ENGLISH TEACHER'S STRATEGY IN DEALING WITH DEMOTIVATED STUDENTS

THESIS

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Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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I realize this thesis is far from perfection and constructive criticisms and suggestions are expected for the sake of future improvement.

Banda Aceh, 24 October 2022

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ABSTRACT

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Demotivated students are defined as the one who once had motivation but then lost due to various reasons, but some positive motivational factors still operate. Certain strategies applied in the classroom by the teacher could bring up their motivation to learn, especially in learning English. This qualitative research with the method of case study was conducted to analyze the strategies used by the English teacher in dealing with demotivated students and the way the English teacher implemented the strategies in dealing with demotivated students. The subject of this study was an English teacher teaching in a class where there were some demotivated students at one State Islamic Junior High School in Aceh Besar. The researcher used interview and observation to collect the data. The results showed that there were several strategies used by the English teacher in dealing with demotivated students. The strategies used included: Grouping student's level, Providing Interesting learning content, Giving motivation, Giving praise, Normalizing mistakes, Building personal connection. The ways English teacher implemented the strategies were: 1) Using the minimum limit for giving assignments according to the level of students; 2) Using videos, icebreakers, and games; 3) Motivating students in learning in form of stories; 4) Giving simple praise to students such as *"good job"; "nice"; "you did a good job"*; 5) Never judging students for every mistakes they made; and 6) Visiting the students' desks, to give them more attention and help.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the problem behind the research, as well as the research questions, research objectives, research significance, and terminology.

A. Background of Study

The learning process can be interpreted as a process that brings about permanent change because the change is conveyed or brought by a teacher to students through several techniques such as developing skills, changing attitudes, or understanding various scientific laws related to the learning environment (Sequeira, 2012). The learning process is also something that helps students develop, both in terms of knowledge and attitudes that can be applied and help students live life. From the learning process, students can find out what they have found or obtained that can be observed by whether there is a change in individual behavior, which includes the cognitive, affective, and psychomotor domains known as student learning outcomes (Rusmono, 2017). Student learning outcomes may vary depending on the students themselves. There are many things that cause differences in student learning outcomes, one of which is motivation.

Student motivation is one thing that is very influential on student interest in the learning process and also determines and influences student learning outcomes. Guay (2010) defines motivation as the reason behind a behavior. In other words, motivation is the driving force or the reason someone does something to achieve a certain goal. In terms of motivation in the learning process, there are some students who have motivation called motivated and there are also students who do not have motivation or lose motivation called demotivated students (Aikina and Bolsunovskaya, 2020).

Demotivated students and motivated students show different attitudes toward the learning process. Motivated students will have high enthusiasm for learning and always enjoy the learning process. Meanwhile, demotivated students will not enjoy the learning process at all, show an attitude full of boredom, and want to leave the classroom as soon as possible. On the other hand, these demotivated students will disrupt the learning process because they are bored. They will always make noise and disturb other friends who are studying. In terms of academic achievement, motivation can also be used as a prediction tool. Motivated students will have better learning outcomes than demotivated students. This is because these students are passionate about learning and continue to explore things they do not know. Meanwhile, demotivated students are prone to being lazy in their learning and discovering new things on their own, losing confidence, like to blame themselves and then resulting in poor learning outcomes (Falout, 2005). This condition of the learning process with demotivated students has been experienced by the researcher when conducting teaching practice at one State Islamic Junior High School in Aceh Besar.

Based on the researcher's experience when conducting teaching practice, there were several demotivated students who lost their interest in the learning process, especially in learning English. The students looked a little excited at the beginning of the lesson by paying attention to what the teacher explained, but they began to show a lack of enthusiasm and did not care when learning took place. They sometimes do not listen to the teacher's explanation and are busy with their own business. However, when they get a reprimand from the teacher, they do not argue or disobey. They will still do the same thing even after receiving a reprimand from the teacher. These demotivated students are also often absent from school for no apparent reason. Things like this can be caused by a loss of motivation in students, so that they do not have the drive to learn. To overcome this problem of demotivated students, the teacher plays an important role as the holder of control in the classroom.

One way for teachers to deal with demotivated students and maintain their attention during the learning process is to apply appropriate strategies. According to Stone and Morris in Issac (2010), a learning strategy is a comprehensively structured plan for use in the classroom that includes the structure, students' attitudes, learning objectives, and a summary of the methods used to implement the strategy. The right strategy used by the teacher will make students comfortable and enjoy the learning process. In addition, the right strategy used for demotivated students will overcome the problems and difficulties they face in the learning process and can improve learning outcomes.

Based on the explanation of the problem above, the researcher is interested in conducting research regarding the strategies applied by teacher in teaching English, especially to demotivated students. The researcher conducted research at one State Islamic Junior High School in Aceh Besar, which was where the researcher carried out learning practices. Researcher already known the characteristics of students at the school, and there were several demotivated students who have unsatisfactory learning outcomes.

B. Research Question

Based on the background of the study that has been described, this research formulated two questions to be answered, they are:

1. What are the strategies used by the English teacher in dealing with demotivated students?
2. How does the English teacher implement the strategies in dealing with demotivated students?

C. Research Objective

Based on the questions to be answered in this research, here are the objectives of the research that are relevant to the research questions:

1. To explore the English teacher's strategies in dealing with demotivated students.

2. To describe the implementation of English teacher's strategies in dealing with demotivated students.

D. Research Significance

This study will provide some useful information about the English teacher's strategies in dealing with demotivated students. The researcher hopes that this research can be useful for various parties, be it for teachers, students, and researchers. For students, the findings of this research can be used as reference material for the next learning process and help increase students' motivation in learning English. For teachers, the findings of this research can be also a reference for teachers to choose strategies that can be applied to teach English to demotivated students so that they can improve learning outcomes. For researchers, this research can be a reference in research related to the topic of learning strategies and students' motivation.

E. Terminology

To avoid misunderstandings in this study, the researcher provides several terms related to the topic of this research, they are:

1. Teaching strategy

A teaching strategy is an activity chosen by the teacher or instructor in the learning process that can provide facilities for students to achieve certain learning objectives that have been set (Alim Sumarno, 2011). A strategy or design that contains a series of classroom activities implemented by the teacher is something that can make it easier for teachers to deliver learning materials in accordance with the learning objectives to be achieved. In this study, the term teaching strategy means the design of activities or steps used by teachers to teach English to overcome learning difficulties in demotivated students.

2. Motivation

Motivation in the learning process is a driving force that comes from within students, which will provoke or encourage students to take part in learning

activities, ensure the continuity of these learning activities, and also provide direction on where the learning activities are going so that they can achieve the desired learning goals (Sardiman, 1996). Motivation can also be interpreted as an effort that encourages someone to do something in accordance with the goals to be achieved. In this study, motivation means something or encouragement that makes students motivated to take part in learning activities.

3. Demotivated student

Demotivated students are defined as students who once had the motivation to learn but whose motivation was lost due to various negative factors, but some positive motivational factors still operate (Kyung Ja, 2009). Ahmad (2021) stated that demotivated students showed some bad attitudes toward the learning process, such as being often absent from class, having low grades, being passive in class, or even dropping from the subject. In this study, what is meant by demotivated students are students who lose motivation but still have little desire to learn, or in other words, the motivation of these students is sometimes lost and appears according to conditions.

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CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature and previous studies that have been done on this topic. This chapter also discusses theories on the English teacher's strategies for teaching demotivated students.

A. Teaching English as a foreign language

Many teachers experience some obstacles in achieving their learning goals when teaching English to students as a foreign language. One of them is that students lack interest in learning English. This is caused by students having difficulty understanding the language they consider foreign and considering English as a language that is not very important because this language is rarely used in everyday life. Students more often use their mother tongue in their daily activities because they consider it more practical. In addition, Thompson (2012) also said that it takes about seven years for students who study languages other than their mother tongue or students who study foreign languages to reach the same level or academic level as students who study in their mother tongue.

Another reason that makes it difficult for students to learn foreign languages is psychological problems such as the lack of confidence in students in using foreign languages (Arifin, 2017). Students with a lack of confidence will always feel that they are not good enough and will not dare use English or participate in the learning process. This lack of trust can have other worse impacts for students learning foreign languages, such as the emergence of anxiety. Learners who have anxiety in their learning will show feelings of depression, nervousness, or restlessness during the language learning process (Hashemi, 2011). Therefore, having motivation is one way for students to overcome various problems in the language learning process.

