EXPLORING TEACHER'S STRATEGIES IN MOTIVATING STUDENTS IN LEARNING ENGLISH

THESIS

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Exploring Teacher's Strategies in Motivating Students in Learning English

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ABSTRACT

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This study aimed to explore teachers' strategies in motivating students in learning English. The research questions were set to lead the study (1) what is the teacher's strategy in motivating the student in learning English (2) how the strategies motivate the students in learning English?. The study was conducted at Smpn 1 Baitussalam in 2022/2023. The participants were 2 English teachers teaching eighth-grade student, and four classes that taught by the teacher at Smpn 1 Baitussalam. The two teachers and the classes were selected purposively for collected data on observation. The research design of this study was qualitative. The study was identified through observation. The study's findings revealed different strategies used by Teacher A (MI) and Teacher B (NZ) in motivating students in learning English. Those are teacher A used giving value, ego-involvements, giving tasks, and punishment. While Teacher B (NZ) used giving value, competition, praise, reward, and interest. Teachers' strategies in motivating students succeeded to motivate students in learning English. Based on the result of class observation showed that the student is diligent in facing the task, tenacious in facing difficulties, and expressing deep interest in the topic, the student can defend their opinion, and they enjoy finding and solving the problem during the learning process after the teacher applied the motivational strategies.

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CHAPTER I

INTRODUCTION

A. Background of Study

Motivation relates to factors that stimulate or inhibit the desire to engage in the behavior. In education, motivation is why students do their best in learning. The students that have motivation will be successful in learning because they are always enthusiastic during the learning process to achieve a goal (Gardner, 2009).

Futhermore, motivation is essential to make the students love the learning atmosphere. In the class, motivation is one-factor influencing students to do something during the learning process. Harmer (2007) stated, "Motivation is essential to success: we must do something to succeed at it. Without such motivation, we will fail to make the necessary effort". Motivation plays an essential role in the learning process because it pushes students to participate in learning activities. Without motivation, the student will not make any effort to learn.

Increase student motivation, the teacher plays an essential role in the classroom. The teacher can be supposed as a controller and organize students' activities. The teacher must create a fun learning activity and apply some strategies in learning activities to get student motivation, such as giving a reward,

praise, and punishment. As a result, it expects the teacher's learning strategy will significantly impact student achievement and performance in the classroom.

Every teacher should have the appropriate strategy to increase student motivation in learning. Especially for English teachers because English is one of the subjects in the national curriculum and must be taught well. Teachers should consider motivation and attitude factors when designing English activities for the student (Hall, 2009).

In learning English, students' beliefs can be an obstacle if they believe they cannot learn the new language successfully (Lennartsson, 2008). The student always complain that English is hard to be understood, the learning activities are boring, and English is not essential to be studied. Thus, some of the problems the teacher faces while teaching English subjects. However, that problem can be solved by increasing student motivation to learn English.

Some studies have been conducted on teachers' strategies for motivating students in the learning process. First, Jaya (2022) studied English teachers' strategies for increasing students' learning motivation. This research was conducted to find out and describe English teachers' strategies for increasing students' learning motivation. The research takes place at Cake English Course Kampung Inggris Pare Mataram, the data source from three English teachers and a student in the first level at Cake English Course Kampung Inggris Pare Mataram. Based on the findings, the strategies used by English teachers in increasing student motivation in learning English are: punish and reward strategy, speech strategy, discussion strategy, question and answer strategy, group strategy,

jokes, games, telling a story, and using some media. Among those strategies, it is found that most of the teachers' strategies are very helpful in increasing the student's learning motivation in learning English because the students of Cake English Course Kampung Inggris Pare Mataram have good responses to the English teacher during the learning process.

The second research was conducted by Herlinda & Dunifa (2020); the research is about Strategies Used by Teachers in Motivating Students to Learn English In the Tenth Grade of SMA Negeri 2 Lasalimu. The objective of this research is to explore the English teacher strategies to increase students' motivation to learn English. The result of the research showed that the strategies used by the teacher in motivating students to learn English in the tenth grade of SMA Negeri 2 lasalimu are giving praise, giving suggestions, and playing motivational videos.

The researcher did a preliminary observation in the eighth grade of SMPN 1 Baitussalam. Based on observation, the researcher founds that the students have many reasons not to join the English subject. They said English is complicated to understand and was different from their mother tongue, and students consistently said that they forgot to bring books. However, the teacher has their way while motivating students. In this case, the role of the teacher is crucial because the students in eighth grade at SMPN 1 Baitussalam have a minimum motivation to learn English. The role of the teacher was needed to build student motivation to learn English and to convince students that English is not difficult as people say.

