT for reading skills. Researcher conducted research at Serang State Islamic Junior High School (MTS N 1 Serang) in the academic year of 2021/2022. This research used descriptive qualitative. The main data is obtained from the results of observations, interviews and documentation. The finding of this study used analytical procedures by reducing, displaying, and concluding the data. This study found strategies used by teachers in reading using ICT media, including providing support and familiarizing students with reading before starting learning, introducing the advantages of reading with ICT media, holding competitions, and developing student hobbies and connecting them with the use of technology or applications. In addition, the researcher revealed the problems faced by teacher in motivating students, among them are many students use technology for unimportant activities, lack of intrinsic motivation from students, lack of students' reading skills and an unsupportive student environment. However, researcher also found solutions for teacher in motivating students, students are invited to use ICT media for reading and useful activities such as practicing English, using ICT media to find information sharing opportunities, and always provide rewards and support for students. This research is useful for understanding and knowing the motivational strategies carried out by teacher for students to practice reading skills with ICT media.

Keywords: information communication and technology (ICT), motivation, reading skill, teaching strategies

CHAPTER I

INTRODUCTION

This chapter deals with background of the study, research questions, research objectives, and research significances.

A. Background of The Study

The desire to learn is a critical component of learning. It will increase students' attention in learning if they are interested in learning and this will affect learning outcomes. Attention, goals, and learning intensity are three important factors that can spark interest in learning (Cheung, 2018). Someone who pays close attention to something usually has a strong interest in it (Laine et al., 2017). Interest in learning does not arise spontaneously or unexpectedly, but rather as a result of experiences, habits, and participation in learning (Nugroho, 2020).² The teacher is the main educator in the world of education, the teacher's role is very important in guiding, motivating, and providing learning facilities for students. Teacher motivation for students is a major effort that is very influential on student self-change both in behavior change and student learning achievement. The higher and more often a teacher motivates students, the higher the students' enthusiasm for learning, because students will feel challenged in achieving a goal they want.

Teacher motivation will provide sufficient external influence on students, while students who do not get motivation from teachers will produce poor learning outcomes. More explicitly, it follows Travers' (1972) analysis of Harry and Maslow's work, which emphasizes the importance of external stimuli and classroom influences, lack of enthusiasm in class, discipline problems, and

² Surtato and Dewi Purnama Sari, Teacher Strategies in Online Learning to Increase students' Interest in learning during COVID-19 pandemic, *Jurnal Konseling dan Pendidikan*, Vol. 8 (3), 2020, p.129

lack of learning due to insufficient stimuli. This insufficient stimulus is the result of a low level of motivation.³

And mentioned Hadits:

عَنْ أَبِي مُوسَى قَالَ كَانَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا
بَعَثَ أَحَدًا مِنْ أَصْحَابِهِ فِي بَعْضِ أَمْرِهِ قَالَ بَشِّرْ وَلَا تُنْقِرُوا وَيَسِّرُوا وَلَا تُعْصِرُوا

The meaning : *From Abu Musa said, "Rasulullah SAW when he sent one of his companions to carry out part of his orders always gave the message" Tell you good news and don't cause a feeling of antipathy, be easy for you and don't make it difficult for you "*.

Motivation can be carried out with the existence of exercises, habits and good environmental influences, so motivation is very necessary in learning. Reading cannot be separated from the teaching and learning process. This is a process to achieve national teaching and learning objectives. The national teaching and learning process aims to produce people who have real, conceptual, and procedural knowledge in natural science and technology, arts and culture through humanism, nationalism. Reading pleasure behavior can be increased by the presence of an interest or linkage in the form of a strong motivational drive, so that reading behavior can occur and reading habits will grow even with continuous reading activities (Krashen, 1996). One of them influences this motivation through internal factors (intrinsic motivation).

Individual self-motivation can also be interpreted as individual motives when doing reading activities, because all human behavior when motivated to do something is based on specific motives. The teacher plays an important role in the learning process; the teacher continues to be a motivator for students and gradually creates motivation in students when he lacks the desire to learn

³ Joyce Nyam and T. O, Teachers Motivation: A Study of the Psychological and Social Factors, *International Journal of Education and Research*, Vol. 2, No. 2, 2014, p.5

(Harmer, 2007). Furthermore, the teacher's role in a comprehensive reading program is to foster students' interest in reading and its application in their daily lives (Sachs, 2001).⁴

According to the changes in globalization's life, the development of technology and communication is very widespread. Information and communication technology (ICT) is a practical means of facilitating human work and obtaining information, both local and international, easily and quickly. When intelligent mobile devices become popular in modern society, the Internet transcends time and space constraints and becomes a ubiquitous learning tool. The key issues for current information technology integrated education are designing teaching activities for digital learning and applying technology tools flexibly.

In this study, students are taught how to understand digital learning in order to effectively achieve the research goal. With the use of ICT, teachers can provide a modern approach that can facilitate humans for the future. Students can learn about the various benefits of ICT by providing motivation for them to use it. The use of ICT is extremely important and required in the current curriculum in order to increase effectiveness and fluency in the learning process. The incorporation of ICT into learning activities is expected to encourage students to learn more independently and to develop skills and natural potential. Making the internet a new learning system allows for the development of student creativity and independence.⁵

The concept of learning using ICT also influenced by their impact in motivating students to learn languages, especially in reading skills. In addition, students can learn different and varied ways of learning and developing reading skills. The impact of ICT on motivating students in reading skills also

⁴ Dondian Putra, Bachrudin Musthafa and Yanty Wirza, Extensive Reading Program: Increase the Students' Reading Motivation, *Jurnal Penelitian Pendidikan*, Vol. 19 (3), 2019, p.323

⁵ Mahdum and Maria Safriyanti, Exploring Teacher Perceptions and Motivations To ICT Use in Learning Activities in Indonesia, *Journal of Information Technology Education Research*, Vol. 18, 2019, p.294-296.

influenced teacher integration of ICT. Furthermore, students can learn variety methods of learning. Lesson effectiveness is heavily reliant on teachers' understanding of how to use ICT and being able to introduce a wide variety of ICTs to the benefit of students, which is linked to their beliefs about the value of technology in meeting student needs such as language difficulties and motivation.⁶

Currently, many students are more interested in using social media such as Instagram, WhatsApp, TikTok, YouTube and others applications just for fun rather than reading things or seeking other important knowledge. Even though reading is important for gaining various kinds of knowledge. The effectiveness of lessons is heavily reliant on teachers' understanding of how to use ICT to benefit students, which is linked to their beliefs about the value of technology in meeting student needs such as language difficulties and motivation. The reader actively responds by expressing the sound of the writing and the writer's language. As a result, readers must be able to express the meaning contained in the text, i.e. the meaning that the author wishes to convey.⁷

Based on the explanation above, this research was conducted to retrieve data from the 8th grade English teacher at MTS N 1 Serang. To improve students' reading skills, teacher strategies in motivating students is an important factor, and the teacher can use ICT as a media of learning for students reading motivation. The number of students who are uninterested and unmotivated to improve their reading skills, and conditions that require schools to temporarily stop teaching and learning activities (KBM) in class because of the Covid-19 virus. Therefore, one of the appropriate steps in this condition is to provide

⁶ Azlin Zainal, ESL Teachers' Use of ICT in Teaching English Literature: An analysis of teachers' TPACK, *Procedia - Social and Behavioral Sciences*, Vol 34, 2012, p.236-237.

⁷ Eva Yuni Rahmawati, Analysis of Students' English Reading Comprehension through KWL(Know-Want-Learn) Learning Strategies, *International Journal of Language Teaching and Education*, Vol.2 (3), 2018, p.242

motivation and utilize information and communication technology. According to Abraham Maslow, everyone has needs, one of which is 'esteem needs', where a person needs internal and external rewards such as motivation. As a result, teachers are required to have a variety of learning innovations, such as the use of digital technology as a learning medium, which has a positive influence on the emergence of learning motivation because the use of ICT media is regarded as more appealing in order to achieve optimal learning achievement, and provides benefits in terms of conveying and understanding material for students.⁸

The teacher has to motivate students to always be interested, enthusiasm and foster reading motivation in students. Extrinsic motivation given can affect intrinsic motivation, because both have a big influence. In addition to learning and growing reading skills, students can also develop and find various information through reading and learn more about ICT.

B. Research Question

1. What are teacher's strategies in motivating students to apply ICT for reading skills
2. What are teacher's problems in motivating students to apply ICT for reading skills?

C. Research Objectives

1. To explain teacher's strategies in motivating students to apply ICT for reading skill
2. To explain the problems faced by teacher in motivating students to apply ICT for reading skills?

⁸ Muhasim, Pengaruh Teknologi Digital Terhadap Motivasi Belajar Peserta Didik, *Jurnal Studi Keislaman dan Ilmu Pendidikan*, Vol.5 (2), 2017, p.67-68

D. Research Significances

The findings of the study are expected to give significances contribution to the body of knowledge theoretically and practically.

1. Theoretically

- a. This research is intended to give contribution on teacher understanding of apply ICT for reading skill.
- b. The result of this research can be useful references for the next researcher who wants to conduct a research on the same or similar topic as in this research.

2. Practically

a. For Learners

The result of this study is hoped to be effective and valuable for learners to be more motivated to use ICT for reading and they can improve reading skill.

b. For Teacher

This research is a reference for teachers to teach and motivate students to apply ICT to reading skills. It helps the students to understand the content of reading. The teachers can use more varied learning media and make it easier for students

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter contains some previous research and theoretical review.

A. Previous Research

In this paper, the researcher took review of related previous research from other sources as comparison of this research. Those are:

1. Aysegul Liman Kaban and Sirin Karadeniz entitled *Children's Reading Comprehension and Motivation on Screen Versus on Paper*.

To know the effectiveness of their e-reading experience based on their personalized e-reading practice for grade 6 students in Turkey using PDF at school and the effect of their perceptions on their reading comprehension and motivation level in English as a foreign language (EFL) class, and to increase students' reading motivation. The method of this research is quantitative study in this quasi experimental study, data were gathered through pre- and post-tests of reading comprehension. The reader actively responds by expressing the sound of the writing and the writer's language. As a result, readers must be able to express the meaning contained in the text, the meaning that the author wishes to convey. Sixth grade were chosen for this study because they were at a crossroads in the development of their reading skills. The conclusion of incorporating e-reading lessons into the EFL curriculum to assist in the development of language and reading skills for L2 reading achievers, As a result, scientific evidence suggests that e-books are not only an alternative medium for reading printed books, but also a unique resource that is far more effective than printed books. As a result, digital books should become standard practice in school curriculum.⁹

⁹ Aysegul Liman Kaban and Sirin Karadeniz, *Children's Reading Comprehension and Motivation on Screen Versus on Paper*, *SAGE Journal*, vol.1,no.11,2021, p.1-10

The similarity between their research and mine is about students' motivation towards reading comprehension and students' motivation level in English as a foreign language (EFL) class. While the difference, in their research, a quasi-experimental approach involving 96 students and my research using descriptive qualitative involving an English teacher.

2. Ming-Hung LinTung-Fang, Huang-Cheng Chen, and Kuang-Sheng Liu entitled *A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome*.

This study aims to know the suitability of teachers in the classroom who can make good use of teaching strategies, according to class characters and can create learning situations for students using digital learning. Hopes that the promotion of digital learning can provide alternative innovations in classroom teaching. To effectively achieve the research objective and test the research hypotheses, nonequivalent pretest posttest control group design is utilized for the quasi-experimental research. According to the findings of this study, the key to increasing the effectiveness of digital learning in the classroom lies with the teacher. As a result, the advancement of digital learning has the potential to provide alternative innovations in classroom learning.¹⁰

The similarity between their research and mine is the use of technology and media for learning. While the difference is, in their research, they only focus on the use of digital media as a learning medium and my research uses a strategy to teach reading classes using ICT media.