Dahliana (2019) confirmed motivation contributes to the successful teaching learning process as it determines self-engagement and participations in

the classroom. Motivation plays an important role in influencing students' intention and persistence in learning foreign languages. Student motivation will last when students feel happy and comfortable during the learning process. Rahman also added that when teaching students foreign languages, it is better for teachers to prioritize students' understanding through convenience during the learning process, not by simply requiring students to memorize the language they are learning. Hernandez (2010) strengthens the statement about motivation by showing that motivation greatly contributes to the performance or attitude of students toward the learning process. Thus, the role of creating, maintaining, and increasing motivation is one of the roles that must be prioritized by teachers to improve performance and student learning outcomes in the classroom

1. **Teacher's role**

The teacher is a human resource figure who occupies a position and plays an important role in education. The teacher figure must be involved in the discussion agenda, especially regarding issues of formal education in schools (Syaiful, 2009). In a simple sense, a teacher is a person who facilitates the transfer of knowledge from learning resources to students. Meanwhile, the community views teachers as people who carry out education in schools, mosques, prayer rooms, or other places. In the learning process, the teacher plays an important role in making the class comfortable and interesting for students so that they can achieve their learning goals. The role of the teacher in the learning process is not only as a teacher or instructor, but the teacher has many other roles, as summarized by Kumbakon et al. (2017). The teacher has five roles as follow:

a.) Learner. As a learner, the teacher has a duty to find out and identify what he/she will teach students so that he/she can design the learning process according to the needs of students to achieve learning goals.

b.) Facilitator. As a facilitator, the teacher has a role as a companion or person in charge of helping students in the learning process. The teacher serves as the person who provides assistance to the students whenever they need it.

c.) Evaluator. As an evaluator, the teacher has a role to play in helping students identify and determine learning styles, learning methods, and other things that can work better or less so that they can easily evaluate their own learning.

d.) Assessor. As an assessor, the teacher has a role as someone who assesses the results of student performance and also provides constructively structured feedback for students in an effort to improve student learning.

e.) Manager. As a manager, the teacher has a role as class organizer, in the sense that the teacher has the task of managing learning resources, time, and class organization.

Therefore, it can be clearly seen that a teacher plays many important roles in the learning process. As stated by Al-Bahbuh (2004), at the core of the learning process is a teacher. Therefore, teachers are expected to be able to choose the right strategies and methods in carrying out the learning process to increase students' interest and enthusiasm in class. Teachers are also expected to be figures who can increase students' self-confidence, interest, and competence, leading to the students' motivation resulting in important learning outcomes (Davion, 2017).

2. Teaching strategy

a. Definition of strategy

In carrying out the learning process, there are several aspects that must be possessed by the teacher in order to assist the learning process and achieve learning objectives called strategies. In Afriyandi (2021), Perry defines a learning strategy as an effort or how a teacher plays or interacts with students in the classroom. Teachers must know how to position themselves as teachers and mentors in the classroom during learning by knowing or designing plans to be carried out in class to deliver learning materials. According to Johar (2021), a learning strategy is a plan on how to take steps in an effort to utilize and use existing potential and facilities to increase the effectiveness and efficiency of a

learning activity target. In other words, the teaching strategy is a learning planning pattern that is deliberately designed by the teacher to aid the learning process.

In another opinion, Lawton in Sarode (2018) also states the definition of a learning strategy, which is an overall plan for a lesson that includes the desired behavior structure of the learner in terms of instructional objectives and outlines the planned tactics needed to implement the strategy. Learning strategies are used by teachers so that the objectives of the learning itself can be achieved. In addition, Hamzah B. Uno (2009) also argues that a teaching strategy is anything and what steps will be used by teachers to choose which learning activities are suitable for use in the learning process to achieve learning objectives. The selection of strategies that will be used by the teacher is based on the scope of learning, the student's needs and characteristics, or student attitude in the learning process.

From some of the understanding of the experts above, it can be concluded that the learning strategy is a design used by a teacher to choose learning activities that are in accordance with the learning material, the objectives to be achieved and student's needs and characteristics which can assist teachers in carrying out the learning process in the classroom.

b. Types of teaching strategy

In the learning process, there are many teaching strategies that can be used by teachers to help the learning process. Wehrli (2003) explains that there are five types of teaching strategies, as follows:

1. Brainstorming

   Brainstorming is a strategy used in the learning process with the technique of collecting a number of ideas or ideas spontaneously to solve a problem. Furthermore, Sayed in Al-Khatib (2012) suggests that brainstorming has several benefits for students, including: helping students solve problems, helping students elaborate and develop ideas that they get from others and helping students connect with each other

and build good relationships among students in assessing views or opinions.

2. Case-based small group discussion

In implementing the case-based small group discussion strategy, the teacher will form a small group consisting of 5–10 students, and then the students in the group will work together to solve a problem through exchanging ideas and combining the ideas they have collected. Srinivasan (2007) added that this case-based small group discussion focuses on solving problems creatively by going through some preparation beforehand. Case-based small group discussions have advantages, namely involving students actively in the learning process, exploring students' basic knowledge and stimulating them to develop it, facilitating the exchange of ideas between students and encouraging the development of thinking skills in students.

3. Demonstration

Demonstration is a strategy used by teachers whereby the teacher carries out an activity so that students can observe and practice it (Adekoya, 2011). The benefits of the demonstration strategy include helping students learn well by giving examples, increasing students' self-confidence, and focusing attention on details.

4. Games

Games are one of the most preferred strategies by students in the classroom. The use of strategy games means bringing competition, participation, practice, and feedback into the learning process, which can add some student interest in learning to the classroom (Brown, 2000). The benefits of implementing strategy games in the classroom include: actively involving students growing motivation to learn, promoting learning and creating a pleasant classroom atmosphere.

5. Independent study

Independent study is a learning strategy that makes students learn independently by using material sources and using technology such as

computers as media. Misnadin and Sriyono (2013) also define independent study as a means of individualizing learning experiences that can make students choose to focus on a topic, define a problem or question, collect and analyze information, apply skills, and create products to demonstrate what has been previously learned. Independent study has several benefits, namely: fostering independent learning skills in students, allowing students to progress at their own pace, improving the learning experience for students.

From the strategies mentioned above, there are many more that can be used by teachers in teaching. The strategies that can be used by teachers are varied and in accordance with the conditions and students' needs to achieve learning objectives.

B. Motivation to learn

1. Definition of motivation

According to Brewer and Burgess (2005), motivation is identified as one of the fundamental aspects of acquisition in the learning process. Every student needs motivation to learn, as it is one of the major objectives of the entire educational system (Sinagutullin, 2009). Motivation in the learning process for students act as a motivator for students to continue to be active and participate in various programs or activities carried out in the learning process. Students who have motivation will be enthusiastic about participating in all of the activities held by the teacher in class, while students who have low motivation will be less interested in actively participating in class. According to Sondang (2004), motivation is defined as a force that moves or encourages someone to be willing to use ability, strength, and time to do something to achieve certain goals. In the context of learning, of course, the objectives to be achieved by students are in accordance with the objectives of the learning process. also stated that.

According to Palmer (2007), motivation is one of the important elements for students to get a good and quality education, but good and quality learning will not happen unless there is good motivation in students' learning. Students

who have motivation will be seen from their behavior in class, such as paying attention to what is explained by the teacher in class, doing the tasks given by the teacher, participating and being active in activities carried out by the teacher, and actively participating in conducting questions and answers with the teacher on things they do not understand about the lesson.

In addition, Haque et al. (2014) explain that motivation is one way to create one's enthusiasm to achieve the goals of an organization. In other words, motivation is one of the steps that move someone towards achieving a goal according to their needs.

From some of the definitions that have been expressed by the experts above, it can be concluded that motivation is an urge or driving force for someone to do something in accordance with the need to achieve certain goals.

2. Kinds of motivation

There are two kinds of motivation, namely integrative and instrumental motivation and Intrinsic and extrinsic motivation.

1. Integrative and instrumental motivation

   Gardner and Lambert (1972) divide motivation into two parts, namely integrative and instrumental motivation. They explain that integrative motivation is the motivation to learn a language with the aim of participating in the culture of a people. While instrumental motivation is a motivation to learn a language with a purpose related to work interests or other related motives, these two types of motivation will be very influential for someone who wants to learn a language. A person who learns a language with an integrative motif will always learn with pleasure or even details about the language so that they can blend in with their culture. On the other hand, someone who has instrumental motivation will only learn a language related to his interests and work, not with other details (Al-Ta'ani, 2022).