In this case, teachers' strategy that was appropriate for motivating students in learning English is essential.

Based on the phenomena above, the researcher is interested in **"Exploring Teacher's Strategies in Motivating Students in Learning English"** it is important to know teacher strategies for improving student motivation in class. The findings are expected to help English teachers understand students' motivation so that they can implement suitable motivational teaching strategies.

B. Research Question

Based on the background of the problem, the researcher focuses on Teacher Strategies to Motivation Students to learn English. The problem is formulated in the following question:

1. What are the teacher's strategies in motivating the student in learning English?

2. How the strategies motivate the students in learning English?

C. The objective of the research

The objective of this research is to explore the teachers' strategies for motivating students in learning English and to know how the strategies applied on the student's motivation.

D. Research Significance

1. For English Teacher

This research can be a reference for English teachers to design learning activities to motivate students to learn English. The teacher is expected to apply the best strategies in motivating students in learning English.

2. For the student

The results of this research are expected to increase students' motivation to learn English.

3. For the Researcher

The researcher intends to find the best motivational strategies for learning English through this research. So, it can be applied when the researcher deals with the English learner in the classroom.

E. Terminology

To avoid the ambiguous meaning of some terms in this research, the researcher provides the operational definition of the topics.

1. Motivation

Motivation is a type of change that develops in an individual due to symptoms of feelings, souls, and emotions, resulting in an urge to do the action. It becomes a goal or a goal to be reached. In this research, the researcher will explore eighth-grade students' motivation at Smpn 1 Baitussalam in learning English. The entire class for eight grades at Smpn 1Baitussalam are four classes that teach by two teachers.

2. Teacher Strategy

According to Richards, Jack C. & Rodgers (1986 as cited in Hayati 2021), strategy is defined as a teacher's way to obtain specific purposes in the process of carrying out a plan skillfully. Teacher strategy is the activity prepared with the teacher's aide earlier than the learning process to achieve learning purposes successfully. In this study, the researcher explores various strategies the teacher applies to motivate the student in learning English. This research will explore motivational strategies applied by 2 English teachers teaching eighth-grade at Smpn 1 Baitussalam.
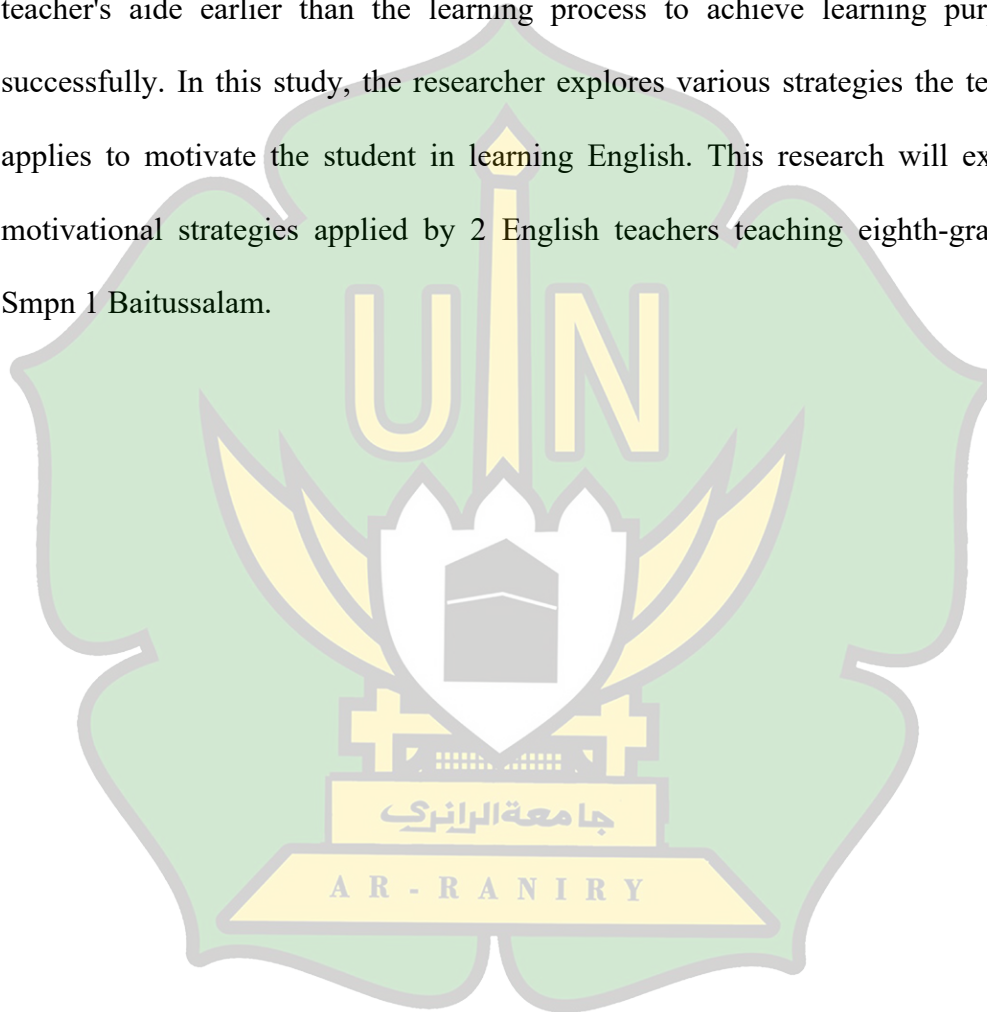
CHAPTER II