¹⁰ Ming-Hung LinTung-Fang, Huang-Cheng Chen, and Kuang-Sheng Liu, A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome, *Journal of Mathematics Science and Technology Education*, vol.13(7),2017, page.3553-3564

3. Nahid Mohseni Takaloo and Mohammad Reza Ahmadi entitled *The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review*

This study about the effect of motivation on students' reading comprehension. It reviews the term motivation, different types of motivation, reading comprehension, and different models of reading comprehension. Research finding of this research, the researcher discovered that intrinsic reading motivation improved reading ability. Researcher have discussed the role of cognitive interaction and motivational alternatives, as well as the impact of variables on student achievement. According to the findings of this study, motivation is the most important factor influencing the development of students' reading, each student must be given a different motivation based on their personality, teacher is a true motivator to succeed and build student motivation and they must set aside a lot of time to read.¹¹

The similarity between their research and mine is about teachers' motivation towards students' reading ability. While the difference is, in their research, the study also focused on developing cognitive skills to improve students' reading and my research focused on teacher motivation strategies in online reading classrooms.

4. Hairus Salikin, Saidna Zulfiqar Bin-Tahir, and Dian Puji Yuliandari entitled *The Indonesian EFL Learners' Motivation in Reading*

This study aims to determine the learning motivation of L2 students in reading by adopting the motivation theory of Deci and Ryan (2000) which consists of intrinsic motivation and extrinsic motivation. The method of this study mixed method strategy as one that uses both qualitative and

¹¹ Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review, *International Journal of Research in English Education*, vol.2(3), 2017, p.10-17

quantitative method in research, the quantitative data is taken by distributing the questionnaire. Following the discussion, the researcher concludes that EFL learners' experience influences their intrinsic motivation to read English texts. Learners with more experience reading English will find it easier to comprehend English texts. This fact significantly aids their comprehension of English materials, including difficult English texts such as journals, thus the extrinsic motivation of the introduction construction plays a role in reading activities.¹²

The similarity between their research and mine is that motivation will drive EFL learners to succeed in reading. While the difference is, in their research, the research subjects involved 42 students majoring in English, and my research involved one English teacher.

B. Theoretical Review

1. Motivation

a. Definition of Motivation

Motivation is important to operate the process of teaching and learning activities in the classroom, because motivation is one of important factor in the teaching and learning process and as an internal drive that encourages funds to motivate someone to do something to achieve something. Brown (2000:72) defines motivation as the degree to which a person chooses which goals to pursue and and the amount of effort the student will expend on the pursuit.¹³ Being motivated entails moving forward or making a decision to do something.

¹² Hairus Salikin, Saidna Zulfiqar Bin-Tahir, and Dian Puji Yuliandari, The Indonesian EFL Learners' Motivation in Reading, *Canadian Center of Science and Education*, Vol. 10(5),2017, p.81-88

¹³ Lalu Thohir, Motivation in a Foreign Language Teaching and Learning, *VISION: Journal For Language and Foreign Language Learning*, vol.6(1),2017, p.22

According to Crump (1995), the primary motivators are joy, interest, sharpness, and enthusiasm for learning. As a result, each person's level and type of motivation differs from the next. In other words, not only is the level and magnitude of motivation different between individuals, but so are the types of motivation.¹⁴

b. Types of Motivation

1) Intrinsic

Intrinsic motivation is the desire and interest to do and participate in certain activities because an individual finds them appealing and pleasurable. Students who are intrinsically motivated are more likely to deal with complex problems and learn from their mistakes.¹⁵ Students who are intrinsically motivated are more likely to deal with complex problems and learn from their mistakes. The point is that intrinsic motivation comes from within the individual, and it can be motivated by a person's willingness and interest in the learning process itself, or by a desire to make himself feel better. Thus, intrinsic motivation in learning English is concerned with a language learner's interest in learning the language itself, with the intrinsic motivation of a language learner being encouraged to complete a task or participate in a class activity because it is enjoyable and variety.

2) Extrinsic

Extrinsic motivation is the proclivity to follow and participate in activities for reasons unrelated to the activity. These reasons can include the anticipation of a reward or punishment, such as passing an exam or receiving a high grade (Vansteenkiste, Lens, & Deci,

¹⁴ Tengku Sepora Tengku Mahadi, Motivation, Its Types, and Its Impacts in Language Learning, *International Journal of Business and Social Science*, Vol. 3, No. 24, 2012, p.231

¹⁵ Tengku Sepora Tengku Mahadi, Motivation, Its Types, and Its Impacts in Language Learning, *International Journal of Business and Social Science*, Vol. 3, No. 24, 2012, p.232-233

2006). Extrinsic motivated people act and perform in ways that they believe will cause lucky comes and result in enviable outcomes such as a reward, teacher admiration, or the prevention of punishment.¹⁶ Extrinsic motivation is motivation derived from outside sources. For example, in learning, students are serious and active in their studies in order to answer questions during exams.

Both intrinsic and extrinsic motivation will work in tandem. Learning, on the other hand, learning requires a few outward driving like motivation and inspiration as is more often than not considered for parental expectations, additional goals, and the acquisition of a few motivating forces. Motivation to learn acts as a go-between for stimulation and reaction. In other words, learning motivation is the student's individual opinion about learning about an event, and knowing various things, and different opinions will be result in different knowledge acquisition needs. In order to form learning motivation, students' intrinsic interest and extrinsic appreciation from teachers or parents can be combined.¹⁷

c. The Function of Motivation

- 1) Motivation increases students learning, internal or external motivation can increase and develop student learning because of their own initiative to do and complete a task or job. However, external factors such as awards can also have an impact on learning.
- 2) Motivation can bring and encourage individuals to participate in an activity, internal or external motivation can increase and develop

¹⁶ Tengku Sepora Tengku Mahadi, Motivation, Its Types, and Its Impacts in Language Learning, *International Journal of Business and Social Science*, Vol. 3, No. 24, 2012, p.232-233

¹⁷ Ming-Hung Lin Tung-Fang, Huang-Cheng Chen, and Kuang-Sheng Liu, A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome, *Journal of Mathematics Science and Technology Education*, vol.13(7), 2017, p.35

student learning because of their own initiative to do and complete a task or job. However, external factors such as awards can also have an impact on learning.

- 3) Students motivation to learn is derived from various sources, students learning motivation from various sources will have an influence students are naturally motivated by their interests and pleasures, so that what they learn has a lot of deep meaning for them and how it affects their lives.¹⁸
- 4) Motivation can bring out a sense of optimism in students in learning, motivation can instill hope in students learning and result in high achievement. In the sense that if students are motivated, either internally or externally, their enthusiasm for learning to achieve a goal will be higher, and they will be motivated to carry out every activity that will be carried out in order to achieve a good result.
- 5) Students can set aside things that are useful or useless to them so that they know what activities or things they need to do and avoid in order to achieve a learning goal.

d. The Importance of Teachers' Motivation

Motivation is an important factor in achieving a specific goal. Ryan and Deci (2000) define motivation as "progress or motion toward doing something." Motivation is the act of acting on or within an organism in order to establish and manage behavior. A "combination of many factors involving trying, desire, and pleasure with the learning situation" influenced motivation.¹⁹ Teachers' motivation has an

¹⁸ Davion Johnson, The Role of Teachers in Motivating Students To Learn, *Journal of Graduate Studies in Education*, Volume 9(1), 2017, p.46

¹⁹ Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review, *International Journal of Research in English Education*, vol.2(3), 2017, p.11

important influence as one of the supporting factors for the success and success of students in learning. The teachers who always provide motivation, will make students motivated and provide a better success, because the role of the teacher has the responsibility to implement the learning system, it runs well to arouse student learning motivation, because learning without motivation will be difficult to obtain optimal learning outcomes.

Teachers connect learning to their students' personal worlds to support student learning by making learning tasks more relevant by relating instructions to students' experiences (Ferlazzo, 2015; Thoonen et al., 2011). Students can understand and apply learning in their daily lives. Teachers who have a positive influence, build trust, and pay attention to relationships will also influence their motivation to learn. In this case, the teacher must occasionally know each student's interests and talents and be open minded to students by sharing experiences of success or disappointment that they have had in order to be one of the lessons that can motivate students to learn.

The level of interest that teachers have in their teaching influences students' motivation to learn. Teachers who are enthusiastic about their subject and task are more likely to attach positive feelings and importance to how they teach (Schiefele & Schaffner, 2015; Zhang, 2014). Students' motivation to learn may be enhanced by teachers' interests in their subject, as well as their level of enthusiasm and energy while teaching. Teachers must believe that in order to change students who are not motivated to learn teachers must believe that they can increase students' enthusiasm in increasing learning motivation, especially in learning English. Therefore an effective learning strategy

is needed so that motivational strategies have a positive effect on students learning motivation.²⁰

2. Reading Skills

Reading is one of the fundamental skills that every educated person must acquire to a significant degree in both their native language and a second or foreign language. According to Haris and Sipay (1977), as technology advances, more occupations require higher level education or specialized training, in which improved reading ability plays a critical role.²¹ Reading is an activity in which some abilities are used to process reading text in order to comprehend the content of reading. As a result, reading can be defined as an activity that is performed in order to obtain information or a message that is conveyed through written language. Reading habit should begin at home, elementary school, junior and senior high school, and continue through college. Reading habits are required to master science and technology, which are constantly changing.²²

a. Teaching Reading

Tay (2013) defines learning strategies as "the total effort required by students to process, understand, and adopt the information introduced in learning-teaching processes or in their individual preparation." In other words, information is utilized in cognitive and

²⁰ Davion Johnson, The Role of Teachers in Motivating Students To Learn, *Journal of Graduate Studies in Education*, Vol. 9(1), 2017, p.47-48

²¹ Muhammad Nafi Annury, The Use of Metacognitive Strategies in EFL Reading Comprehension, *English Language and Literature International Conference*, Vol. 2, 2018, p.7

²² Ratna Sari Dewi, Fahrurrozi, and Uswatun Hasanah, Reading Interest And Reading Comprehension, *International Research Association for Talent Development and Excellence*, Vol.12 (1), 2020, p.241

affective processes (Kafadar, 2013a). Learning strategies, as defined by definitions, include more than one activity.²³

Teaching was giving helping process to students in learning process. Teaching reading is difficult because the teacher must not only tell the students to read the text, but also consider and organize learning strategies how students will understand all aspects of the included English. Reading aims to improve students' reading skills so that they can read texts effectively and efficiently, such as increasing general knowledge, understanding reading objectives, adjusting reading strategies, and developing logical and critical thinking from what they have read. As a result, the teacher must develop a good strategy to motivate students to learn and implement strategies to ensure students learn to read and can apply it in their reading skills so that they understand as well as possible.²⁴

The goal of teaching reading in an English language classroom is to develop students' ability to read English texts effectively and efficiently. Before beginning to read, readers should be aware of the purpose of their reading. Reading that is effective and efficient is always purposeful and tends to focus primarily on the goal of the activity. Furthermore, in teaching reading, a technique is required for the students, particularly before reading, to stimulate their interest and background knowledge, allowing them to comprehend the text more easily. Pre-questioning as a reading technique can be used by junior high school students in their reading, for example, students can identify

²³ Muhammad Nafi Annury, The Use of Metacognitive Strategies in EFL Reading Comprehension, *English Language and Literature International Conference*, Vol. 2, 2018, p.8

²⁴ Muslaini, Strategies for Teaching Reading Comprehension, *English Education Journal (EEJ)*, Vol.8(1), 2017, p.69

and look for specific information in functional texts, particularly descriptive texts.²⁵

There are many teacher strategies that can be used to teach, depending on the knowledge and skills possessed by the teacher such as using group work learning, problem solving activities, learning activities using technology, and other learning activities. Some of these strategies can be used in the classroom to teach reading. For example, teachers can prepare themselves by learning more about the materials that will be delivered so that they can explain it to their students effectively. Furthermore, because students differ in their characteristics and abilities, teachers must analyze their students' abilities in order to assist themselves in managing classroom situations. Other approaches, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of facilities about technology they serve, and the curriculum expectations for the teaching of reading as outlined in the curriculum in order to make instructional decisions that will positively affect students' reading achievements.²⁶

Strategies that can organize a teaching system for reading around the word ACTIVE:

- 1) Active prior knowledge. It is beneficial to engage the readers in an activity that gets them thinking about what they already know about the topic of the reading before teaching the reading passage. Anticipation guide is a type of activity that you could use. The anticipation guide's purpose is to learn what the readers already know about the topic of the reading.
- 2) Cultivate vocabulary. One important strategy for assisting students in developing reading vocabulary is to encourage them to develop

²⁵ Syamsul Bahri and Chairina Nasir, Using the Think Aloud Method in Teaching Reading Comprehension, *Studies in English Language and Education*, Vol.5 (1), 2018, p.151

²⁶ Muslaini, Strategies for Teaching Reading Comprehension, *English Education Journal (EEJ)*, Vol.8(1), 2017, p.70

strategies for guessing word meanings based on contextual clues and background knowledge. The methods include determining the part of speech of the unknown word, guessing the meaning of the unknown word, and checking that the guess is correct.