2. Intrinsic and extrinsic motivation

   Deci and Ryan in Saranraj (2016) state that the major types of motivation are intrinsic and extrinsic motivation.

a.) Intrinsic motivation

Intrinsic motivation is motivation that comes from within students. Students who have intrinsic motivation will achieve satisfactory learning outcomes. This is due to the spirit that comes from within the student, without any additional encouragement from others. Noels et al. (2000) divide intrinsic motivation into 3 parts, namely knowledge, accomplishment, and stimulation. Knowledge means students' motivation to learn foreign languages, looking for new ideas that have not existed before and developing existing knowledge. And then accomplishment can be defined as an effort to master something or achieve a predetermined goal. And last, stimulation, which refers to motivation that comes from stimulation within students.

b.) Extrinsic motivation

Extrinsic motivation is a motivation that comes from the environment and not from within. This motivation can be in the form of money, recognition, food, and other things that can encourage someone to do something. This motivation is a motivation that focuses on the external world other than oneself and creates a desire to do something with the expectation of a reward (Deci and Ryan in Saranraj, 2016). In addition, Sardiman in Ulfa (2014) adds that extrinsic motivation is a motivation that functions because there is a stimulus from the outside world. It can come from family, school, friends, and others.

3. Factors that influence students motivation

In providing motivation to students, there are several factors that influence students to be motivated or not. Dimyati and Mudjiono (2010) stated that the factors that influence student motivation include:

a.) Student's goal aspirations

Student's goal aspirations can be interpreted as goals that are in mind or goals that students set for themselves and want to achieve.

(Mulyaningtyas, 2007). Student's goal aspirations are one of the things that affect students' learning motivation. Students who have goal aspirations will have high motivation in learning. This is because these students have their own goals to be achieved.

b.) Learning ability

According to Sofo (2003), learning ability is a term that refers to the knowledge, skills and attitudes of students in the learning process which includes several psychological aspects contained within students, such as observation, intellect, intentions, memory, and fantasy. Students who have high learning abilities will certainly have higher levels of learning motivation compared to other students. This is because when students have the ability to learn, they will easily understand the material presented by the teacher and will enjoy it in class without fear of learning disabilities.

c.) The condition of student's physical and spiritual

Physical and spiritual conditions are one of the things that affect student motivation in learning. As revealed by Kardjono (2006), good physical and spiritual conditions will also have an influence on psychological aspects, such as increasing work motivation, work spirit, self-confidence, thoroughness, and so on. Physical ability is very important to support developing psychomotor activity. Students who are physically disturbed, for example, in an unhealthy state, will not have enthusiasm for learning and will lack concentration in the learning process. In addition, spiritual conditions can also affect student motivation. As stated by Husnurrosyidah (2015), emotions and spirituality affect a person's level of understanding or learning achievement. Students who are in a bad spiritual condition, such as unstable emotions or having a chaotic mind, will not focus on learning and have no motivation at all. Therefore, students must have good physical and spiritual conditions because this can affect the level of student motivation in the learning process.

d.) The condition of student's environment

The environment in general means everything that surrounds humans who live together and then influence each other on the conditions of human life (Supardi, 2003). For students, the environment in question can mean the school environment, the environment where they live, the environment of their peers or the environment of social life. Students who have a supportive environment, which means the environment is safe, peaceful, orderly, and comfortable, will be more enthusiastic and motivated in their learning. Sukmadinata (2007) adds that a good environment will provide support in the learning process or education, whereas a bad environment will provide obstacles for students in the learning process.

e.) Learning dynamic elements

Learning's dynamic elements can be interpreted as elements contained in students during the learning process, where these elements are unstable and can change at any time (Rahmawati, 2016). Learning's dynamic elements, on the one hand, can help students, but on the other hand, they can also hinder students in the learning process. This dynamic element relates to the conditions of students who have completed the learning process, students' desires, and students' thoughts, which can change at any time. Hamalik (2011) says that there are four dynamic elements in the learning process, namely:

1) Student's motivation, can be defined as the impetus that causes students to learn.
2) Learning materials, can be interpreted as material learned during the learning process.
3) Learning aids, which means tools used to help students during the learning process.
4) Learning atmosphere, namely the atmosphere created during the learning process.

f.) Teachers effort to teach students

According to Wehmeier (2000), what is meant by effort is an attempt to do something even though it is difficult to do. In other word, what is meant by teacher effort is all kinds of efforts prepared by the teacher before teaching in order to help the teacher during the learning process. The things that need to be prepared by the teacher start with the teaching materials to be used, the learning methods, the strategies to be applied, and how to organize the class to make it look attractive and make students more enthusiastic during learning. In addition, Jamal (2010) added that several criteria for ideal teachers should be possessed by the Indonesian nation in the 21st century. First, being able to manage time well, second, being diligent in reading, third, writing a lot, and fourth, being active in doing research. Therefore, it can be concluded that, to become a competent and professional teacher who is able to motivate students in learning, a teacher must do many things as mentioned above.

From some of the factors mentioned above, it can be concluded that there are many causes that can affect a student's motivation. These factors can come from the student himself or from outside. Therefore, teachers must know what can make students motivated and unmotivated to learn so that the learning process can run optimally.

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C. Demotivated students

Demotivated students are those who once had motivation but have since lost it due to a variety of factors. Demotivation, according to Dornyei (2001), is linked to a variety of negative impacts and is defined as a specific external force that might lower a person's motivation when accomplishing anything. In other words, demotivation encompasses when students have no interest or intention to learn (Shagdarsuren, 2020).

1. Cause of demotivated

Students become demotivated not by themselves, but there are several factors that cause demotivated students. Based on previous research that examines motivation, it can be seen that several factors cause students to be demotivated, including:

a. Teacher-based factor. What is meant by teacher-based factors are matters regarding how the learning process is carried out by the teacher, including the attitude of the teacher, the teacher's skills in teaching, teaching style, and the proficiency level of the teacher (Bekleyen, 2011).
b. Class characteristics. Which includes class characteristics such as lessons that run too monotonously, exam-centered instruction, grammar and vocabulary-based instruction (Soureshjani & Riahipour, 2012).
c. Situations of failure. Students will easily feel demotivated or lose motivation if they have experienced failure and despair, such as feelings of disappointment for failing to take a test and feeling unable to compete with other students (Tsuchiya, 2006).
d. Class atmosphere. What is meant by class atmosphere is how the class is when learning takes place. Class atmosphere that can cause demotivated students, among others, less active class atmosphere, characteristics of classmates, and inadequate use of audio-visual learning media (Arai, 2004).
e. Class facilities. Classes that have inadequate facilities can make students less enthusiastic about learning because the facilities that can support the learning process are inadequate (Kikuchi & Sakai, 2009).
f. Lack interest. A lack of student interest in a subject can lead to a loss of motivation in learning. Students who have no interest in learning will be lazy in learning and do not want to follow the teacher's orders, which will then end up becoming demotivated students. (Meshkat & Hassani, 2012).

In addition, Turgay (2019) added that the factors that cause demotivated students include:

a. Negative attitudes of classmates. Attitudes from classmates can affect students' motivation in learning. Friends who have mutually supportive attitudes will make fellow students more enthusiastic and have more motivation in learning.
b. Teacher-related variables Factors that come from teachers can be in the form of teaching styles, teaching materials, and teacher attitudes.
c. Private matters. Personal issues are things that have a big role that can affect student motivation in learning. Students who have serious issues will look less motivated and not enthusiastic to participate in the whole learning process.
d. Test anxiety. The anxiety felt by students when they want to take the test also affects motivation. Students who often feel test anxiety will always feel anxious about the results that will be obtained later, and if they experience failure, they will lose motivation to study again because they feel they will fail again and are unable to complete the test properly.
e. Failure experience. Students who often fail in everything will feel bad and unable to compete with others, which then causes a loss of motivation in learning.
f. The educational system. Poor educational system can make students lose their motivation to learn. For example, study hours are too long, which then makes students feel bored and want to get out of class as soon as possible. This will then lead to many demotivated students.

From the several factors that cause demotivation above, it can be seen that many things can affect student motivation, which can lead to demotivated students. In general, it can be concluded that the factors that can cause demotivated students can come from the students themselves or the outside environment. Personal issues, a lack of interest, and failed experiences are examples of internal factors. Outside factors can include negative attitudes of

classmates, teacher-related factors, the education system, and classroom facilities and characteristics.