LITERATURE REVIEW

A. Motivation

1. Definition of Motivation

Motivation plays an essential role in increasing the students' English learning performance. Motivation is "some kind of internal drive which pushes someone to do things to achieve the purpose" (Harmer, 2001). From the statement, motivation encourages someone to gain a goal, whether in education or any other field. Motivation is a crucial part of education that must be present in all programs. Motivation is essential for developing in students a sense of excitement and curiosity about the learning process so that the teaching material offered is understandable. Darmon in Gaffari et al (2017), stated that motivation begins with a psychological need to support a specific activity. We create incentives to start or stop an activity when we motivate ourselves or someone else.

According to Palmer (2007), student motivation is an essential component of educational quality. How can we tell if students are motivated? They pay attention, work on tasks, ask questions and volunteer answers, and appear happy and enthusiastic. Students are motivated if they have a positive attitude during the learning process. Furthermore, Haque et al. (2014) explain that motivation is a way of generating a high level of passion for achieving organizational goals and that this scenario is provided by meeting particular individual requirements.

Motivation is influencing someone to follow their needs to attain the desired goal.

Based on the previous definitions, motivation can be defined as an impulse that affects a student's process or activities to reach a specific goal. Also motivation is as the driving force in students' self to carry out learning activities and ensure the continuity of those learning activities

2. Types of Motivation

According to Engkoswara and Komariah (2015), there are two types of motivation based on the purpose: intrinsic and extrinsic.

a. Intrinsic Motivation

Intrinsic motivation is the motivation derived from the student's self. When a student is intrinsically motivated, their behavior is motivated by their internal desire to do something for their purpose. For example, the desire to achieve learning goals, develop knowledge, and others. In the learning process, students with intrinsic motivation will actively participate in class without any push from the teacher. student's intrinsic motivation deals also with student's actions or efforts to learn language because of the desire and satisfaction for experiencing the language learning activity (Fen Ng & Kiat Ng, 2015).

In intrinsic motivation, students' effort and behavior in the learning activity is for their own sake to get the knowledge; it is related to students' interest and curiosity. Therefore, to encourage students' intrinsic motivation, the teacher needs

to create enjoyment in language learning activities and increase students' curiosity about the learning material.

b. Extrinsic Motivation

Extrinsic motivation is motivation that comes from external factors. The student's behavior is motivated by the external factor pushing them to do something to get the purpose. For example, the student will be active during the learning process because they like the teacher's strategies applied or the learning activity is fun; another example is the student answering the question because the teacher will give them an extra point.

Regarding extrinsic motivation, it can be concluded that this type of motivation exists because of outside factors of the student's self, such as teacher, parent, and society. However, in the teaching and learning context, teachers' rewards and punishments are usually discussed by several experts regarding extrinsic motivation. In the case of a reward or punishment from the teacher, the students tend to do several learning activities, such as finishing the assignments, only to get desirable outcomes from the teacher. So in the learning context, it is also well known as motivation that happens because of the external factor the student wants to get or avoid.

3. Indicators of the Level of Student Motivation in Learning

    According to Wulandari & Surjono in Ferismayanti (2020) in knowing the level of learning motivation in students, there are several indicators of student learning motivation, including:

a. Persistence in learning, the student keeps on trying to face the challenges. Persistence helps students visualize their end goal and motivate them toward that goal.

b. Interest in learning plays an essential role in education. The student with the heightened intention to learn can easily understand the material. Also, they will be able to participate in the learning process.

c. Resilience in the face of challenges is the ability to face and adapt to overcome them. Resilient students are better able to handle challenges because the challenge does not stop them from progressing.

d. Independent learning means that students take control of their learning and become active participants.

e. The desire to be successful in learning, the students with high motivation to reach the purposes of learning. For example, understand the subject they have been taught or get the best grades due to their learning.