- 3) Teach for comprehension. Instead of asking students comprehension questions after reading a passage, a teacher can demonstrate how comprehension is achieved with the class. The class reads aloud and discusses how they understand what is written. Making inferences, for example, can be done while reading. As the class continues reading together, teacher ask the students to verbalize the inferences that they are making.
- 4) Increase reading rate. Repeated reading is a successful activity. Students read a short passage several times until they reach criterion reading rate and comprehension levels. They understand more when they read something twice at a faster reading rate than when they read it once slowly.
- 5) Verify reading strategies. The teacher is not required to compile a list of all appropriate reading strategies. Students can collaborate with the teacher in sharing and evaluating strategy use.
- 6) Evaluate strategies. Reading articles is a good way to assess your reading progress. Every day, students write an article. They respond to various questions based on the various areas of focus they are working on in class. The use of Critical Reading Strategies is another method for assessing reading comprehension. This strategy can also be used to assess students' reading abilities.²⁷

It can be concluded, the importance of students' learning and progress in language skills cannot be overstated, much time is devoted

²⁷ Siti Nurhamidah, Syahid Muammar Pulungan, and Eka Sustri Harida, The Analysis of Teachers' Strategies in Teaching Reading Comprehension, *Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*, Vol.4 (2), 2018

to the development of reading skills. It should be noted that students strive to improve their reading comprehension, particularly those students who do not have adequate facilities and rely on their teachers programs. These students are unable to achieve high reading comprehension scores and thus do not benefit from it. Reading programs are one method for motivating students and assisting them in improving their reading skills.²⁸

b. Reading Motivation

High motivation can encourage student learning activities. That is not an easy task since motive is an internal process that energizes and directs behavior (Reeve, 2009: 10). However, he added that motivation can be inferred from its expression through person's behavior, engagement, psychology and self-report. High motivation can be found in the nature of student behavior with emotional feelings and high student participation in learning. Motivation to learn is needed in the classroom. Motivation in learning foreign languages has become a consideration for teachers today.²⁹

Motivation is an important factor in reading comprehension because it refers to interest, dedication, and self-confidence. A student who enjoys reading because he enjoys it, a student who is dedicated to reading because he believes it is important, and a student who reads confidently because he can do it, because reading is an awareness of knowledge, the most important academic language skill.³⁰

²⁸ Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review, *International Journal of Research in English Education*, vol.2(3), 2017,p.11

²⁹ Agus Husein As Sabiq, *Improving Students Motivation and Reading Skills in ELT Through Audio-Visual Media*, Vol 25 (1), 2017, p.58

³⁰ Saniago Dakhi and Ira Soraya Damanik, Students Motivation in English Reading Text: A Qualitative Study in EFL Context, *Journal of English Teaching*, Vol.4(2), 2018, p.82

There are a variety of factors that can cause students to struggle with reading comprehension. Some students struggle because they have not mastered reading fluently. When a student reads, they are only concerned with saying the words correctly, or they are not truly focused on what they are reading. They focus all of their cognitive abilities on reading words correctly and make little effort to understand what or what the content of the reading is (Woolley, 2010).

Based on the problems faced by student in challenges when it comes to reading English language skills, such as finding it difficult to understand and conclude what they have read or obtaining information from a text due to a lack of reading skills or habits, as well as reading strategies. Furthermore, they are lack of lack motivation from teachers or parents, causing their practice and reading habits to deteriorate. Other issues with reading comprehension include students' poor vocabulary. In order to understand the reading texts, students must understand the meaning of words and have good grammar comprehension. Otherwise, students will struggle to understand the text. Students face this challenge because they lack or even do not understand the meaning of words or sentences in the text. Another problem faced by students is the lack of background knowledge that students have to understand the text, that lessons have not been properly studied, or that they have never read similar texts before, which can result in their weaknesses in understanding various types of reading comprehension questions, as well as weaknesses in vocabulary and grammar.³¹

In reading, Lee (2017) stated that there are 6 skills considered essentials, they are:

- 1) Decoding. Decoding is related to an early language skill known as phonemic awareness, which is part of a larger skill known as

³¹ Zuhra, Senior High School Students' Difficulties in Reading Comprehension, *English Education Journal (EEJ)*, Vol.6(3), 2015, p.437

phonological awareness. Phonemic awareness teaches children to recognize individual sounds in words (phonemes). It also enables them to "experiment" with sounds at the word and syllable level.

- 2) Fluency to read. Fluency in reading can help students understand the text.
- 3) Vocabulary. Vocabulary production is essential for reading comprehension. Students can learn vocabulary through instruction, but they are more likely to learn the meaning of words through everyday experience and reading. Besides that, students can memorize vocabularies and apply it in their daily activities.
- 4) Connecting ideas within and between sentences is called cohesion. Cohesion is the connecting of ideas within and between sentences to help students understand the meaning of parts and can conclude or find an idea from the text they read.
- 5) Reasoning and Background Knowledge The majority of readers relate what they read to what they already know. As a result, it is critical for students to have prior knowledge of the world when they read.
- 6) Working memory, when children read, their ability to pay attention allows them to extract and collect information from the text. Working memory enables them to retain that information and use it to derive meaning and knowledge from what they read.³²

³² Ratih Laily Nurjanah, The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test, *Journal of English Language Literature and Teaching*, Vol.2 (2),2018, p.256

3. Information Communication and Technology (ICT)

a. Definition of ICT

Young people today live in a world characterized by dramatic cultural, economic, social and educational differences, individual circumstances depend largely on where a person is born and raised. Young people today live in a world marked by dramatic cultural, economic, social, and educational differences, individual circumstances are heavily influenced by where a person is born and raised. Despite the enormous diversity of living environments, an unprecedented and unifying global media culture has emerged that challenges and frequently outperforms and bring up new things traditional forms of socialization such as family and school, and the use of information and communication technology (ICT) is expanding widely and rapidly in the world.³³

The internet is the most rapidly growing global development of ICT today. Its growth has influenced the way businesses are run, facilitating learning and knowledge sharing. Not only that, but modern information and communication technology has created a "global village" in which people can communicate with people all over the world as if they were neighbors. As a result, ICT is frequently studied in relation to how modern communication technology affects society. The definition of ICT must take into account common language to understand the word 'Technology', because without a clear understanding of 'Technology,' much of the rest of this site will fall apart. The process of using science, material, and human resources to meet human needs or goals is defined as technology. Thus, the definition of ICT can be interpreted as the use of information to

³³ United Nations, *Youth and Information and Communication Technologies (ICT)*, e-book, 2006, p.319

facilitate, meet human needs or goals, including references to the use of modern devices such as Internet.³⁴

b. ICT in Education

The use of ICT media in education is currently important and very much needed for success in the world of education and the advancement of the learning process, because with the development of the era and the world that is being hit by this epidemic. ICT is not only used for economic purposes, but is also indispensable for educational purposes that necessitate the learning process. Online learning involves interactions between teachers and students. Face-to-face interactions must be replaced online and various learning resources, such as books, must also be replaced. However, the use and advancement of ICT in education can provide numerous benefits to both teachers and students.

Learning can be greatly aided by the use of ICT media. Students can become active learners by incorporating technology into their learning activities can develop the talents and interests they desire. They will become aware of what information they require, why they require it, and how to obtain it. As noted by Jarold and Sue (1992, p. 50), self-managed learning will make students motivated and self-directed, allowing them to easily, efficiently, creative, and quickly respond to rapid changes in information. Not only that, but by using the internet, students can use it as a teacher who can provide various kinds of information. They can use it and find out where they are and who their teacher is outside of school hours. Students can connect to the internet at any time and from any location. Learning to use ICT entails more

³⁴ N.Tamilsevan, Sivakumar, and R.Sevukan, Information and Communication Technologies (ICT), *International Journal of Library and Information Science*, Vol.1 (1), 2012, p.17-18

than just rote memorization. This enables students to enjoy their learning process, be interactive, and be content with technology.³⁵

This ICT-based activity is carried out by printing out electronically produced materials for learners. Teachers can provide extra practice for students, provide a change of pace, and be highly motivating by creating and using their own electronic materials in class. In the classroom, these types of materials ICT-based reading materials development can help learners feel at ease, develop confidence, facilitate learners' self-investment, and expose learners to language in authentic use.³⁶

c. ICT-based learning media

ICT-based learning media is a type of learning component that provides students with instructional materials in the form of information and communication technology. The following are some examples of ICT-based learning media that can be used to store, process, and convey information during the learning process:

- 1) Computer Technology. Computer-based learning media, also known as computer-assisted learning (CAI), is a type of computer-based learning media. Computers can be used as interactive learning media in a variety of ways, such as computer-assisted learning (CAL) programs, computer conferences, electronic mail or electronic mail (email), and computer multimedia, which is then referred to as interactive multimedia learning.
- 2) Multimedia Technology. Multimedia technology includes learning media such as digital cameras, video cameras, sound

³⁵ Adi Suryani, ICT In Education : Its Benefits, Difficulties, And Organizational Development Issues, *Jurnal Sosial Humaniora*, Vol 3 No.1, 2010, p.107-108

³⁶ Arimbawa, Nyoman, and Kerti Nitiasih, Developing ICT-Based Reading Material for Grade Eight Students of Junior High Scholl, *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol.1 (1), 2013, p.3

players, video players, and others. A multimedia computer is one that has a CD player, a sound card, and speakers, as well as the ability to process high-resolution video and audio.

- 3) Computer Network Technology. This technology is made up of hardware such as the internet, wifi, and so on. It also includes supporting software or network applications like WEB, email, HTML, database applications, and so on.

From various types of ICT, the use of ICT as a learning medium has benefits for the learning process such as improving learning quality, increasing access to education and learning, making learning materials more interesting, expanding students' knowledge of technology, assisting in the generation of new ideas, facilitating understanding of the material being studied, and allowing interaction between learning and the material being studied.³⁷

C. Conceptual Framework

The conceptual framework is the structure or concept of what has been studied to explain the natural development of the phenomenon being studied.

Based on theory and several previous studies, the motivation produced by humans is controlled by these two factors, which are internal and external. Motivation is an influential factor in achieving a specific goal. Motivation can be carried out with the existence of exercises, habits and good environmental influences, so motivation is very necessary in learning. In the process of motivation, which occurs internally and externally, intrinsic motivation can be interpreted as a person's awareness of doing a learning job, while external motivation is motivation that comes from outside a student, which causes the student to carry out learning activities. In external motivation, the teacher

³⁷ Magdalena Wangge, Implementasi Media Pembelajaran Berbasis ICT Dalam Proses Pembelajaran Matematika di Sekolah Menengah, *Jurnal Matematika dan Pendidikan Matematika*, Vol.1 (1), 2020, p.34-35

becomes one of the most important mediators in motivating students. The teacher is a true motivator to succeed and build student motivation, and they must set aside a lot of time to learn. Currently, the level of students' reading motivation is low. Teachers can help increase students' reading motivation extrinsica by giving assignments and using interesting media in English reading classes where students can enjoy reading.