2. Strategy for demotivated students

To achieve learning objectives, teachers must apply strategies that are suitable for students according to the conditions of each student in the class, especially those with conditions that do not have learning motivation or are less interested in participating in the learning process. The teacher must choose the right strategy to increase students' enthusiasm and interest in learning so that they can be more motivated and follow all activities carried out by the teacher in the classroom.

According to El-Seoud et al. (2015), creating an effective learning process and increasing student motivation in learning requires high attention and intentionality from teachers. To achieve this, several things need to be considered to stimulate students:

1. The teacher must create a classroom atmosphere that does not make you feel isolated and only works independently. Teachers can create a learning atmosphere that makes students help each other and understand each other.
2. Create study groups. This method can make students work together and help each other in learning. Students who do not understand a lesson can be helped by students who have a better understanding if they work in groups. This method also makes students pay more attention to each other.
3. The teacher explains the goals and benefits of learning, so that students know what they will get after learning and they will be more motivated in learning to achieve it.
4. Build students' abilities by asking various questions to train students' thinking, as well as new ideas that they have but they don't have the opportunity to express.

5. Build good interactions with students and provide feedback to students. Good interaction is very useful for students to build their enthusiasm for learning. In addition, the feedback obtained by students can motivate students to be more enthusiastic in learning and be better in the learning process, because they know what they have to do and they fix it according to the instructions from the teacher. In addition, Sugiarti (2020) stated that a positive interaction relationship between students and teachers is crucial since it is what drives students' enthusiasm and interest in a lesson.
6. Designing good and interesting learning content. Interesting content can increase students' enthusiasm in learning and make students participate more in class.
7. Using educational games in the learning process. Games are something that students like because they can play while learning and make class less boring.

Sugiarti (2020) also stated that there are several strategies that teacher can apply while teaching to motivate students, they are:

1. Keep giving feedback. No matter how the ability of the students in class, teacher must give positive feedbacks like saying “you did it well, don’t forget to study harder”, “give applause! You all did it great!” and etc.
2. Communicative. Demotivated Students like a feeler, they are mysterious and can not tell what they feel. A good teacher must build a good communication with students, especially demotivated students to know what their problem.
3. Giving rewards. Teacher can gives rewards for the students as an appreciation of their work. By giving rewards, it can makes students excited to do what teacher asks and motivate them in learning.
4. Forget about failure or mistake. Students are usually make mistakes because they are still in the learning process, especially demotivated

students. A good teacher must normalize and forget the failure or mistake that students make, because failure is one of the process for students in success in learning.

5. Grouping. Grouping students is one way for teachers to evaluate their students and also good way to motivate student in learning, especially demotivated students.

In addition, Pauline and Kevin (1993) added that there are several strategies that teacher can use to help motivating the students:

1. Using words of praise. Regularly praising pupils might encourage considerable student growth in terms of their personality or behavior in class (Caldarella et al., 2020).
2. Encourage students to contribute to the lesson.
3. Set realistic lessons.
4. Give challenges to students.
5. Provide opportunities for students to build meaningful communication.
6. Giving responsibility to students in the form of assignments.
7. Give interesting topics to be worked on/discussed by students.
8. The tone of the teacher's delivery in the classroom. Is it soft or vice versa.
9. Teacher-Infronted Activities (learning-centered on teacher activities).
10. Student-Centered Activities (Learning that is centered on student activities).

In conclusion, it can be seen that there are various strategies that can be used by teachers to help deal with demotivated students. Teachers can choose which strategies can be used in teaching in the classroom to deal with demotivated students so as to minimize disruptions in the learning process and can achieve the objectives of the learning process.

D. Previous study

In conducting this research, researcher has found several previous studies related to teacher strategies in teaching demotivated students. First, research conducted by Yahya (2014) entitled Strategies Employed by Teachers to Motivate Students in Kinondoni Municipality. The research was conducted to determine the teacher's perception of motivation in the learning process, including what strategies are used by teachers to motivate students in learning. The study used a mixed method to observe 100 teachers in four secondary schools at Kinondoni Municipal council. The research instrument used was distributing questionnaires, observing and conducting interviews. From this research, it can be seen that teachers use several strategies that can help students to be motivated in learning, including providing a place for students to exchange ideas, normalizing student mistakes in learning and creating a supportive learning atmosphere for students.

Second, the research conducted by Christian (2017) entitled English Teachers' Strategies to Motivate Low Achieving Students. This study aims to determine the strategies used by teachers to motivate low-achieving students. The participants in the study were 2 English teachers and twenty students who were considered as low-achieving students by the teachers. Data were collected through observation and interview research instruments. From this research, it can be seen that the strategies used by teachers to motivate students include giving bonuses, score making, a personal connection, telling the advantages of learning English.

Third, Turgay (2019) also conducted research related to this research entitled Factors Causing Demotivation in EFL Learning Process and the Strategies Used by Turkish EFL Learners to Overcome their Demotivation. This study aims to determine main demotivating factors affecting Turkish EFL university students' English language learning process and to identify the ways they apply to cope with these negative experiences from their own perspectives. The researcher used Both quantitative and qualitative methods to collect data in the study. Data were collected using interview and questionnaire. Participants in the study were 469 first and second year Turkish EFL university students. From this study, it can be seen that quantitative results revealed significant differences between male and

female students in demotivating factors related to class characteristics and experience of failure. Meanwhile, from the qualitative method, it can be seen that the major factors that demotivate students are the negative attitudes of their classmates, educational system, teacher-related factors, personal issues, test anxiety, failure experiences, and class characteristics.

From several studies that have been done before, some differences are found. In terms of research methods, the research conducted by Yahya (2014) and Turgay (2019) both used two methods or mixed methods, namely qualitative and quantitative methods, and Christian's research (2017) used qualitative methods; while this study used case study method. In terms of participants, Yahya's research (2014) and Turgay (2019) both have a large number of participants, namely 100 English teachers and 469 English students, and Christian's research (2017) examines 2 English teachers as participants. Meanwhile, this study only used one English teacher as a participant to examine in depth the strategy used in teaching English for its demotivated students. In addition, the difference between previous studies and this research was that the previous research only focused on the teacher's strategy in motivating students who had low motivation in learning English and the strategies applied by students in overcoming their own demotivation; while this study focused more on strategies used by English teacher in dealing with demotivated students so that the objectives of the learning process can be achieved.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used by researcher in this study, including the research design, research subject, research location, data collection techniques and data analysis methods.

A. Research Design

According to Cresswell (2009), research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. The decisions involve the researcher having to bring their strategy for conducting the study, including the methodology approach, the data collection strategy, sample of participants, and technique for analyzing the data.

In this study, the type of study that used by the researcher was a qualitative study. As Moloeng (2010) stated, a qualitative method is a research method that explores or reveals a phenomenon that occurs or is experienced by research subjects, whether in the form of perception, motivation, behavior, holistically, or others. Research that uses this method does not require the researcher to provide treatment to the object of research. Qualitative research is also referred to a research that focuses on several pieces of evidence from a phenomenon, which is then analyzed in detail and in view of a variety of its characteristics (Crug et.al, 2013). In this type of research, the data collected is not in the form of numbers, but in the form of an analysis that contains a detailed explanation of the phenomena being discussed. The data was derived from interviews, manuscripts, personal documents, record memos, field notes, and other official documents.

In this study, the researcher used a qualitative research design with case study. A case study is part of a qualitative study that is most appropriate to be used to examine a complex problem and broaden the understanding that has been obtained from previous research. Yin (2003) also adds that a case study is an

empirical investigation that aims to investigate a contemporary phenomenon in a real-life context, especially when there is a boundary between the phenomenon and an unclear context. In this study also, the researcher would like to focus on one phenomenon and explain it clearly based on the facts obtained in the field without any manipulation.

B. Research Subject

The subject who involved in this research was an English teacher in one State Islamic Junior High School that located in Aceh Besar. The sampling method that used in this research was purposive sampling. William (2008) said that purposive sampling is a useful method for researchers to reach the target sample quickly and when sampling for proportionality is not the primary goal. Therefore, the reason why the researcher chose the target sample because the sample teach English in a well-known class where there were some demotivated students.