    Meanwhile, Sardiman in Rahmawati (2016) states that indicators of learning motivation that come from within students are as follows:

a. Diligent in facing assignments means that students can work carefully, look for references, and confirm that the assignments they are doing are completed.

b. Being Tenacious in facing difficulties means that students try not to give up on the task or assignment given by the teacher.

c. Expressing interest in the topic

d. The student is happy learning independently, which means they will learn without being told by the teacher and are responsible for completing the task alone.

e. The student can defend his opinion. In other words, students can discuss with confidence.

f. Enjoy finding and solving the problem means the student believes in what he knows and does.

B. Teacher Strategy

1. Definition of Strategy

Hornby (2000) defines strategy as a plan to achieve a specific goal. Strategy is an action the teacher should engage in to achieve a learning goal successfully. Teaching without strategies is impossible. Ganiron agrees with this statement (2013). He argues that applying the principle of learning, such as good planning and motivation and a positive learning environment, can make the student achieve the learning objective.

Then, based on the explanation before, it can be known that strategies in learning and teaching activity context are activities created by the teacher to enhance the students' motivation in the learning process. It can be achieved by creating a motivational condition for students until they change their behavior and get a positive effect.

2. Teacher's Motivational Strategy

Dornyei (2001) believes that students' motivation can be improved. Furthermore, motivational strategies also refer to all teaching strategies that was purposed to encourage the students to learn (Hornstra et al., 2015) Motivational strategies are teachers' techniques to gain student motivation in learning. Dornyei (2001) created the components of motivational teaching practice in the L2 classroom. This concept is known as motivational teaching practice (MTP). The motivational strategies have divided into four categories:

a. Creating the primary motivational conditions, including making a comfortable and enjoyable atmosphere for the student to make them happy during learning process.

b. In generating initial motivation, for example, the teacher needs to improve students' positive attitude toward learning.

c. Maintaining and protecting motivation, after getting initial motivation, the teacher has to keep the students motivated because the students are naturally tending to lose sight of the goal and get tired or bored in the learning activity.

d. Encouraging positive retrospective self-evaluation, The teacher helps students evaluate their performance with positive feedback, explains their failures in a good way, or sometimes gives prizes to the student.

However, there are several strategies to motivate students in the learning process, according to Sadirman (2014).

a. Giving number

Teachers will remind and tell the student about the score they will get during the learning process.

b. Reward

Reward also as motivation; students will be happy if the teacher rewards them when they succeed in the learning process.

c. Competition

Competition can be used as a motivational tool to encourage student learning. Competition, both individual and group competition, can improve student achievement.

d. Ego-involvements

Raising awareness to the students to feel the responsibility for learning purposes such as getting the of the task is one form of motivation that is quite important.

e. Giving task

The teacher provides an easy task to allow the student to experience success, and it can make them happy with the result.

f. Knowing the results

Knowing the work results, especially if it progresses, will encourage students to study harder. Increasingly aware that the graph of the results of learning increases, then there is no motivation for students to continue to learn, with the hope that the results continue to rise.

g. Praise

This praise is a form of positive reinforcement and motivation; the gift must be precise. Good praise will foster a pleasant atmosphere and heightens the passion for learning, and at the same time, will raise self-esteem.

h. Punishment

Punishment is negative reinforcement, but if given correctly and wisely be a motivational tool. Therefore, teachers must understand the principles of punishment.

i. Interests

Interest is a will to accomplish something, and it is a necessity. So that interest can be made a motivational tool staple. The teacher shows that learning is a meaningful experience.

j. Recognize the goal

Understanding the goals to be achieved is beneficial for the student to be passionate about learning.

According to the concepts of motivational strategies above, the researcher decided to use the concept by Sadirman as the leading theory of motivational

strategy because those strategies are specific to knowing the strategies applied by the teacher.

3. The purposive of Motivational Strategies

According to Hornstra et al. (2015), motivational strategies refer to all teaching strategies that were purposed to encourage the students to learn. Furthermore, Dornyei and Ushioda (2013) the purposes of motivational strategy as follow:

1. Motivational strategy is consciously to generate students' motivation

2. It is for enhancing students' motivation

3. It is for maintaining ongoing students' motivated behavior

4. It is for protecting students' motivation from the tendencies of distracting and competing for action

Based on the explanation above, it can be concluded that the purpose of motivational strategy is to generate, encourage, and enhance the students' motivation in language learning. It is also for maintaining and protecting the students' motivation from the distractions that can make them demotivated.