With the use of technology in the reading class, it can make students interested and motivated. That is why it is important to know what motivational strategies are given by teacher to the students. To assist researchers in explaining the types of motivational strategies used by teachers, researchers used classroom observation techniques and interviews with English teachers. Interview questions on motivational and teaching strategies, problems, and solutions were provided.

CHAPTER III

REASEARCH METHOD

This chapter presents research design, research setting, participants, data collection and data analysis technique.

A. Research Design

This research is a type of qualitative descriptive research. Qualitative research is the collection of data in a natural process. Qualitative research aims to understand and examine the background of the phenomenon from what the researcher experiences, for example behavior, motivation, perception or action. and arranged as descriptive words and language in certain natural contexts and using various natural methods.³⁸ This study focuses on a description of teacher's strategies and problems in motivating students to apply ICT for reading skills. In whole, qualitative research values people's lived experiences and is inherently subjective and sensitive to the biases of both researchers and participants. That subjectivity, while considered a serious flaw from the positivist perspective, speaks to the core value of qualitative research and the constructivist paradigms.³⁹

B. Research Setting

The research was conducted at MTS N 1 Serang from July 26th, 2021 to August 7th, 2021. It consisted of interviews with English teacher at eighth grade of MTs N 1 Serang and representatives of 5 students from eighth grade of MTs N 1 Serang and classroom observation at eighth grade (8C).

³⁸ Lexy J.Moleong, *Metodologi Penelitian Kualitatif*, PT.Remaja Rosdakarya, Bandung, 2016, p.6

³⁹ Lesley Eleanor Tomaszewski, Jill Zarestky, and Elsa Gonzalez, Planning Qualitative Research: Design and Decision Making for New Researchers, *International Journal of Qualitative Methods*, Vol.19 (7), 2020, p.1-2

C. Participants

The participants of this study are one English teacher and representatives of five students from eighth grade of MTs N 1 Serang.

D. Data Collection

This research used observation and interview, documentation as instruments. There are some steps in collecting data for this study:

1. Observation

There are several reasons for conducting qualitative research through observation. For starters, the observation technique is based on firsthand experience. Second, the observation technique enables you to see and observe yourself. Third, the researcher can document events related to the data-driven knowledge. Fourth, allowing researchers to comprehend a variety of complex situations while conducting research. Fifth, if other methods of communication are not available, observation can be a useful tool.⁴⁰ The observation technique is used to see the teacher's strategies in motivating students to apply ICT for reading skills and observations will be carried out in online class. The tools used in the observation are notes. In this study, researcher recorded teacher activities in motivating and made notes about the learning process. The observation technique is carried out based on the observation checklist guidelines that have been compiled by the researcher. (*Appendix 1*)

2. Interview

An interview offers the possibility of gaining insight into the interview's world and a deeper understanding of the nature or meaning of the interviewee's everyday experiences. The interview may also be

⁴⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, PT. Remaja Rosdakarya, Bandung, 2016, p.174-175

used to test a hypothesis.⁴¹ The researcher employed a structured interview technique, which employs questions and formal language, and the interviewer determined the problem and compile the questions that will be asked in a structured manner to the interviewees, with the goal of finding answers to the working hypothesis.⁴² The questions are about the teacher's strategies and problems in motivating students to apply ICT for reading skills. The researcher conducted interviews with one English teacher who teaches class 8 and representatives of 5 students from grade 8. The questions that asked for the interview are based on research questions in order that the results of the interview can answer the problems raised by the researcher. The following main questions are:

b. For Teacher

- How do you motivate students to be interested in reading?
- What learning strategies do you use to teach students reading skills using ICT?
- What do you emphasize to students in motivating students to apply ICT as an active media in reading?
- How do you believe that ICT can influence the development of students' reading skills?
- What content of materials do you use in motivating students to improve reading skills using ICT media?
- How do you assess your learners' have been able to develop reading skills well?
- What are problems do you usually face in motivating students to apply ICT in reading skills?

⁴¹ Cathryne Palmer and Amanda Bolderston, Brief Introduction to Qualitative Research, *The Canadian Journal of Medical Radiation Technology*, Vol.37 (1), 2006, p.17

⁴² Lexy J.Moleong, *Metodologi Penelitian Kualitatif*, PT.Remaja Rosdakarya, Bandung, 2016, p.190

- What are solutions do you use to solve student problems in developing reading skills?

c. For Learner (representative of 5 students)

- What made you interested in using ICT as a learning media?
- What problems do you usually face when reading English text?
- How do you solve your problem during reading English text?
- What changes and interests did you feel when applying ICT to improve English reading and develop reading motivation?
- In your opinion, is teacher motivation important for you in increasing enthusiasm for learning?
- What motivation do you get from your teacher to develop English reading skills through ICT media?

Adapted from Ani, Fitri. (2020). An Analysis on the Teacher's Strategies in Teaching Descriptive Writing Through Online Class.

Retrived from <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/9992>

And Adapted from Nadia, Mia Ayu. (2017). The Teacher Strategies of Classroom Management to Face The Problem

Retrived from <http://repository.umy.ac.id/handle/123456789/16474>

3. Documentation

Documentation is the primary document source used by researchers and can consider for data review. If accessible and available, management of document selection is critical, as this method may result in a large amount of paper (data) that is not always required.⁴³ To collect data, researchers make observations that aim to determine the conditions of the learning process. To obtain information related to the research objectives, researchers conducted interviews with English teachers to gather information that concluded as a result of the research. In addition, researchers also collected documents such as teacher handbooks, photos during observation, etc.

E. Data Analysis Technique

As a result, descriptive-qualitative techniques used in the data analysis. In general, the data analysis process includes data reduction, data display, and data conclusion.

1) Data Reduction

Identifying the smallest unit of detail found in the data and having meaning when associated with the focus or research problem, this data reduction can make it easier for researchers to understand what happened, so that they can complete further work when the data has been collected.⁴⁴ It can be concluded that in qualitative research, it is understood that qualitative data must be reduced to be more focused,

⁴³ Cathryne Palmer and Amanda Bolderston, Brief Introduction to Qualitative Research, *The Canadian Journal of Medical Radiation Technology*, Vol.37 (1), 2006, p.17

⁴⁴ Lexy J.Moleong, *Metodologi Penelitian Kualitatif*, PT.Remaja Rosdakarya, Bandung, 2016, p.288

simplified, and transferred into more manageable data forms. This data will be collected until a complete final report is prepared.

2) Data Display

Data display is a structured collection of information that allows for the possibility of drawing conclusions and taking action, all of which are designed to combine information that is organized in a coherent manner so that researchers can draw conclusions.

3) Conclusion/Verification

After all of the data has been presented and collected, the final step in data analysis is to draw conclusions. The conclusions are loose in the beginning, remain open and unclear, and then become more detailed and specific. In this case, the verification process consists of a review of field notes and brainstorming to develop an agreement of thoughts. The three processes at the heart of data analysis are describing phenomena that occur in the field, classifying them, and observing how concepts that arise with other concepts are interconnected.⁴⁵

⁴⁵ Salim and Syahrur, *Metodologi Penelitian Kualitatif*, Citapustaka Media, Bandung, 2012, p.148-150

CHAPTER IV

REASEARCH FINDING AND DISCUSSION

This chapter presents the profile of school, research finding, and discussion. In this part, the writer would like to discussed the findings of the research.

A. Profile of MTS N 1 Serang

Madrasah Tsanawiyah Negeri 1 Serang (MTS N 1 Serang), previously named MTS Ciruas, started as a private school, founded by the Islamic education foundation Ciruas "Assalam" and established in 1976. Decree of the Minister of Religion of the Republic of Indonesia Number: 515 A dated November 25, 1995. With all the existing limitations, Madrasah Tsanawiyah Negeri Ciruas can continue to carry out its work program to create and educate its students. With a makeshift study room that cannot accommodate all students, learning activities are forced to be carried out alternately in the morning and evening. In an effort to apply for land purchase for the school location, Madrasah Tsanawiyah Negeri Ciruas (MTS Ciruas) and now Alhamdulillah MTS N 1 Serang moved to its own building in 2003 on the government-assisted land of Serang Regency, which is located at Jalan Cipatasa Km.01. located in Ds Singamerta, District Ciruas.

The geographical location of Madrasah Tsanawiyah Negeri 1 Serang is very strategic, not far from the administrative center of the sub-district (city), district and province. The level of the road traffic is not congested, easy to pass and also an intersection for Serang Regency. The enthusiasm of the people who want to send their children to school is very high. This is indicated by the fact that many prospective students cannot always be accepted by schools because they exceed the quota set each year, and have to be distributed to several private schools around the madrasah. Madrasah Tsanawiyah Negeri 1 Serang vision is strong and independent, namely "The Realization of Quality School, Achieving, Competitive, and Good Morals".

B. Research Finding

This research is a qualitative descriptive research. English subject is a lesson taken by researchers to conduct research, but in this study researchers only focused on teacher motivation as a learning mediator given to students they are teacher's strategies in motivating students to apply ICT for reading skills, and problems faced teacher when motivating students to apply ICT for reading skills. In this study, the researcher chose one English teacher in grade eight, namely Mrs. Renny Sugiarti as a participant. When Mrs. Renny taught English in grade 8 (C) and while she was teaching, the researcher observed her during the learning process to find and collect research data, after that the researcher conducted the interview with Mrs. Renny and representatives of 5 students from grade 8 (C) to be interviewed regarding this research finding.

1. Teacher's Strategies in Motivating Students to Apply ICT for Reading Skills

For the observation process, the researcher prepared documentation and observation checklist (*appendix 1*). The observation was carried out in class 8(C), this observation aims to observe the English teacher while teaching English in class 8(C) during the learning process. Before English class the teacher always motivates students to continue learning a lot, and reads and continues to practice English little by little, besides that the teacher does not forget to ask students' conditions so that they can adjust the learning that will be carried out on that day and don't forget to inspire students. The teacher deliver material about descriptive text to students which contains about animals, objects, or people. Then the teacher sends a short text related to the material via WA group and asks students to read and observe the text carefully. The goal is, the teacher trains students to see, observe around, read, and analyze and it is very good to make students active in learning. At the end of the lesson the teacher gave motivation back

to the students and closed the class with prayers and greetings. It can be seen, before and after English class the teacher always gives motivation to students.

Based on the results of an interview with Mrs. Renny as an English teacher in eight grade, to motivate students so that they are interested and foster students' reading motivation, first invite them with language or smooth communication, and invite them to practice and get used to reading. Tell the students the purpose and benefits of reading and use media that can attract students' reading motivation, such as mobile phones or applications. For example, if there was an important day such as Indonesian Independence Day (17 August) or Mother's Day commemoration, the school held competitions such as writing and reading poetry and uploading it on their tiktok or instagram. The competition can increase students' motivation to get used to reading. In addition, students will be enthusiastic and interested in participating in the competition because of there are gift given to the participants.

The teaching strategy in motivating students used by Mrs. Renny to develop students' reading skills and reading interest in addition to providing motivation, Mrs. Renny uses ICT media, because according to her, ICT media can increase the attractiveness of students to read and as a teacher must have creativity in finding teaching materials for students. In addition to dealing with the current Covid-19 condition, the teaching and learning process must be carried out in online classes. In this case, according to her, ICT media is the only effective medium to use in the online learning process. Before teaching, the teacher asked students to read reading materials, power points, or videos related to the material shared through the WA group. To train students' reading skills, she used the text-based-approach method so that students could increase their vocabulary production, understand, know, and conclude the text. In providing

motivational strategies to increase students' reading interest through ICT media, the content of the material used by Mrs. Renny in teaching English in grade 8 is reading text. According to her, by providing reading text material, it can improve students' reading ability. From that students can search and find out various example and types of texts, not just in the books. From several strategies that can be used, it can be concluded that making students accustomed to reading and being able to understand reading well is very important, always provide motivation (extrinsic motivation) in the form of strong support and action to grow and increase student motivation. The more practice the students will get better at their reading skills and with use ICT as a one of media can affect the development of students' reading skills both at school and outside of school, by providing motivation, interesting activities or adjusting to their hobbies, the level of motivation in students will develop well. However as teacher and parents must always supervise students in the use of technology.