C. Research Location

The location that chose by researcher to conduct research was one of State Islamic Junior High School in Aceh Besar, which was located on Jalan Tgk. Glee Iniem, Tungkob, Darusalam, Aceh Besar. This school has 2.532 students and 65 teachers. It has 21 classes and 205 subjects. This school has a study time that starts at 7.45 AM and ends at 6.45 PM 3.40 PM. The reason why researcher chose the school as the research location because the school was a place where researcher conducted teaching practice, and researcher observed and found that there were some students who were demotivated during the learning process.

D. Technique of Data Collection

According to Tanzeh (2011), collecting data is a systematic step and standardized procedure to obtain the data needed in research. This data collection technique is largely determined by the type of research undertaken by the researcher. In this study, the researcher chose a type of qualitative research and

the data collection techniques used by the researcher were observation and interview.

The first technique that carried out by the researcher was interview. According to Sugiyono (2015), an interview is a process of exchanging information and ideas through responses, which then results in structured and meaningful communication about a topic. The researcher would like to conduct semi-structured interview in this research. Nawawi (2012) explained that semi-structured interview is the type of interview where the researcher participates in preparing questions to be asked by the interviewees, but the submission of these questions is flexible and depends on the direction of the conversation. The researcher chose semi-structured interview because it is the most powerful way to research in order to understand our fellow human beings (Creswell, 2012). The researcher did the interview with the teacher who was the subject of the study, namely the teacher who taught English in the class with demotivated students at one of State Islamic Junior High School in Aceh Besar. The researcher asked several questions that have been prepared in advance in the interview guideline that used as one of the research instruments. The researcher asked to find out in-depth information about the strategies used by teacher in teaching demotivated students and how she implements them. During the interview process, the researcher would also document using a cellphone as a recording device and taking pictures.

Then, the next technique that the researcher did was observation, which was to observe and pay attention to the learning process taking place. Putri (2020) stated that observation is a step that requires researchers to be able to monitor or observe systematically during the action. The researcher did observation in class where there were demotivated students at one of State Islamic Junior High School in Aceh Besar. The researcher was in the class and sat at the back of the class where the teacher who was the subject of the research conducted the learning process. The researcher did observation starting from the beginning of the class until the class is finished. Before did observation, the researcher prepared a research instrument in the form of an observation checklist. The researcher used

the observation checklist that adapted from Munawwarah (2021). During the observation, the researcher filled in the observation checklist serve as a tool to assist the researcher in summarizing the activities carried out by the teacher during the learning process.

E. Method of Data Analysis

To analyze the data that has been obtained through interview and observation, the researcher used the method introduced by Miles and Huberman (1994). Based on this method, there are three steps to analyze qualitative data, as follows: data reduction, data display, and data verification.

1. Data reduction

The first step that researcher used was data reduction. Data reduction is a step that involves choosing a focus of interest, simplifying, abstracting, and transforming existing data from a written field record. The data gathered by the researcher used to choose points relating to the teacher's instructional tactics and their application in this step. The data that was not relevant to the issue was discarded and not utilized. However, before doing data reduction, the researcher submitted a transcription code for each informant, such as the informant's initial.

2. Data display

The researcher's next step was display the data that has been reduced. In this step, the researcher provided the data collected in the form of tables or essays in order to make it easier to grasp, and then conducted analysis. In this study, the researcher employed display data in the form of essays because this is the most usual format for qualitative research of this type.

3. Data verification

Data verification is the researcher's final stage in the data analysis process. In this step, the researcher summarized the information supplied and double-checked the information before drawing conclusions on teachers' tactics for teaching English to demotivated students. The researcher looked at all items with the same code, then grouped them into

categories and looked for connections between them. Then it went on to tell more stories and establish connections between them. Finally, the researcher can obtain the research's outcome and conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explains about the research findings and the discussion which are related to the formulated question which has been decided by the researcher. Moreover, this chapter discusses about what and how the English teacher implemented the strategy in dealing with demotivated students.

A. Research Findings

To collect the data, the researcher used two techniques: interview and observation. The data that was not found in the interview then be supplemented with data obtained through observation and vice versa. For the research subject, the researcher chose an English teacher with the initial Mrs. SMR whose class has some demotivated students.

1. Interview

The interview was held on Tuesday, October 11th, 2022 and was conducted in the teacher's room. Interview was conducted using Indonesian to avoid misunderstandings in delivery. From the results of the interview, it was found that several strategies were used by Mrs. SMR as an English teacher in dealing with demotivated students.

The first interesting strategy used by Mrs. MRS in teaching English as well as dealing with some demotivated students was she classified or grouping her students based on their cognitive level and activeness in learning English, but in a positive way. It is proved by the answer in the interview:

> **Mrs. SMR:** *"....I don't give like how to say, like the same standard for every student, so for example, if for this student with this category, if he has reached this level, he seems to be okay like that, so maybe that won't make it too difficult. Because sometimes the difficulty is because of our own expectations, right, that's from me".*
> **R :** "*Does that mean that each student has a different level of standard,ma'am?"*

> **Mrs. SMR:** *"Yes, it's different from my version. I mean, for example, like the task I gave when we studied, I said 10 sentences, for the fast student, we know this student, this one is fast and so on, I said " at least 10, has increased a little more, to 15!" So, that's why I like to use minimum limit assignments to students, meaning that at least I can add students who are ready to make assignments quickly, and the demotivated students who are slow to prepare, I will say "let's do a little more at least 10", that's it. So that's what I said the standard of each student is different."*

The second strategy used by Mrs. SMR was she used a variety of interesting learning content in teaching English. This kind of strategy was the right strategy and was liked by all students. In teaching English, Mrs. SMR also applied interesting learning content to attract students' attention and create a fun learning atmosphere. As stated in the interview:

> **Mrs. SMR:** "*That's why, maybe if there are videos or anything related, it's interesting, if we apply it in class or for example I attend a seminar, they give ice breaking or something, simple games, I will apply in that class. I try to warm up first like that. So we need to take the student's attention, in my opinion, that is one of the strategies, like students who lack motivation, especially demotivated students, we can take their attention.*"

Then the third strategy used was she motivated her students by giving the example of benefit in mastering English. Motivating students is very important according to Mrs. SMR. She used to motivate her students as mentioned in interview:

> **Mrs. SMR:** "*In my opinion, giving motivation doesn't have to be like giving a lecture. Because in my opinion, middle school students don't like it when we give lectures, they will be more like "what are you saying though". so I often give motivation, but not every meeting either, it depends on what the material of the day is, whether the lessons are dense that day, how the atmosphere in the class is, but yes, I am a typical teacher who often gives motivation. The motivation that I give is usually in the form of a story about my experiences, so I prefer to give motivation in the form of a story like that. But giving games and all that stuff actually, also a form of motivation, because students will feel like "oh, it turns out that learning English is fun though!".*

The fourth strategy was praised the students if they showed progress in learning. Giving praise was one way to make students feel comfortable in the classroom and also aroused students' enthusiasm in learning, especially for demotivated students who had little interest in learning English. Mrs. SMR also participated in giving praise to students as an effort to motivate students, as mentioned in the interview:

> **Mrs. SMR:** "*Yes, I often give compliments. I think if they can do it a little more, it means that there is progress, I will give praise, but not too much, right hahaha...*"

The fifth strategy used in dealing with demotivated students was tolerated mistakes made by students during the learning process, as long as the error was not fatal and had a big impact. This kind of strategy was also can be used to deal with demotivated students who lose their motivation in learning English. The normalizing mistake strategy was applied by Mrs. SMR in dealing with demotivated students, as mentioned in the interview:

> **Mrs. SMR:** "*for me it doesn't matter, it doesn't have to be all right. Especially demotivated students who sometimes get something wrong or error, unless it's a fatal mistake, I really have to blame it, let me know if it's wrong. But if it's just a writing error, for example, "Table" he writes "tabel" then I'll immediately correct it above his writing, if it doesn't affect the material. But if, for example, the material is about the telling time, it clearly shows what time it is, and what time does he make it, it's wrong, I really have to make it wrong, it means he still doesn't understand and he knows where he went wrong. Or, for example, if there is a wrong pronunciation, then I will immediately correct it, for example, he says "kat" when in fact it is "cat" so I will correct it immediately, that's it.*"

Then the last strategy used by Mrs. SMR in dealing with demotivated students was building a personal connection. Building a good personal connection has became a must for teachers in dealing with demotivated students, because this type of student required more attention and a closer relationship with the teacher. Mrs. SMR also helped build a good personal connection to demotivated students, as mentioned in the interview:

> **Mrs. SMR:** "*Yes, I usually do that, especially when the material is really hard, I usually check for boys, 'Why hasn't this been written yet?' for*

example or 'why is this? why haven't two more finished yet?'. I see, so I asked "Let me see which ones haven't been made yet". So this way we know, maybe this student is really having a hard time, that's why I'm always like 'Students, while writing, please pay attention, do you have any questions or not?' it's also like 'If you have a problem, you can go to my table, ask me" or I will check on their table. So, I have personally seen this one, including the demotivated student. It's a bit difficult for me to explain to demotivated students, so it's especially true for these demotivated students, we'll write them off directly in the book."