C. Learning English

1. Definition of Learning

Learning is intended to gain knowledge, master specific competencies, and shape student attitudes. The success of learning can be seen in changes in behavior and student learning outcomes (Puspitarini & Hanif, 2019). Learning is the process through various experiences. While the learning process, students are also asked to try new experiences, such as experiments in the laboratory and learning in the natural environment. Learning refers to the relatively permanent change in a person's knowledge or behavior due to experience.

The students are lazy to learn English because they think it is a complex subject to be understood. Shoebottom (2013, as cited in Kasyulita and Armelida, 2019) clarifies five factors to increase student learning of English: age, personality, motivation, experience, cognition, and native language. This happens due to the student's need for more motivation to learn a language. It is proven by the students' condition in the learning process. While the teacher is teaching, some students in the class are talking and playing around. However, the components related to improving the quality of students' learning are teachers, students, school builders, facilities/infrastructure, and the learning process. With the contribution of all components, the quality of learning in the school will increase.

Teaching and learning have a close relationship, and one cannot be apart. Brown (1987, as cited in Kasyulita and Armelida, 2019) explains the components of the definition of learning as follows:

a. Learning is an acquisition or getting.

b. Learning is the retention of information or skill.

c. Retention implies storage systems, memory, and cognitive organization.

d. Learning involves active, conscious focus on and acting upon even outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some forms of practice, perhaps reinforced practice.

g. Learning is part of changes in behavior.

D. Relevant Studies

Amiroh (2020) is the first relevant research entitled "Exploring Teachers' Motivational Strategies in The Language Classroom at Mts Dar El Hikmah Pekanbaru". This research investigated teacher motivational strategies in language classrooms at MTs Darel Hikmah Pekanbaru. This research used a case study design. The result of this research is that Teachers play an essential role in student motivation. Giving grades and rewards, a supportive atmosphere, enjoy learning activities were factors influencing student motivation at MTs Darel Hikmah, and teacher motivational strategy influences the teaching and learning process in the classroom.

The second is research conducted by Wahyudi (2017) entitled "The Strategies of The Teacher in Motivating Their Student to Learn English (A Study at the 10th Grade MAN 2 Boyolali In the Academic Year 2016/2017). This research aims to explain how the English teacher's strategy increases student motivation in learning English. The research used a descriptive qualitative research method. The researcher conducted observation and interviews to collect data. The result of this research can conclude that the strategies of the English teacher to increase motivation in learning English are giving praise, subtle ridicule, giving suggestions, and playing motivational videos.

Moreover, the last, Alshenqeeti, H. (2018) research entitled "Motivation and Foreign Language Learning: Exploring the Rise of Motivation Strategies in the EFL Classroom" this research used document review to collect the data. The research explores motivation strategies in the EFL classroom and how they need to be developed. The research on motivation in the EFL classroom has discovered that several strategies can improve students thinking positively and be more motivated in their language learning process. However, that strategies will only work effectively if the student has more involvement. Teachers and students work together to gain the purpose of language learning.

In conclusion, this research has a similar focus to the previous research, which is to find out the strategies teachers use to motivate students to learn English. Furthermore, the difference with previous research, the previous researcher only focused on motivational strategies performed by teachers without seeing the impact of strategies used on the student. To fill this gap, this study will

explore strategies used by the teacher and discuss the student responses while learning English.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was designed using qualitative method research because the focus of the study was to observe the teacher's strategies in motivating students in learning English and the effect of the strategy on the students. Qualitative research is a method used to explore and understand the meaning of an individual or group associated with the social problem to be studied (Creswell, 2014). Creswell and Clark (2007) stated that the qualitative method "builds on the obtained data and seeks to explore the view in more depth." Therefore, to conduct the qualitative result in this study, the observation is beneficial for exploring the teacher's strategies and seeing the student's responses while learning English.

B. Brief Description of Research Location

This study is taken place at Smpn 1 Baitussalam. This school was established on January 17th, 2000. It is located in Laksamana Malahayati street, Km. 9, Kajhu. Kec. Baitussalam-Aceh Besar. The school is headed by Irwanuddin, S. Ag, the headmaster.