2. Teacher's Problems in Motivating Students to Apply ICT for Reading Skills

In addition to carrying out strategies to motivate students, Mrs. Renny, as an English teacher in eighth grade, also faces several problems in motivating students to apply ICT as a medium for reading skills, such as the lack of ability or motivation from within (intrinsic motivation) of students to read or learn English, and sometimes as a teacher, they don't really know the environment of each student, what environment they live in, or whether they have a good or bad influence. Because environmental factors are also very influential on student motivation, if students have high motivation, then they will have good learning outcomes. On the other hand, if students are not motivated due to an unfavorable environment, learning outcomes will be low. Many of the students do not know the meaning of some vocabulary and how to pronounce it when reading English texts. In

other problems, there are students who do not have digital media such as mobile phones, laptops, or no internet quotas at all. But for all these problems, there are solutions that can be used. If students do not know the meaning and how to pronounce a vocabulary word, they can look it up in the dictionary, and they have to practice a lot and memorize vocabulary, especially vocabulary for daily life. If students do not have sufficient ICT media, then they can use other media available at home, such as textbooks, make a small library, or practice English dialogues with their parents and friends, or mention and read objects around them in English to increase vocabulary production. Do not forget to always motivate and give reward to students.

3. Students Motivation to Apply ICT for Reading

In addition, students are interested in using ICT media as a medium of learning and reading because they feel that ICT media such as mobile phones, televisions, or applications are more practical for them to use anywhere to read and get information. Some of them also use the "Ruang Guru" application as a tool to support their learning outside of school hours. However, there are some problems they face when reading and understanding English, especially English texts. The problems they face include such things as not knowing the meaning of some vocabulary, not understanding how to pronounce vocabulary or sentences, and not understanding the content of the text. Many students look up dictionaries and use the "Google Translate" application to find out the meaning of vocabulary, while others reread and do not read quickly. According to them, teacher motivation is important to overcome their problems and make them enthusiastic about learning. From the teacher's motivation, they can increase students' reading motivation through ICT media.

Motivation and stimulus that comes from outside (extrinsic motivation) such as support, giving rewards, praise, attitudes and teacher behavior have an important role in increasing students' enthusiasm for learning and developing students' reading skills. ICT media can be an attraction for students in the learning process. Teacher can use and develop a variety of strategies to teach and increase students' reading motivation.

C. Discussion

The result of this study is to find out and explain teacher's strategies and problems in motivating students to apply ICT for reading skills

1. Teacher's Strategies in Motivating Students to Apply ICT for Reading Skills

Ryan and Deci (2000) defined that motivation is an important factor in achieving a specific goal. Similarly, motivation as "progress or motion toward doing something." Motivation is the act of acting on or within an organism in order to establish and manage behavior. The primary components of motivation are excitement, interest, eagerness, and eagerness to learn. Reading motivation, according to Hermosa (2002), is the interest or desire to read for various purposes. She believed that positive reinforcements had a positive impact on motivation in reading. So teachers must create reading activities, a sharing community of learners, comfortable learning context, enough time to read, collaborate with other teachers and administrators for a general reading program, and learn the strategies for effective learning.⁴⁶ With Using ICT can also inspire and make students able to express themselves and improve the quality of their learning. Furthermore, teachers agree that the use of ICT can make learning

⁴⁶ Nahid Mohseni Takaloo and Mohammad Reza Ahmadi, The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review, International Journal of Research in English Education, vol.2(3), 2017, p.11

more meaningful. For the teachers, using ICT can develop their pedagogical abilities and increase their self-confidence as well.⁴⁷

Based on the research, the researcher analyzed teacher's strategies for motivating students to apply ICT for reading skills. Therefore, in this study, the motivation of teacher as mediator has a major influence on the process of student learning development. Teacher motivates students by using strategies that can support the learning process. Before starting learning, teacher always familiarizes students with reading texts, videos, power points, or other materials shared through Whats App Groups. The aim is to invite and train students to apply ICT as an active medium for reading so that students can explore their understanding of what they have read and better understand how to use the application. Before entering the material, the teacher in eighth grade motivates students and tells them the benefits and importance of reading as well as the uses and advantages of reading with ICT media, because knowing the benefits and advantages will foster student motivation and make students more interested in reading.

Teacher uses a learning strategy called the *text-based-approach method*, which teaches students reading strategies. Teacher work together with other teachers to hold writing and reading competitions. The goal is for students to feel enjoyed, get new experience and be able to use the application more effectively. They provide rewards and support, train students to be creative using ICT media according to their hobbies, train students to be motivated to read and seek or get various information through ICT media, and allow students to explore the materials presented

⁴⁷ Mahdum, Hadriana, and Maria Safriyanti, Exploring Teacher Perceptions and Motivations to ICT Use in Learning Activities in Indonesia, *Journal of Information Technology Education*, vol.18,2019, p.303

by always linking the material and giving the assigned tasks using ICT media.

In motivating students to be motivated in their reading skills, the teacher needs to combine several techniques or methods that vary to create a supportive environment in the teaching and learning process. One of these is using ICT as an active medium for reading, because students love technology, and there is nothing better than using this tool to make students love reading.

2. Teacher's Problems in Motivating Students to Apply ICT for Reading Skills

Based on the results, when teacher asks them to read English texts and conclude the contents of the text, there are students who do not understand the contents of the readings or texts they have read. Because of the lack of vocabulary production they have, and among them there are still difficulties in pronouncing vocabulary. This problem occurs because students are not used to or trained in reading English texts. Besides that, there is no high interest and reading motivation from within them to practice and improve their reading skills. Another problem is that they do not have adequate technological facilities to be used as an active medium for reading. So, many students use their mobile phones for unimportant things such as playing games and their environment is not supportive. From the problems above, it can be concluded that providing extrinsic motivation is an important factor to increase students' motivation, and always take the time to invite students to use ICT media for reading or other useful activities such as practicing English. If there is no ICT media for reading, students can read other useful books available around them.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion, and suggestion of what have been discussed on the previous chapter.

A. Conclusion

Teacher's strategies in motivating students to apply ICT for reading skills are going well. Extrinsic motivation given to students can increase reading interest and students' reading ability. There are values of using ICT that they see and feel as well as the impact of using ICT in teaching and improving students' reading skills. Teacher makes learning using ICT more varied and motivate students to use strategies by telling the benefits of reading skills with ICT media, from inviting and training students to apply ICT to active reading media, students can explore their abilities, apart from that outside the teacher's teaching and learning activities. Make some competitions such as writing and reading poetry to get new experiences, giving awards and support, and training students to be creative using ICT media according to their hobbies.

The problem faced is that there are students who do not understand the contents of the readings because of the lack of vocabulary production they have, there is no high interest and motivation from students, and finally, they use the media for unimportant things. The importance of extrinsic motivation for students to apply ICT for reading skills, because without motivation and variations of teaching media that can attract students, students' interest in learning will be low, and more often they provide motivation in the form of rewards or support and varied learning media such as ICT media. The intrinsic motivation of students will be higher to improve reading skills.

B. Suggestion

The researcher hopes the results of this study will make a positive contribution to learning English hopefully research will provide information for researchers themselves and people in the world of education and can be useful for:

1. For Teacher

This research can contribute to English teachers. There are several recommendations for teaching and learning English. First, English teachers must motivate their students to increase their enthusiasm for learning. Second, English teachers must be creative and precise in using media as teaching materials, so that students can easily accept and understand the material.

2. For Learner

The findings of this study are expected to motivate students to learn English and practice and improve their reading skills.

3. For The Future Researcher

The researcher hopes that future researchers can prepare their research as well as possible and continue this research further.

REFERENCES

- Annury, Muhammad Nafi. 2018. The Use of Metacognitive Strategies in EFL Reading Comprehension. *English Language and Literature International Conference*. Vol. 2
- Arimbawa, Nyoman, and Kerti Nitiasih. 2013. Developing ICT-Based Reading Material for Grade Eight Students of Junior High School. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*. Vol.1 (1)
- As Sabiq, Agus Husein. 2017. *Improving Students Motivation and Reading Skills in ELT Through Audio-Visual Media*, Vol.25 (1)
- Bahri, Syamsul and Chairina Nasir. 2018. Using the Think Aloud Method in Teaching Reading Comprehension. *Studies in English Language and Education*. Vol.5 (1)
- Dakhi, Saniago and Ira Soraya Damanik. 2018. Students Motivation in English Reading Text: A Qualitative Study in EFL Context. *Journal of English Teaching*. Vol.4 (2)
- Dewi, Ratna Sari, Fahrurrozi, and Uswatun Hasanah. 2020. Reading Interest And Reading Comprehension. *International Research Association for Talent Development and Excellence*. Vol.12 (1)
- Johnson, Davion. 2017. The Role of Teachers in Motivating Students To Learn. *Journal of Graduate Studies in Education*. Vol.9(1)
- Kaban, Liman Aysegul and Sirin Karadeniz. 2021. Children's Reading Comprehension and Motivation on Screen Versus on Paper. *SAGE Journal*. Vol.1 (11)
- LinTung-Fang, Ming-hung, Huang-Cheng Chen, and Kuang-Sheng Liu. 2017. A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome. *Journal of Mathematics Science and Technology Education*. Vol.13 (7).

- Mahdum and Maria Safriyanti. 2019. Exploring Teacher Perceptions and Motivation to ICT Use in Learning Activities in Indonesia. *Journal of information technology education research*. Vol.18
- Moleong, Lexy. 2016. *Metodologi Penelitian Kualitatif*. Bandung: PT.Remaja Rosdakarya.
- Muhasim. 2017. Pengaruh Teknologi Digital Terhadap Motivasi Belajar Peserta Didik. *Jurnal Studi Keislaman dan Ilmu Pendidikan*. Vol.5 (2)
- Muslaini.2017. Strategies for Teaching Reading Comprehension. *English Education Journal (EEJ)*. Vol.8 (1)
- Nurhamidah, Siti, Syahid Muammar Pulungan, and Eka Sustris Harida. 2018. The Analysis of Teachers' Strategies in Teaching Reading Comprehension. *Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman*. Vol.4 (2)
- Nurjanah, Laily Ratih. 2018. The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test. *Journal of English Language Literature and Teaching*. Vol.2 (2)
- Nyam, Joyce. 2014. Teachers Motivation: A Study of the Psychological and Social Factors. *International Journal of Education and Research*. Vol.2 (2)
- Palmer, Cathryne and Amanda Bolderston. 2006. Brief Introduction to Qualitative Research. *The Canadian Journal of Medical Radiation Technology*. Vol.37 (1)
- Putra, Dondian, Bachrudin Musthafa and Yanty Wirza. 2019. Extensive Reading Program: Increase the Students' Reading Motivation, *Jurnal Penelitian Pendidikan*, Vol. 19 (3)
- Salikin, Hairus. Saidna Zulfiqar Bin-Tahir, and Dian Puji Yuliandari. 2017. The Indonesian EFL Learners' Motivation in Reading. *Canadian Center of Science and Education*. Vol.10 (5)
- Salim and Syahrur. 2012. *Metodologi Penelitian Kualitatif*. Bandung: Citapustaka Media