2. Observation

Observations were carried out by the researcher twice for two days. Researcher did observations on Tuesday, October 11th, 2022 and Thursday, October 13th, 2022. The researcher conducted direct observations in the classroom where the research subject, namely Mrs. SMR, was taught English and observed directly how the English learning process took place in the class.

a. First observation

The first observation was conducted on Tuesday, October 11th, 2022. The researcher was directly in the classroom and observed the process of learning English. From the first observation, researcher found out some strategies applied by Mrs. SMR while teaching in dealing with demotivated students.

The first strategy was building personal connection. When the class started, Mrs. SMR started by greeting, asking *"How are you doing?"*, *"What day is today?"*, and *"What date is today?"*. Students seemed enthusiastic about answering questions, even though there were some students who did not answer. Then, Mrs. SMR then asked personally or specifically to the students. She built a personal connection with these demotivated students by asking specific questions and paying more attention to them. In addition, during learning process, Mrs. SMR explained material about Singular and Plural and asked some questions to train the students to think. Then she also asked specifically for demotivated students to make sure that the demotivated students paid attention to her and understood about the material.

The second strategy used by Mrs. SMR was providing interesting learning content. On the day of observation, she used game in the learning process. She held a game about animals. She asked students to remember the names of animals. Then students are asked to name the animals one by one, but they may not repeat the same animal name. She gave each student five seconds to answer. During the game, there were several students who made a mistake, they mentioned the name of the same animal. Then the student got punishment. By implementing this strategy in the learning process, the learning atmosphere became more lively and all of the students enjoyed the learning process.

Meanwhile, during the learning process, several students asked for permission to go to the toilet regularly. To overcome this problem, Mrs. SMR allowed the students went to the toilet, but on the condition that they had to asked for permission to use English. Thus, students who want to went to the toilet without any need, or in other words want to get out of class because they are bored, can be detained or overcome.

b. Second observation

The second observation was carried out by researcher on Thursday, October 13th, 2022, in the same class. From the second observation, researcher found out some strategies applied by Mrs. SMR while teaching in dealing with demotivated students.

The first strategy was giving praise. Starting the class, Mrs. SMR explained first about the material and then gave them some questions about the material There are and There is. Students who wanted to answer had to raise their hands first. Students who answered correctly received praise from her, like *"Good!"; "You right!"; "Excellent!"*. The students who received the praise looked happy and proud.

The second strategy was building good personal connection. When Mrs. SMR asked about There are and There is, she specifically called out the names of demotivated students and asked them. After the

demotivated student answered, she also gave simple praise, like *"good"* and *"great"*. In addition, when assigned the task, she also gave special attention the demotivated students, she said *"Okay students, is there anyone who doesn't understand?" H, are you ready? Can you answer the question? If you can't just say it later, I will explain again what you don't understand*". Then she visited the students table to help the students in finishing the assignment.

The third strategy was grouping students' level. Mrs. SMR put in her mind every student has different level. In the learning process, she gave the task of writing at least 5 examples of 'There are' and 5 examples of sentences 'There is'. After a while giving the assignment, some students started to complete the given task, and they brought it to Mrs. SMR. Seeing that there were some students who were ready, while the other students were still working on it, she gave an additional task by saying, *"You are doing a great job!, but there's still a lot of time left; try adding five more sentences."* Then the students sat back in their respective places and did additional assignments were given. Thus, demotivated students and other students have a different number of questions in doing the exercise, because they have different levels indirectly on Mrs. SMR.

In addition, during the learning process there was problem faced by Mrs. SMR, namely students talking and interfering with each other and not focusing on Mrs. SMR's explanation to the material. To overcome this Problem, she caught their attention by saying *"hello..hello...hello"*, then all the students answered *"hi..hi..hi"*. Other than that, Mrs. SMR also gave a stern warning to pay attention to her who was explaining the material on the board.

B. Discussion

Based on the results of the interview and observation data analysis above, the researcher explained briefly and clearly about the focus of this research,

namely the English teacher's strategy in dealing with demotivated students. Researcher has found some research findings to answer two research problems in this study, namely: "What are the strategies used by the English teacher in dealing with demotivated students?" and "How does the English teacher implement the strategies in dealing with demotivated students?". The research findings can be classified as below:

1. **The strategies used by the English teacher in dealing with demotivated students**

Based on the data analysis conducted by the researcher, it can be seen that Mrs. SMR applied several strategies in dealing with demotivated students, including:

a.) Grouping student's level

The first strategy used by Mrs. SMR in dealing with demotivated students was grouping student's level. Mrs. SMR grouped students not based on affection or other factors, but Mrs. SMR grouped its students in learning English based on their level of ability and motivation to learn. Of course, the grouping of student levels by Mrs. SMR was in positive form, because she did not group her students directly which could lead to gaps between students. However, she grouped her students indirectly, where she only remembered and marked which of her students were less motivated and needed more help and which were not. She remembered that every student had a different level and that Mrs. SMR already knew each level of her students.

The strategy used by Mrs. SMR was also very helpful in recognizing and observing the progress of students in learning, especially for demotivated students. This strategy related to research findings by Sugiarti (2020), she stated that grouping students has several positive impacts on learning, namely increasing student achievement, grouping it easier for teachers to teach in the classroom, and provided reinforcement such as motivation for high-achieving

students and students who excel. Low-achieving students could feel comfortable because they could work with high-achieving students, assisted teachers in adjusting teaching materials and methods, use time in class, and students could work quickly or slowly according to their ability level.

Therefore, the grouping of student levels carried out by Mrs. SMR had a good influence on both motivated and demotivated students. The two types of students, of course, had different levels on Mrs. SMR, but the two types of students could coexist because of the application of the student's grouping applied.

b.) Providing Interesting learning content

The use of interesting learning content had an important role in increasing student motivation for learning. This strategy related to theory stated by El-Seoud et al. (2015), he argued that interesting learning content could increase student motivation in learning and also increase student participation in the learning process. Based on the results of the analysis of the interview, it could be seen that Mrs. SMR used to applied interesting learning content in her English class. Interesting learning content that was applied by Mrs. SMR included simple games, featuring learning videos, and Mrs. SMR also sometimes used icebreakers to attract students' attention when students started to lose focus, especially demotivated students who very easily lose enthusiasm and interest in learning. Therefore, one of the efforts made by Mrs. SMR in dealing with demotivated students was to apply a comfortable and fun learning model.

With good preparation for teaching students, including mastery of the content, how to express it, capturing students' attention, and organizing classroom discipline, were elements that can affected students' motivation (Dimyati and Mudjiono, 2010). Therefore, both

motivated and demotivated students could comfortably be in the classroom because the atmosphere in the class was fun.

c.) Giving motivation

Motivation was very important for students in learning. As has been said by Sinagatullin (2009), motivation was one of the important goals of the entire education system, and it was needed for every student to help him/her learn. Mrs. SMR also believed that giving motivation can affect students' interest in learning. Mrs. SMR said that students who have been motivated would be more enthusiastic about learning English. Mrs. SMR preferred to provide motivation by telling her experiences. Mrs. SMR argued that the motivational teaching method using the storytelling method was more effective than the lecture method, which only contained motivational words. Because in general, students in their teens were not happy with the lecture method and will quickly feel bored, but by using the story method with Mrs. SMR, for example, students would be more excited, especially demotivated students. Mrs. SMR's success as an English teacher was proven by looking at the real evidence of her efforts in learning English. Because of that, students would be more enthusiastic about learning English and trying to achieve their dreams as Mrs. SMR did.