The researcher researched the teacher and the eighth-grade student of SMPN 1 Baitussalam. The researcher chose this school because the student has a minimum motivation to learn English. They need a teacher to motivate them to join the course and encourage students to be active in the class.

C. Research Subject

1. Population

According to Kurniawan (2016), the population is the overall subject of the research. The population is all subjects who have the same characteristic quality. According to the explanation, the population in this research was 36 teachers at SMPN 1 Baitussalam and four classes (consisting of 120 students) that the teacher taught.

2. Sample

Apart from the population, the researcher needs a specific number of respondents, called a sample. According to Husain and Purnomo, as cited in Hardani (2020) sample is part of the total population taken using a sampling technique. In determining the sample, the researcher used Non-probability Sampling. Non-probability Sampling is a non-random and subjective sampling technique, every member of the population has the same opportunity to be a sample (Kurniawan, 2016). The type of Non-probability Sampling used in this research is a Purposive Sampling Technique. The purposive Sampling Technique is a sampling technique based on the criteria of population members. This technique is limited to certain types. People select only people who can provide information according to the criteria determined by the researcher (Sekaran, 2017).

Before taking the sample and conducting the research, the researcher had asked permission to observe the English teacher and student's eighth-grade at

SMPN 1 Baitussalam. After observing, the researcher perceived that the English teacher who taught the eighth-grade student was appropriate to analyze the motivational strategies applied to increase students' motivation in learning English. In this research, the sample was 2 English teachers that taught eighth-grade students at Smpn 1 Baitussalam, and four of the classes were taught by the teachers.

D. The Techniques of Data Collection

To complete the aims of this research, the data was collected through observation. The techniques used in this research will be described in detail as follow:

1. Observation

The technique of this study was the observation, which means systematically monitoring data or information that appears in the object of research (Arif & Suwarto, 2007). The researcher used non-participant observation as a technique for collecting the data. In non-participant observation, the researcher does not participate in class activity and is only an independent observer (Sugiono, 2010). In this study, the researcher observed the teacher, the student, and the class situation to identify the teacher's strategy for motivating students in learning English and observe the student's motivation while learning English. The focus studied during the observation is the teacher's strategies in motivating students in learning English and the student's motivation in the learning process after the teacher applied the strategy.

E. The technique of Data Analysis

Data analysis is a process of finding the data and then compiling systematically. The data was obtained from observation. (Bogdan as cited in Sugiyono, 2018).

1. Observation

Data from observation were analyzed qualitatively by using descriptive analysis. The researcher attempted to take note of some strategies that were observed during collecting data, such as how the classroom situation, instructional media used by the teacher, and how the students act in the class during the learning process. The result of the observation was described narratively.
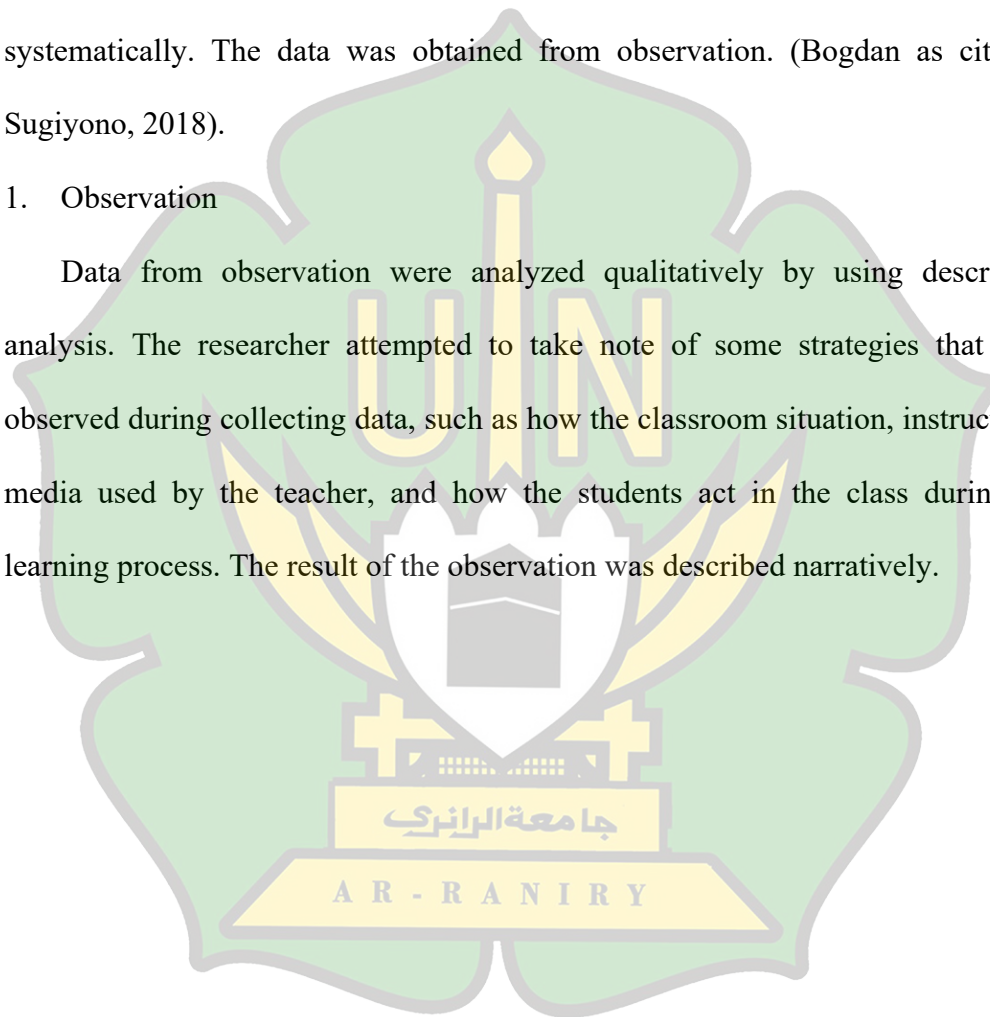
CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