- Sepora Tengku Mahadi, Tengku.2012. Motivation, Its Types, and Its Impacts in Language Learning. *International Journal of Business and Social Science*.Vol.3 (24)
- Surtato, Dewi Purnama Sari. 2020. Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling dan Pendidikan*. Vol. 8 (3)
- Suryani, Adi. 2010. ICT In Education: Its Benefits, Difficulties, And Organizational Development Issues. *Jurnal Sosial Humaniora*. Vol 3 (1)
- Takaloo, Mohseni Nahid and Mohammad Reza Ahmadi. 2017. The Effect of Learners' Motivation on Their Reading Comprehension Skill: A Literature Review. *International Journal of Research in English Education*. Vol.2 (3)
- Tamilsevan,N, Sivakumar, and Dr.R.Sevukan. 2012. Information and Communication Technologies (ICT). *International Journal of Library and Information Science*. Vol.1 (1)
- Thohir, Lalu.2017. Motivation in a Foreign Language Teaching and Learning.*VISION: Journal For Language and Foreign Language Learning*. Vol.6 (1)
- Tomaszewski, Eleanor Lesley, Jill Zarestky, and Elsa Gonzalez.2020. Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods*. Vol.19 (7)
- United Nations. 2006. *Youth and Information and Communication Technologies (ICT)*. e-book.
- Zainal, Azlin. 2012. ESL Teachers' Use of ICT in Teaching English Literature: An Analysis of Teachers' TPACK. *Procedia - Social and Behavioral Sciences*. Vol.34
- Zuhra.2015. Senior High School Students' Difficulties in Reading Comprehension. *English Education Journal (EEJ)*. Vol.6 (3)

APPENDIX 1

OBSERVATION CHECKLIST

Observation Time : 30 July 2021

Observer Name : Muthia Ninda Widyasari

The number of students : 1703046054

Teacher : Renny Sugiarty, S.Pd.

| No. | Aspects | Observation result | |
|---------|---|--------------------|----|
| | | Yes | No |
| Opening | | | |
| 1. | Teacher opens online classes by greeting and pray together before study | √ | |
| 2. | Teacher checks student attendance list | √ | |
| 3. | Teacher provides motivation to learners | √ | |
| 4. | Teacher informs the purposes of learning material | √ | |
| Core | | | |
| 5. | The teacher checks students' memory about the previous material | | √ |
| 6. | The teacher gives a text to students and students read a text | √ | |
| 7. | The teacher asks the students which information that is not yet known and who wants to know | √ | |
| 8. | The teacher delivers material to students | √ | |
| 9. | The teacher asks students to understand and provide conclusions from the given text | √ | |
| 10. | The teacher asks the students to list the vocabulary that has not been understood in the text | √ | |

| | | | |
|----------------|--|---|---|
| 11. | The teacher asks students to write down the meaning of the vocabulary that has been registered | √ | |
| 12. | The teacher provides strategies and motivation in developing reading skills to students | √ | |
| 13. | The teacher checks students' understanding | √ | |
| Closing | | | |
| 14. | The teacher reviews the materials again | | √ |
| 15. | The teacher gives homework | √ | |
| 16. | The teacher closes the meeting and gives motivation | √ | |
| 17. | The teacher closes online classes with prayers and greetings | √ | |

APPENDIX 2

INTERVIEW

1. English Teacher

Interviewer : Muthia Ninda Widyasari

Teacher : Renny Sugiarty, S.Pd.

Day/Date : 5 August 2021

| No. | | QUESTIONS A |
|-----|------------|--|
| 1. | Researcher | How do you motivate students to be interested in reading? |
| 2. | Researcher | What learning strategies do you use to teach students reading skills using ICT? |
| 3. | Researcher | What do you emphasize to students in motivating students to apply ICT as an active media in reading? |
| 4. | Researcher | How do you believe that ICT can influence the development of students' reading skills? |
| 5. | Researcher | What content of materials do you use in motivating students to improve reading skills using ICT media? |
| 6. | Researcher | How do you assess your learners have been able to develop reading skills well? |
| 7. | Researcher | What problems do you usually face in motivating students to apply ICT for reading skills? |
| 8. | Researcher | What solutions do you use to solve student problems in developing reading skills? |

2. Learner (representative of 5 students)

Interviewer : Muthia Ninda Widyasari

Learner:

Day/Date : 2 August 2021

| No. | | QUESTIONS |
|-----|------------|--|
| 1. | Researcher | What made you interested in using ICT as a learning media? |
| 2. | Researcher | What problems do you usually face when reading English text? |
| 3. | Researcher | How do you solve your problem during reading English text? |
| 4. | Researcher | What changes and interests did you feel when applying ICT to improve English reading skill and reading motivation? |
| 5. | Researcher | In your opinion, is teacher motivation important for you in increasing enthusiasm for learning? |
| 6. | Researcher | What motivation do you get from your teacher to develop English reading skills through ICT media? |

APPENDIX 3

Interview Transcription (The Teacher)

Interviewer : Assalamualaikum, selamat siang bu. Terimakasih telah meluangkan waktunya, saya Muthia mahasiswi dari UIN Walisongo Semarang, sesuai dengan waktu yang telah ditentukan hari ini saya akan meng-interview ibu mengenai penelitian saya yang berjudul “Teacher’s Strategies in Motivating Students to Apply ICT for Reading Skills”

Mrs.Renny : Waalaikumsalam, silahkan langsung dimulai saja mba pertanyaannya

Interviewer : Untuk pertanyaan pertama, How do you motivate students to be interested in reading?

Mrs.Renny : Biasanya kalau cuma nyuruh anak buat biasa dalam membaca itu sulit ya apalagi kalau mereka disuruh baca buku pelajaran, buku bahasa Inggris. Tapi banyak cara yang bisa dilakuin biar anak-anak suka baca terutama bahasa Inggris kita kasih tau ke anak pake bahasa yang alus, ya ngajak buat berlatih bahasa Inggris kalau pinter bahasa Inggris gampang buat komunikasi sama orang asing dari luar negeri misalnya, terus juga paham dalam segala hal, paham teknologi, dan sekali kali ngajak ke perpustakaan biar mereka bisa membaca buku apa aja yang disenangi yang jadi hobi mereka jangan terlalu dibatasi, terus kalau lagi ada hari peringatan kayak peringatan hari ibu kalau gak 17 Agustus ya biasanya sekolah ngadain lomba, bikin dan baca puisi terus di upload ke Instagram mereka, kan kalau nulis juga kan butuh ide juga mau gak mau mencari bahan buat puisinya itu, terus juga nanti kan hasil karyanya bisa jadi arsip bacaan yang bagus dibaca sama orang lain. Kalau ngadain lomba gitu kan anak biasanya semangat karna ada hadiah, reward yang dikasih diakhir lomba. Jadi bisa meningkatkan motivasi anak untuk terus berkarya. Kalau untuk motivasi secara verbalnya ya biasanya saya kasih pujian sama anak-anak dikelas

terutama sama anak yang aktif, dapat nilai bagus, gak ke anak-anak yang dapet nilai bagus aja ya mba, ke anak yang menurut saya sekiranya dia kurang dimata pelajaran bahasa inggris atau nilainya kecil saya juga kasih semangat. Biasanya sebelum mulai masuk materi gitu saya sering bilang ke anak-anak biar rajin belajar, rajin baca, minimal sehari harus ada informasi atau pengetahuan yang dibaca gitu mau itu dari buku, HP, TV, atau e-book gitu ya. Kalau anak gak banyak baca gak tau banyak informasi apalagi zaman modern gini ya bakal ketinggalan informasi dan dengan membaca dapat informasi.

Interviewer : Terimakasih ibu, untuk pertanyaan selanjutnya, What learning strategies do you use to teach students reading skills using ICT?

Mrs.Renny : Sebagai guru harus kreatif dalam mengajar ya misal pake media yang bisa menarik perhatian anak misalnya TIK, kalau dulu sebelum covid itu biasanya 5-10 menit lah kira-kira sebelum masuk materi saya nyuruh siswa buat baca buku dulu. Tapi kalau sekarang ya karna kondisi KBM juga online untuk pembelajarannya saya nyesuain sama materi yang mau dikasih menyesuaikan kondisi siswanya juga, biasanya saya pake zoom meeting, WA, kalau gak E-learning. kalau lewat Zoom atau WA biasanya saya share bahan baca materinya lewat WA grup dulu terus mereka saya suruh baca dulu, share video atau power point atau gak buat tugasnya saya suruh buat cari contoh di internet dari materi yang udah dijelaskan biar siswa lebih banyak nemuin variasi contoh, ya itu salah satu strategi buat ngajak anak untuk membaca lewat media seperti hp sekaligus juga kan melatih minat baca biar mereka senang baca lewat media internet. Buat strategi lainnya saat memsuki materi tentang teks saya pake metode *text based approach* soalnya strategi itu menurut saya efektif buat ngelatih sama ngembangin kemampuan baca anak dalam mengenali banyak macam teks, terus juga memahami teks, menyimpulkan isi teksnya, terus juga tau banyak vocabulary yang

belum ditemuin, produksi vocabularynya juga jadi nambah, terus minimal yaa dalam sehari anak hafal 5 kosa kata baru ajalah kan udah lumayan ya. Yaa strategi lainnya masih banyak lagi sih mba tergantung gurunya bisa lebih kreatif atau nggak dalam mengajar ya. Contohnya kaya kemaren ya mba pas saya ngajar materi descriptive ya kalau buat tugasnya biasa saya kasih tugas ke anak buat cari bacaan yang ada kaitannya sama descriptive text di internet biar ngelatih kemampuan mereka juga apakah anak-anak ini udah paham atau belum sama materi descriptive text yang udah disampein, terus ya mencatat vocab yang belum tau terus suruh cari artinya. Disela-sela itu juga kadang saya ngasih game ke mereka biar belajar juga gak jenuh, gak bosan.

Interviewer : What do you emphasize to students in motivating students to apply ICT as an active media in reading?

Mrs.Renny : Sebenarnya kalau buat ngemotivasi siswa itu yang penting ada kemauan dulu dari dalam diri anak-anaknya, tapi selain itu juga ya sebagai seorang guru atau orang tua yah yang hidupnya sehari-hari sama anak ya harus kasih dukungan juga buat anaknya dari luar, kasih motivasi apalagi anak SMP ya masih labil. Cara yang biasa dikasih ke anak-anak biar mereka bisa termotivasi dalam membaca lewat media hp atau TIK ya kasih tau dulu manfaat dari media itu apa, terus kegunaan media HP, internet atau yang lainnya itu kan banyak manfaat dan bisa ngasih manfaat kalau digunakan benar, tapi anak juga harus dibatasi penggunaannya terus dipantau penggunaan hp atau media TIK lainnya ya biar gak kecanduan karna kan kalau berlebihan bahaya juga buat kesehatan mereka. Terus kalau buat mereka biar termotivasi dalam menerapkan TIK itu sebagai media aktif dalam membaca bisa nyesuain sama hobi atau skill yang mereka punya sih, contohnya kaya zaman sekarang kan banyak tuh ya anak-anak yang suka baca novel, komik dari situ anak bisa nyari e-book gratis kaya novel dicari di internet, terus

nanti juga bisa dikembangkan kan kalau semakin lama suka baca anak bisa coba buat karangan novel sendiri, bisa dipublish ke internet biar terkenal bisa dibaca orang-orang. Ada juga yang suka nonton film, youtube kaya tutorial masak, bikin kue, atau handycraft banyak channel yang bagus kan, itu bisa diterapin buat motivasi anak membaca, latihan nonton film pake subtitle bahasa inggris, jadi bisa ngelatih kemampuan Reading sama Listening mereka juga kan, terus juga bisa nyoba-nyoba bikin tutorial sendiri yang mereka sukain, yang penting mah ajak anak senang aja dulu sama yang mereka sukain, salah satunya ya itu bisa lewat media teknologi soalnya kan yang namanya teknologi makin lama makin bertambahnya tahun kan banyak yang baru ya. Yang biasa saya lakukan ya cukup itu sih mba biar anak juga dapet motivasi dari luar dari gurunya, orang tuanya, dan teman dilingkungannya.

Interviewer : How do you believe that ICT can influence the development of students' reading skills?