In addition, Mrs. SMR also explained the benefits and goals of learning English as an effort to motivate students. This strategy related to the theory of El-Seoud et al. (2015) who stated that imparting knowledge to students about the benefits and goals of learning could increase student's motivation in the learning process. Therefore, the application of the right motivational strategy could easily grow students' motivation to learn. When students knew what benefits they got when mastering English, they would be more interested and enthusiastic in learning English.

d.) Giving praise

Giving praise was one of the right strategies in dealing with demotivated students. As we knew, demotivated students were those who had lost their motivation to learn; in this case, motivation to learn English. They did need more attention from the teacher. One of the things that the teacher could gave was praise. Related to the theory stated by Paulin and Kevin (1993), when giving praise to the students, they would feel happier and more cared for, so that their enthusiasm for learning will increase slightly.

In addition, Caldarella et al. (2020) also added that giving praise to students on a regular basis can foster significant student development in terms of their personality or behavior in class. Based on the results of the interview, Mrs. SMR was also happy to give praise to students. She would like to give praise no matter how small the progress made by the students. Because no matter how small the progress that each student has made, it also included development. However, based on the confession, Mrs. SMR gave praise only within reasonable limits and not excessive. If the praise given too much, it would have a bad impact on the students themselves later. As stated by Hufton (2003), he suggested that educators could give praise to their students and it could increase their intrinsic motivation, but educators must be able to choose which praise to say and there must be limits. If praise was given too much, it would make students feel that they are perfect and would not want to try to do better and would be reluctant to accept criticism from others.

Therefore, the strategy of giving praise is also one of the strategies implemented by Mrs. SMR in its class in dealing with demotivated students, but still within reasonable limits and not excessive.

e.) Normalizing mistakes

Mistakes in learning were natural for every student, especially for demotivated students who often lost motivation to learn and made mistakes. Normalizing mistakes could be a strategy that can be used to deal with demotivated students in an effort to increase their motivation and confidence. This strategy related to the research results by Sugiarti (2020), she stated that when students understand that they may improve their intelligence, they became more motivated to learn. However, the mistakes referred here were mistakes in terms of subject matter, not mistakes in behavior or other things.

In the interview that has been conducted, Mrs. SMR also applied this strategy in dealing with demotivated students. She used to normalized the mistakes made by her students in learning materials. Mrs. SMR did not require all students to answer correctly. However, only minor errors could be corrected. If a fatal mistake that could make students misunderstood if corrected, then Mrs. SMR could not corrected the incorrect answer and it must be marked as incorrect. By applying this strategy in the learning process, all students, both motivated and demotivated, will feel happy because they do not feel judged and they dare to answer even if they are wrong.

f.) Building personal connection

Building a personal connection was one of the most effective ways of dealing with demotivated students. This was because it could build confidence and comfort in demotivated students towards their teachers, so that their motivation and desire to learn could increase. As it was known, a good relationship between students and teachers was an important thing that was the main cause of motivation and interest students' in a lesson (Sugiarti, 2020).

In the interview, Mrs. SMR said that she also participated in building good personal connections with students, especially

demotivated students who really need more attention from the teacher. She said that when the students had difficulties, such as having difficulty understanding or not fully understanding the tasks given by the teacher, she would directly asked the student which part he or she did not understand and explained specifically to him or her. In addition to the demotivated students, Mrs. SMR specifically approached him at the student's desk and made sure they understood and paid more attention to them. Thus, the strategy that applied by Mrs. SMR related to the theory of El-Seoud et al. (2015) which states that having a good relationship between students and teachers can increase students' learning motivation because they have a higher level of trust in the teacher and feel comfortable and happy when learning.

With the personal relationship that existed between demotivated students and teacher, the distance between teacher and demotivated students would be closer. If demotivated students had difficulty, the teacher would immediately knew and be able to find solutions to the problems experienced by the demotivated students

2. The way the English teacher implement the strategies in dealing with demotivated students

Based on the data obtained from the results of interview and observations, it could be known that the way Mrs. SMR implemented the strategies in dealing with demotivated students as follows:

a.) Using the minimum limit for giving assignments according to the level of students

In the application of grouping student's strategy, Mrs. SMR usually imposed a minimum limit on assigning tasks level to the students. For example, in giving the assignment to write 10 example sentences about ‘there are and there is’ sentences. She gave the instruction to write minimum ten examples of ‘there are and there is’ sentences. Five sentences for ‘there is’ and also five sentences for ‘there are’. If some

students have completed their assignments, they could add more assignments to make examples of these sentences, because in giving this assignment, Mrs. SMR provided a minimum task, so the students who finished the task first will be given additional sentences exceeding 10. Meanwhile, demotivated students who finish late can adjust their time with students who finish their assignments first. Thus, by applying this strategy, demotivated students will feel comfortable and will not be too pressured because of them because they can adjust their time with students who are faster than them in doing assignments.

b.) Using videos, icebreakers, and games

Mrs. SMR mentioned several interesting learning content she applied in the classroom, such as providing interesting learning videos, games, and ice-breaking. For example, Mrs. SMR used simple games in the learning process. She asked students to play a game about animals. Mrs. SMR explained the rules of the game, namely: each student was given 3 minutes to look at the notes and remember the name of the animal that had been mentioned in the previous meeting; then students had to mention one animal name each, but the name of the animal that had been mentioned should not be mentioned again; then Mrs. SMR would designate students one by one and gave them 5 seconds to name the animal. Students who made mistakes, such as mentioning the name of the animal that has been mentioned, will be punished. Students look excited and enthusiastic about learning. Even researcher can hardly distinguish which students are demotivated in the class because they look just as excited as other students.

c.) Motivating students in learning in form of stories

In the application, Mrs. SMR started by telling the students the goals and benefits of learning English itself. Usually, Mrs. SMR provided motivation and explained the benefits of learning English. She said that

she used recounted her experiences of going abroad, traveling to many countries, and meeting and communicating with many foreigners. Then the students listened to Mrs. SMR. They were excited and also asked each other questions with Mrs. SMR regarding Mrs. SMR's abroad. By telling the story, students got carried away, imagining Mrs. SMR who went abroad. Likewise, demotivated students, those who previously slightly lost focus and did not pay attention, will now look more enthusiastic and interested in listening to Mrs. SMR.

d.) Giving simple praise such as *"good job"; "nice"; "you did a good job"*

She used to give praise to students, but it was still within reasonable limits. In the application, she used to make simple compliments like *"good job"; "nice"; "you did a good job"* and etc.. For example, Mrs. SMR gave an assignment, then the students answered the questions correctly, so Mrs. SMR gave compliments such as *"Rifki, please teach them about clocks; Rifki is correct" and "Rifki is correct, he's great."* In addition to giving praise, Mrs. SMR also authorized the student to teach other students. With this authority, students would feel happy and more capable so that they could teach their friends. In addition, when Mrs. SMR threw random questions to students, if the student ccould answer correctly, then Mrs. SMR will give compliments like *"good!" and "excellent"* and added students name at the end like *"Good job Rifki!"*. With simple praise, it could make students happier, especially demotivated students. Even though they did not show great progress, they still got simple praise for the little things they did.

e.) Never judging students for every mistakes they made

In applying this strategy, Mrs. SMR only tolerated errors related to the subject matter. For example, errors in answering questions, writing errors, mispronunciation, and others. For an example of application, Mrs. SMR gave an assignment about writing 10 examples of plural and singular

sentences in the exercise book and then collecting them. Then there are students who answer incorrectly, which is wrong in writing. Instead of writing *'table'*, the student wrote *'tabel'*. Mrs. SMR could tolerate mistakes like this by confirming the student's answer but still writing back in the student's book how to write the word "table" correctly. In addition, she also never judging the students for the mistakes they made. For example, when student mispronounced the word 'bear' sounded like 'beer'. Mrs. SMR immediately corrected the pronunciation of the demotivated student without any judgment or embarrassment by saying *"it's not beer, it's pronounced bear ya"*. Thus, even though students made mistakes, they would not feel embarrassed and belittled because the way the teacher normalized mistakes made them feel comfortable and bolder in class.

f.) Visiting the students' desks to give them more attention and help.

In implementing the strategy of building a good personal connection with demotivated students, Mrs. SMR often asked them directly about the difficulties they faced during the learning process. For example, Mrs. SMR's assigned to students. Then Mrs. SMR approached the students' desks, especially the demotivated students' desks, to make sure they understood what Mrs. SMR was saying. Mrs. SMR will asked questions like, *"How? Do you understand? "Can you?"; "Why is this? Why haven't you finished two more? "; "Why hasn't this been written yet?"; "Let's see which one hasn't been made yet"; "Later, those who are in trouble may come to my table, you may ask"* and other questions. Then, when Mrs. SMR saw that there were wrong answers in the demotivated students' book, Mrs. SMR immediately gave a mark in their book and immediately explained what the correct answer was.