a. Teacher's Strategies for Motivating Student

The researcher observed two English teachers at Smpn 1 Baitussalam. During the observation, a protocol observation scheme was used to help the researcher note the teacher's motivational strategies and the student's motivation in learning English. Although there are ten strategies in the observation scheme, some occurred during the observation. There are different strategies used by Teacher A (MI) and Teacher B (NZ). Those are teacher A used ego-involvements, giving tasks, and punishment. At the same time, Teacher B (NZ) used giving tasks, competition, praise, reward, and interest. The discussion starts with the strategies applied by Teacher A. So, here is the discussion that the researcher did about eight times.

1. Teacher A (MI)

1.1. Giving the task

The teacher provided an easy task that made students feel successful during learning. In this case, the "easy task" strategy provided by the teacher had an excellent influence on stimulating the student to worked on the task.

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Table 1. Giving Task

Day/ Date	Description
Thursday/ 11-17-2022	The task to resume about the material have learned
Friday/ 11-18-2022	The teacher asks the student to create an example of a sentence using "Will or Can."
Friday/ 11-18-2022	The same task with the previous class (the teacher asks the student to create an example of a sentence using "Will or Can").
Tuesday/ 11-22- 2022	The task about to be (am, is, and are)

The characteristic of the teacher's easy task was fewer numbers and simple questions with simple answers, and the answer can be easily found in a student notebook. Based on the table, the task given was easy for students to complete because it was not difficult.

1.2. Punishment

This strategy was one of the most strategies that teachers applied during the learning process. Teachers often give a punishment when students do not follow the rules made by the teacher. See table below.

Table 2. Punishment

The Rules	The punishment
Entered the class on time	Standing front of the class
Worked on the task given	Giving additional assignment
Submitted the assignment	
Answering the question given	

When students did not obey the rules, the teacher would give the punished. Thus, students always pay attention to the material provided during the learning process. So, when the teacher asked the question about the material, they knew the answer, and indirectly their motivation to learn increased because they would not get the punishment.

1.3. Ego-Involvement

The teacher did this strategy while teaching. The occurrences of this strategy are essential to give the student advance, so the students are motivated to study.

Table 3. Ego-involment

Day/ Date	Description
Thursday/11-17-2022	*Okey, Kalian harus belajar dengan rajin agar bias menjawab soal ujian.* If you want get a good grade, you must study.
Tuesday/11-17-2022	All of you must study hard, *harus rajin belajar agar bisa menjawab soal ujian.* If you want get a good grade, you must study!

Accordingly, the student knew that a good grade was not gained without study. Afterward, the teacher asked the student to review the material for the exam. These strategies were important for students to increase their responsibility. This increased their motivation in English subjects and for all subjects. Apart from that, the advance also improves the students' moral attitude.

2. Teacher B (NZ)

2.1. Reward

This strategy used by the teacher to motivate the student was great. The teacher commonly gave a reward such as an extra point, snacks (chocolate, momogi, or etc), and a small gift like a pen or pencil. The reward was given to the student who brought the dictionary, completed and submitted the task earlier, and the group that could be the winner when the teacher created a game. Here, explanation of the reward given by the teacher during learning English.