Mrs.Renny : Karna jaman sekarang banyak anak yang senang menggunakan teknologi, semakin lama teknologi semakin berkembang ya, banyak modelnya, terus ya menarik praktis, mudah dibawa. Dari situ kita bisa memanfaatkan teknologi untuk kepentingan yang manfaat, jadi bisa diyakinkan sih TIK itu bisa ngasih pengaruh baik untuk pengembangan reading anak, terus anak juga jadi lebih cakap karna banyak informasi baru yang mereka dapetin dari internet. Apalagi anak SMP lebih cepet berpengaruh sama suatu hal yang baru yang menarik karna diumur mereka rasa penasarannya lebih tinggi. Kaya yang sudah saya sebutkan diatas tadi yang suka baca novel bisa jadi penulis. Apalagi pandemi gini TIK itu sangat dibutuhin entah untuk kerjaan kantor jadi work from home, ekonomi banyak yang jualan jadi online shop, terus pendidikan juga ya sekolah jadi daring. Jadi ya TIK bisa mempermudah pekerjaan

buat masyarakat. Karna media bisa mempengaruhi segala aspek termasuk minat baca seperti bacaan digital.

Interviewer : What content of materials do you use in motivating students to improve reading skills using ICT media?

Mrs.Renny : Materi biasanya tentang *Reading Text*, di kelas 8 ini kan materi reading text udah mulai banyak ya apalagi nanti masuk ke kelas 9 ada ujian kenaikan banyak soal yang berkaitan dengan reading. Salah satunya ada *Descriptive Text* tentang things around seperti yang sudah saya ajarkan minggu kemaren ya mba. Dengan dikasih materi reading text bisa meningkatkan kemampuan reading anak. Terus buat tugasnya atau PR nya saya minta mereka buat nyebutin benda-benda disekitar mereka sambil dibaca dan nyuruh buat cari diinternet atau buat contoh tentang *Descriptive Text*. selain itu juga misal materi lain tentang ungkapan, atau ekspresi saya kasih tugas mereka buat dialog percakapan sama temennya berpasangan melau *Voice Note* di WA itu bisa ngelatih skill baca sama berbicara mereka sekaligus belajar lewat media TIK

Interviewer : How do you assess your learners' have been able to develop reading skills well?

Mrs.Renny : Kalau soal nilai anak sudah mampu dan baiknya dalam kemampuan membaca bisa ditarik kesimpulan ya, kalau anaknya rajin belajar, rajin baca, terus juga pelafalan bahasa Inggrisnya lumayan, tau banyak arti dari kosa kata, terus yang penting juga bisa paham sama apa yang dia baca, ya bisa dikatakan udah cukup baik dalam kemampuan membaca, karena percuma aja kan kita baca tapi kita gak paham isi dari bacan tersebut. Yaa namanya juga proses ya pasti butuh usaha keras yang penting dikit demi sedikit anak mau berusaha. Nah dari situ makanya butuh latihan butuh kebiasaan butuh minat yang kuat buat melatih reading skill, harus didukung juga harus dikasih support buat anak dari

orang sekitarnya kaya guru sama orang tua, orang tua juga harus sering ngeluangin waktu buat ngajak anak membaca.

Interviewer : What are problems do you usually face in motivating students to apply ICT for reading skills?

Mrs.Renny : Masalah pada umumnya aja sih mba, kaya anaknya emang malas buat belajar, baca buku, terus juga ada yang emang pergaulan mereka sama teman-teman yang biasanya kerjanya main game terus jarang belajar. Kalau untuk baca lewat media TIK ada juga yang emang gak punya HP kadang kalau sekolah juga pake HP orang tuanya gantian sama orang tuanya, ada juga yang emang gak punya kuota yang cukup ya. Yaa pada intinya kurang terfasilitasi ya karna kita juga gak semuanya tau keadaan ekonomi keluarganya gimana gak bisa maksain atau didikan orang tuanya seperti apa. Terus untuk lainnya ya masih banyak anak yang gak tau artinya kalau baca yang berbahasa inggris, ada juga yang pronounciationnya masih belum bisa, banyak yang salah. Tapi ya tetap walaupun anak gak punya media digital atau TIK buat bahan bacaan anak bisa baca buku lain yang tersedia dirumahnya, kaya baca buku pelajaran untuk yang sudah dipelajari atau yang belum dipelajari, yaa latihan baca bahasa inggris, latihan pidato bahasa inggris yaa kurang lebih seperti itu yaa. Yang gak tau arti juga harus terbiasa cari dikamus dan banyak banyak hafal vocab dimulai dari vocab sehari-hari.

Interviewer : What are solutions and strategies do you use to solve student problems in developing reading skills?

Mrs.Renny : Solusinya yaa jangan pernah berhenti buat motivasi mereka, men-support anak, menyuruh mereka banyak baca, banyak berlatih, banyak menghafal kosa kata baru bisa dimulai dari kosa kata yang biasa digunakan sehari-hari, jangan pernah meremehkan anak kalau anak gak bisa terutama buat orang tua ya yang lebih tau karakter anaknya. Selain

itu kan sekolah dan pemerintah juga saat pandemi sering ngasih kuota gratis buat belajar biar anak bisa mengakses internet dengan mudah nah dengan kuota itu bisa digunain sama anak dengan sebaik-baiknya buat belajar, buat cari informasi terkini, buat ningkatin kemampuan baca mereka, tapi ya walaupun misal anak gak punya media digital atau TIK buat bahan bacaan anak bisa baca buku lain yang ada dirumahnya, kaya baca buku pelajaran materi-materi yang udah dipelajari atau yang belum dipelajari, yaa latihan baca bahasa Inggris, latihan pidato bahasa Inggris, dan sebelum mulai pembelajaran biasanya saya suruh murid buat baca terlebih dahulu untuk beberapa menit, kalau nanti pembelajaran sudah kembali normal seperti biasa dikelas harus disediakan sudut baca seperti ada novel, buku ensiklopedia, dan buku lainnya, yaa kurang lebih seperti itu solusi dan strateginya. Karna tiap masalah pasti ada jalan keluarnya.

APPENDIX 4

Interview Transcription (Representative of 5 Students)

Student 1

Student Name : Zafira Aulia Safitri

Interviewer : Apa yang membuat kamu tertarik menggunakan TIK sebagai media belajar, terutama untuk membaca lewat TIK ?

Student 1 : Kalau buat baca enak bisa dibawa kemana aja kalau bawa buku kegedean. Terus kalau belajar lewat Zoom atau WA gitu enak sih gak perlu ke sekolah tapi lama kelamaan bosan.

Interviewer : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

Student 1 : Kadang gak tau artinya, banyak kata-kata yang baru tau.

Interviewer : Bagaimana cara kamu memecahkan masalah ketika kamu menghadapi kesulitan atau tidak paham membaca teks bahasa Inggris?

Student 1 : Google Translate adalah solusinya, kalau gak tau artinya buka Google Translate.

Interviewer : Perubahan dan minat apa yang kamu rasakan ketika menerapkan TIK untuk meningkatkan keterampilan membaca bahasa Inggris dan mengembangkan minat baca?

Student 1 : Jadi enak baca lewat HP soalnya lebih gampang dibawa kemana aja terus kalo gak tau artinya langsung bisa cari di kamus online yang google translate

Interviewer : Menurut kamu, apakah motivasi guru itu penting untukmu dalam meningkatkan semangat belajar ?

Student 1 : Penting

Interviewer : Motivasi apa yang kamu dapatkan dari gurumu untuk mengembangkan keterampilan membaca bahasa Inggris melalui media TIK?

Student 1 : Sering-seringlah banyak membaca dan latihan baca bahasa Inggris, dari situ bisa nambah kosakata

Student 2

Student Name : Muhammad Tegar

Interviewer : Apa yang membuat kamu tertarik menggunakan TIK sebagai media belajar, terutama untuk membaca lewat TIK ?

Student 2 : Jadi tertarik pake media TIK buat belajar, gampang dibawa, kalau buat baca juga gak ribet kaya buku kalau dibawa bawa, Kalau di hp kan bisa didownload

Interviewer : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

Student 2 : Gak tau cara bacanya, terus juga gak tau artinya

Interviewer : Bagaimana cara kamu memecahkan masalah ketika kamu menghadapi kesulitan atau tidak paham membaca teks bahasa Inggris?

Student 2 : Biasanya cari di kamus, kalau gak tau artinya nyari di Google Translate lebih cepet.

Interviewer : Perubahan dan minat apa yang kamu rasakan ketika menerapkan TIK untuk meningkatkan keterampilan membaca bahasa Inggris dan mengembangkan minat baca?

Student 2 : Lebih termotivasi karena banyak yang di temui pas pake Hp buat belajar

Interviewer : Menurut kamu, apakah motivasi guru itu penting untukmu dalam meningkatkan semangat belajar ?

Student 2 : Penting

Interviewer : Motivasi apa yang kamu dapatkan dari gurumu untuk mengembangkan keterampilan membaca bahasa Inggris melalui media TIK?

Student 2 : Motivasi disuruh banyak belajar

Student 3

Student Name : Aulia Puji Astuti

Interviewer : Apa yang membuat kamu tertarik menggunakan TIK sebagai media belajar, terutama untuk membaca lewat TIK ?

Student 3 : Belajarnya gak gitu gitu aja, tapi lebih enak lagi kalau belajar dikelas jadi gak bosan

Interviewer : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

Student 3 : Banyak kata-kata yang gak tau artinya, terus kadang bacaannya juga banyak jadi gak paham

Interviewer : Bagaimana cara kamu memecahkan masalah ketika kamu menghadapi kesulitan atau tidak paham membaca teks bahasa Inggris?

Student 3 : Nyari di google translate kalau gak kamus, terus kalau baca teks baca dua kali.

Interviewer : Perubahan dan minat apa yang kamu rasakan ketika menerapkan TIK untuk meningkatkan keterampilan membaca bahasa Inggris dan mengembangkan minat baca?

Student 3 : Bacanya lebih gampang bisa dibawa kemana aja, terus dikit-dikit jadi bisa belajar bahasa Inggris

Interviewer : Menurut kamu, apakah motivasi guru itu penting untukmu dalam meningkatkan semangat belajar ?

Student 3 : Penting, biar gak males

Interviewer : Motivasi apa yang kamu dapatkan dari gurumu untuk mengembangkan keterampilan membaca bahasa Inggris melalui media TIK?

Student 3 : Kalau pengen pinter harus banyak baca, biar gak ketinggalan jaman

Student 4

Student Name : Keyla Nur Aini

Interviewer : Apa yang membuat kamu tertarik menggunakan TIK sebagai media belajar, terutama untuk membaca lewat TIK ?

Student 4 : Karena jaman sekarang semuanya pake teknologi kaya sekolah pake zoom kalau gak di WA, tau informasi juga kalau gak dari HP sm TV

Interviewer : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

Student 4 : Kadang kadang gak tau cara ngomongnya, susah, sama gak paham artinya.

Interviewer : Bagaimana cara kamu memecahkan masalah ketika kamu menghadapi kesulitan atau tidak paham membaca teks bahasa Inggris?

Student 4 : Bacanya diulang-ulang biar paham, kalau gak tau artinya nanya ke orang tua.

Interviewer : Perubahan dan minat apa yang kamu rasakan ketika menerapkan TIK untuk meningkatkan keterampilan membaca bahasa Inggris dan mengembangkan minat baca?

Student 4 : Jadi tau aplikasi buat belajar bahasa Inggris, kalau aku daftar ruang guru buat belajar

Interviewer : Menurut kamu, apakah motivasi guru itu penting untukmu dalam meningkatkan semangat belajar ?

Student 4 : Penting

Interviewer : Motivasi apa yang kamu dapatkan dari gurumu untuk mengembangkan keterampilan membaca bahasa Inggris melalui media TIK?