In addition, when Mrs. SMR asked random questions about the material, she will definitely give demotivated students an opportunity to answer. Mrs. SMR will call their name specifically to answer the questions given. If the demotivated student cannot answer correctly, then Mrs. SMR

will explain the matter again. With good and frequent interactions between teachers and demotivated students, the latter will develop a sense of trust in their teachers so that their interest in the subject will be even greater.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and research suggestions regarding the strategies applied by English teacher in dealing with demotivated students. It consists of conclusions from the research data that has been analyzed and some suggestions proposed by the researcher for future research related to this study.

A. Conclusion

Based on the results of research and discussions that have been carried out by researchers, it can be concluded that there are several strategies used by English teachers in dealing with demotivated students. These strategies include: 1) Grouping student's level, 2) Providing Interesting learning content, 3) Giving motivation, 4) Giving praise, 5) Normalizing mistakes, 6) Building personal connection.

The way the English teacher implement the strategies includes: 1) Using the minimum limit for giving assignments according to the level of students; 2) Using videos, icebreakers, and games; 3) Motivating students in learning in form of stories; 4) Giving simple praise for the slightest progress made by her students, such as *"good job"; "nice"; "you did a good job"*; 5) Never judging students for every mistakes they made 6) Visiting the students' desks, to give them more attention and help.

B. Suggestion

Based on the results described above, the researcher offers some suggestions for students, English teachers and future researchers. Researchers hope that the suggestions can have a positive impact on anyone who conducts research related to this study. Thus the suggestions researcher explains as below.

First, for the teachers. When dealing with demotivated students, the teacher must apply various strategies that are suitable for the demotivated students' situation. In addition, teachers should pay more attention to demotivated students because they really need more attention from others and take an approach that can help them to be more motivated in learning.

Second, for the students. With the variety of strategies that have been applied by the English teacher, it is hoped that students will be more enthusiastic and active in the classroom. Especially for demotivated students, they are expected to be more motivated in participating in learning English in the classroom.

The last, for the future researchers. The researcher hopes that the next researcher will conduct a wider research to get more data about the English teacher's strategy in dealing with demotivated students. Thus, further research will be more interesting and get better results in the future.

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APPENDICES

Appendix A

Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6478/Un.08/FTK/KP.07.6/06/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5875/Un.08/FTK/KP.07.6/5/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **28 Maret 2022**

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-5875/Un.08/FTK/KP.07.6/5/2022** tanggal **12 Mei 2022**

KEDUA : Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D. Sebagai Pembimbing Pertama
2. Yuni Setia Ningsih, S.Ag., M.Ag. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Auliaur Rahmah**
NIM	:	**180203004**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**English Teacher's Strategy in Dealing with Demotivated Students**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 Juni 2022
Dekan,

Muslim Razali

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*

Dipindai dengan CamScanner

Appendix B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-12804/Un.08/FTK.1/TL.00/09/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kabupaten Aceh Besar
2. Kepala Sekolah MTsN 2 Aceh Besar

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AULIAUR RAHMAH / 180203004**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lamtimpeung Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***English Teacher's Strategy in Dealing with Demotivated Students***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 28 September 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 26 Oktober 2022

Habiburrahim, M.Com., M.S., Ph.D.

Appendix C

Confirmation Letter of Conducting Research from MTsN 2 Aceh Besar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
MADRASAH TSANAWIYAH NEGERI 2 ACEH BESAR
KECAMATAN DARUSSALAM
JALAN TEUNGKU GLEE INIEM TUNGKOB-DARUSSALAM KODE POS 23373
E-mail: mtsn.tungkob@gmail.com, Website: mtsn2acehbesar.sch.id

SURAT KETERANGAN PENELITIAN
Nomor :B-785/Mts.01.04.3/PP.005/10/2021

Kepala Madrasah Tsanawiyah Negeri 2 Aceh Besar dengan ini menerangkan kepada :

Nama : **Auliaur Rahmah**

NIM : 180203004

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan UIN Ar Raniry

Telah selesai melaksanakan tugas mengumpulkan data untuk menyusun data skripsi dengan judul "***English Teacher's Strategy in Dealing with Demotivated Students***" tanggal 11 s.d 13 Oktober 2022 pada Madrasah Tsanawiyah Negeri 2 Aceh Besar, sesuai dengan surat Kepala Kantor Kementerian Agama Kabupaten Aceh Besar Nomor :

B-1118/KK.01.04/PP.00.03/09/2022 tanggal 03 Oktober 2022

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Tungkob, 24 November 2022

Kepala

Sudirman M, S.Ag

Nip. 196908121997031002

Appendix D

Interview Guidelines

INTERVIEW GUIDELINES

Project	**: English Teacher's Strategy in Dealing with Demotivated Students**
Time of interview	**:**
Date	**:**
Place	**:**
Interviewer	**: Auliaur Rahmah**
Interviewee	**: Interviewee…..**
Position of interviewee	**: English Teacher**

This is a research study on the strategies used by teachers in teaching or overcoming demotivated students in the English learning process. The purpose of this study is to find out and explore what strategies are used by English teacher when teaching demotivated students. The data will be collected through semi-structured interview, which will be recorded and used only for research purposes.

Questions:

1. Apa yang ibu lakukan sebelum memulai pelajaran Bahasa Inggris dalam kelas?
2. Apakah siswa ibu antusias ketika pelajaran Bahasa Inggris?
3. Apakah ibu mengalami kesulitan dalam proses mengajar Bahasa Inggris?
4. Bagaimana pendapat ibu mengenai *demotivated students*?
5. Bagaimana cara ibu menghadapi *demotivated students*?
6. Apakah menurut ibu pemberian motivasi pada siswa itu penting? Apakah ibu sering memberikan motivasi pada siswa sebelum

memulai pembelajaran Bahasa Inggris?

7. Menurut ibu, apa yang membuat siswa kurang termotivasi dalam belajar Bahasa Inggris?
8. Strategi apa saja yang ibu gunakan dalam proses pembelajaran Bahasa Inggris terhadap *demotivated students?*
9. Strategi apa yang paling sering ibu gunakan dalam proses pembelajaran Bahasa Inggris terhadap *demotivated students?*
10. Apakah menurut ibu penggunaan strategi tersebut efektif terhadap *demotivated students?*
11. Seperti yang diketahui, *demotivated students* mudah kehilangan fokus dalam proses pembelajaran, bagaimana cara ibu mengembalikan konsentrasi mereka dalam proses pembelajaran Bahasa Inggris?
12. Apakah ada perlakuan khusus terhadap *demotivated students* selama proses pembelajaran Bahasa Inggris?

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Appendix E

Observation Checklist

OBSERVATION CHECKLIST

Day/date :

Material :

Teacher :

Time/place :

1. **Strategy used by teacher**

No.	Strategy	Yes	No	Description
1.	Giving award			
2.	Score making			
3.	Good personal connection			
4.	Normalizing students mistakes in learning			
5.	Games			
6.	Create study group			
7.	Give praise to students			
8.	Other strategies:			
Note:				

2. **Students reaction in the teaching-learning process**

3. **The problem faced by the teacher in the teaching-learning process**

4. **Problem solved by the teacher**

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Appendix F

Documentation

1. Observation

Observation on 11 of October 2022

Observation on 13 of October 2022

2. Interview

Autobiography

1. Full name : Auliaur Rahmah
2. Place/Date of birth : Aceh Besar/ 01st of December 2000
3. Sex : Female
4. Religion : Islam
5. Nationality/ethnic : Indonesia/ Aceh
6. Marital Status : Single
7. Occupation : Student
8. Address : Desa Lamtimpeung, Kec. Darussalam
9. Phone Number : 082370633403
10. Student's Reg. Number : 180203004
11. The Parents
    a. Father's Name : Mahyiddin Agam (Alm)
        - Occupation : -
    b. Mother's Name : Nuraini
        - Occupation : Civil Servant
12. Address : Desa Lamtimpeung, Kec. Darussalam
13. Educational Background
    a. Elementary School : MIN Tungkob (2012)
    b. Junior high School : MTsN Tungkob (2015)
    c. Senior high School : MAN 4 Aceh Besar (2018)
    d. University : UIN Ar-Raniry, Graduated 2023

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