Student 4 : Motivasi suruh banyak latihan bahasa Inggris, biar kalau baca teks bahasa Inggris jadi ngerti artinya, terus kalau mau belajar bisa belajar dari internet.

Student 5

Students Name : Lis Sri Isainiyah

Interviewer : Apa yang membuat kamu tertarik menggunakan TIK sebagai media belajar, terutama untuk membaca lewat TIK ?

Student 5 : Karena media TIK merupakan salah satu media yang menarik untuk digunakan sebagai media pembelajaran

Interviewer : Masalah apa yang biasanya kamu hadapi saat membaca teks bahasa Inggris?

Student 5 : Banyak yang gak tau artinya apa

Interviewer : Bagaimana cara kamu memecahkan masalah ketika kamu menghadapi kesulitan atau tidak paham membaca teks bahasa Inggris?

Student 5 : Cari kata-kata yang gak tau artinya dikamus, sama google translate, terus bacanya jangan cepet-cepet

Interviewer : Perubahan dan minat apa yang kamu rasakan ketika menerapkan TIK untuk meningkatkan keterampilan membaca bahasa Inggris dan mengembangkan minat baca?

Student 5 : Kalau mau baca novel bisa dimana aja, terus bisa belajar lewat ruang guru, youtube

Interviewer : Menurut kamu, apakah motivasi guru itu penting untukmu dalam meningkatkan semangat belajar ?

Student 5 : Penting

Interviewer : Motivasi apa yang kamu dapatkan dari gurumu untuk mengembangkan keterampilan membaca bahasa inggris melalui media TIK?

Student 5 : Banyak baca, terus sama lebih sering praktek bahasa inggris juga biar tau banyak kosa kata

APPENDIX 5

DOCUMENTATION

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN DARING (RPPD)

Sekolah : MTS Negeri 1 Serang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / Ganjil

Materi Pokok : Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda

Alokasi Waktu : 4 JP

A. Tujuan Pembelajaran

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3:Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media : WA group, Zoom, Lembar penilaian, E-Learning
- Alat/Bahan : HP Android, internet dan laptop
- Sumber Belajar : Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When

C. Langkah-Langkah Pembelajaran

| Kegiatan Pendahuluan | |
|--|--|
| Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dan memeriksa kehadiran peserta didik sebagai sikap disiplin melalui WA Group, dan Aplikasi e-Learning MTsN Kabupaten Serang. | |
| Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya dengan materi selanjutnya melalui e-Learning MTs Negeri 1 Kabupaten Serang | |
| Memberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda.</i> | |
| Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh, | |
| Kegiatan Inti | |
| Kegiatan Literasi | Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda.</i> Melalui e-Learning MTsN 1 Kabupaten Serang. |
| Critical Thinking | Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i> Melalui e-Learning MTsN 1 Kabupaten Serang. |
| Collaboration | Peserta didik, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i> Melalui e-Learning Kabupaten Serang. |
| Communication | Peserta didik di instruksikan untuk menulis hasil Kerja secara Individu terkait materi <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan benda</i> Melalui e-Learning MTsN 1 Kabupaten Serang. |
| Creativity | Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks deskriptif pendek dan sederhana, tentang orang, binatang dan</i> |

| | |
|-------------------------|---|
| | <i>benda</i> .Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami. |
| Kegiatan Penutup | |
| Peserta Didik | Siswa melakukan refleksi tentang pelaksanaan pembelajaran dan pelajaran apa yg di peroleh setelah belajar tentang topic Melalui e-Learning MTsN 1 Kabupaten Serang. Membuat ringkasan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran yg baru di lakukan Melalui e-Learning MTsN 1 Kabupaten Serang. |
| Guru | Melakukan penilaian. Memberi tugas kepada peserta didik (PR) dan Mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya maupun mempersiapkan diri menghadapi tes/ evaluasi akhir di pertemuan berikutnya. Menutup kegiatan belajar mengajar dengan berdoa Melalui WA Group dan e-Learning MTsN 1 Kabupaten Serang. |

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** tes tertulis
- **Penilaian Keterampilan** berupa penilaian unjuk kerja.

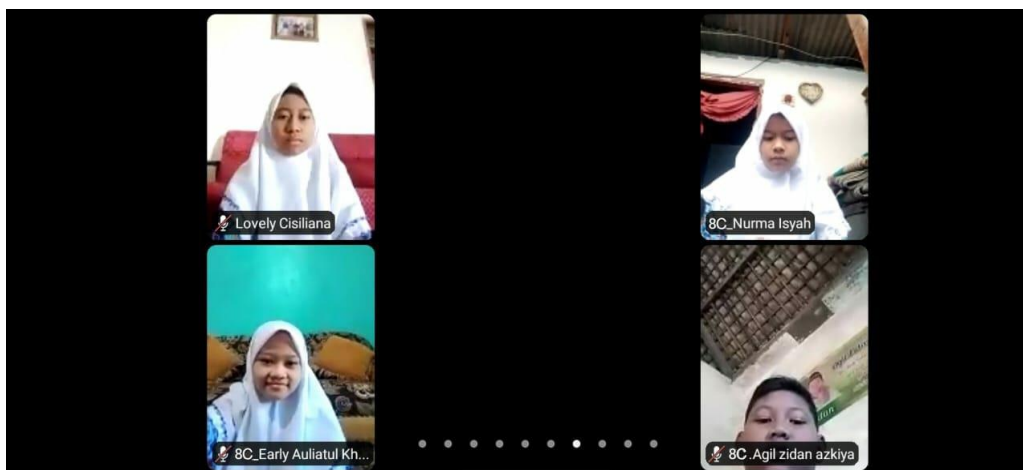
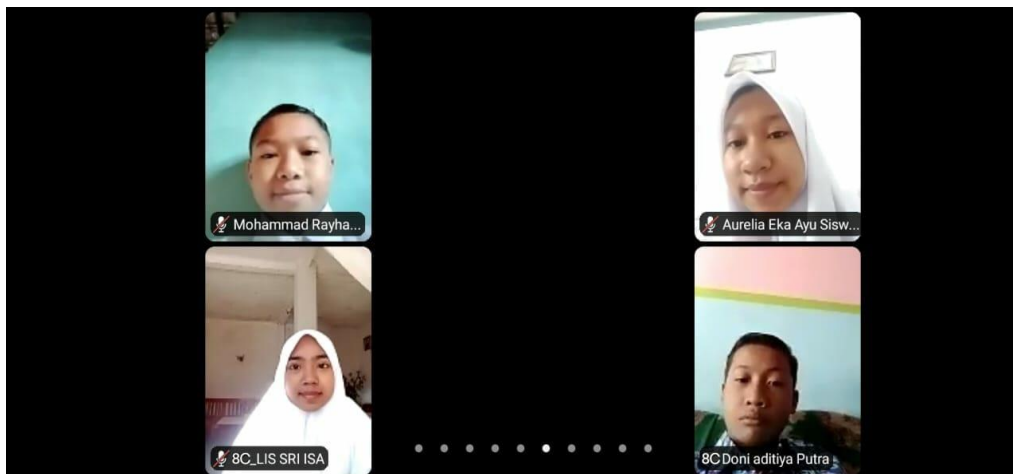
Mengetahui,
Kepala Sekolah

Ciruas, Agustus 2021,
Guru Mata Pelajaran

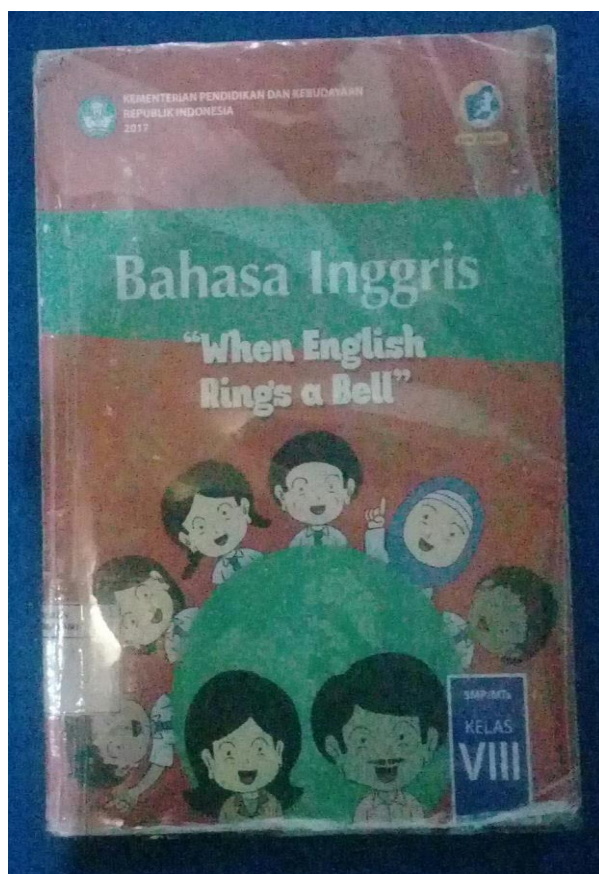
Hajiyah, M.Pd
NIP. 197401181998032002

Renny Sugiarty, S.Pd.
NIP. 197810052007102002

Online Class



Learning Module



APPENDIX 6

RESEARCH PERMIT APPLICATION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor : B-2064/Un.10.3/D.1/PG.00/07/2021

19 Juli 2021

Lamp : -

Hal : Mohon Izin Riset

a.n. : Muthia Ninda Widyasari

NIM : 1703046054

Yth.

Bapak/Ibu Kepala Sekolah
di MTS Negeri 1 Serang-Banten

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Muthia Ninda Widyasari

NIM : 1703046054

Alamat : Bumi Ciruas Permai Blok B 15 No.03 RT.14 RW.04 Kec.Ciruas Kel.Ranjeng

Judul Skripsi : Teacher Strategies in Motivating Students to Apply ICT for Reading Skills

Pembimbing :

1. Nadiyah Ma'mum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 2 minggu, mulai tanggal 26 Juli 2021 sampai dengan tanggal 7 Agustus 2021.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 7

COMPLETION OF RESEARCH LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN SERANG
MADRASAH TSANAWIYAH NEGERI 1
Jl. Ciplayasa No. 250 Ds. Singamerta Kec. Ciruas – Kab. Serang – Prov. Banten
Telp. (0254) 284220 e-mail : mtsn_ciruas@yahoo.co.id

SURAT KETERANGAN

Nomor : 309/Mts.28.04.02.01/PP.00.5/08/2021

Berdasarkan surat dari Wakil Dekan Fakultas Keguruan dan Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Walisongo Semarang nomor B-2064/Un.10.3/D.1/PG.00/07/2021 tanggal 19 Juli 2021 tentang Izin Penelitian, dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Serang menerangkan bahwa mahasiswa berikut :

| NO | Nama Mahasiswa | NIM | Semester |
|----|------------------------|------------|----------|
| 1 | Muthia Ninda Widyasari | 1703046054 | IX |

Bahwa nama diatas **benar** telah melakukan kegiatan penelitian selama 2 minggu mulai dari tanggal 26 Juli 2021 sampai dengan 7 Agustus 2021 dengan judul skripsi: "*Teacher Motivation as a Mediator to Apply ICT in Reading Comprehension Skills*" dalam rangka memenuhi tugas mata kuliah Skripsi.

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Ciruas, 09 Agustus 2021



CURRICULUM VITAE

Nama : Muthia Ninda Widyasari

Tempat/Tanggal Lahir : Serang, 13 September 1998

Agama : Islam

E-Mail : mutia13nda@gmail.com

Alamat : BCP Blok B.15 No.03 RT 14 RW 04 Ciruas, Serang

Tahun Masuk Akademik : 2017

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Latar Belakang Pendidikan :

1. TK Islam Khairunnas Serang
2. SD Islam Khairunnas Serang
3. SMP Assa'adah Islamic Boarding School Serang
4. SMA Assa'adah Islamic Boarding School Serang
5. Universitas Islam Negeri Walisongo Semarang

The Researcher,

Muthia Ninda Widyasari