Table 4. Reward

Day/ Date	The reward	Description
Saturday/ 11-19-2022	Extra point	The student completed the task earlier (only for 5 students)
Saturday/ 11-19-2022	Snack	The student could be the winner when the teacher created a game
Monday/ 21-11-2011	Extra point	The student brought the dictionary 5 students that can completed and submitted the task earlier
Wednesday/ 11-23-2022	Pencil	A student could submit the task faster

Giving such a reward might encourage students' motivation to complete their assignments with more enthusiasm. Students tried hard to do the task to get a reward from the teacher. The student tried to complete the task earlier and was motivated in learning English.

2.2. Competition

The teacher built competition among students while the learning process to increase student enthusiasm to gain the learning goals. The competition made, such as the teacher encouraging students to be winners when played a game, students who submitted assignments the fastest get the reward, and students who could answer the teacher's questions would get the extra point.

Table 5. Competition

Day/ Date	Description
Saturday/ 11-19-2022	Game Told the student to be the early one to complete the task (to get the extra point)
Saturday/ 11-19-2022	Game
Monday/ 21-11-2011	Game
Wednesday/ 11-23-2022	Asked the student to be the first in submitted the task

In applying this, researchers could conclude that the competition created by the teacher could motivate students to be the winner. So, students would try to do something severe and try their best to get it. It was proven while first observation on Saturday, when the teacher said *"5 orang tercepat yang bisa menyelesaikan tugas akan miss berikan nilai tambahan"* the researchers saw that all of students were excited to be the early one. As a result, most of the students completed the task faster than the deadline because all of them would be the first to get an extra point, but the teacher only gave the different points to 5 students more quickly and told others to be faster in the next chance.

2.3. Giving task

Same as with teacher A (MI)**,** teacher B (NZ) provided an easy task that allowed the student to feel successful while doing the task. The teacher created an exciting task to motivate students interest in doing it.

Table 6. Giving task

Day/ Date	Description
Saturday/ 11-19-2022	The teacher B's lesson with "Giving Instruction" as a topic, the task is only to match 10 pictures with the proper instruction in the HVS paper provided by the teacher
Saturday/ 11-19-2022	Matched the question with the right answer about giving instruction
Monday/ 11-21-2022	The task to create the example about the future by using will
Wednesday/ 11-23- 2022	The task to create the example about the future by using will

The easy task helpful made the students work better, and the researcher saw that student motivation increased when they could find the answer for the task given. When they finished the task, they said, " it is easy, *mudah kali miss, besok kasih tugas lagi ya miss*" the student realized that they could complete that task, which means they were capable in the English lesson.

2.4. Praise

This motivation strategy was commonly used by the teacher when the student could answer the teacher's question or when the students could do the task. Giving such praise would encourage the student to do their task more enthusiastically. Here, the list of compliments words appear in learning English.

Table 7. Praise

List of compliments words appear during observation
Good
Good answer
Very good
Well done
Bagus
Mantap
Pinter anak murid miss
Nice try
You are guys so smart
Right

2.5. Interest

During the learning process, the teacher showed interest while teaching. Teacher's interest in teaching could be seen when the teacher was emotional about learning. There were some of the teacher's attitudes shown while teaching that made learning fun.

Table 8. Interest

The teacher's attitudes shown while teaching
The teacher spoke loudly
The teacher used body gestures to responses the student
The teacher created an enjoyable learning class by creating an ice-breaking to start the class
The teacher created fun learning activity by creating the game in learning process
The teacher told a joke

This strategy's positive effect is that it could be seen as fun learning that motivated students to learn, and students did not feel bored during the learning process.

b.   The Student Motivation in Learning English

Here, the researcher explained students' motivation when learning English. Six indicators were provided as a reference for students' level of motivation when learning; only a few indicators appeared while the researcher observed during learning English took place.

1. **Class observation of Teacher A (MI)**

Here, the teacher's strategies used giving tasks, punishment, and ego-involvements that showed the student's motivation in the learning process. The appearance of student motivation could be seen when the teacher has implemented a motivational strategy during the learning process. The students' motivations showed when they were diligent in facing the task, tenacious in facing difficulties, Interested in the topic, the student learning independent, and the student could defend their opinion.

1.1. Diligent in facing a task

The focus aspect being studied was "do students do the task and submit it on time?" The observation result is that all students did the task given, but not all submitted it on time. See the description bellow.

Table 9. Diligent in facing the task

Indicator	Observed aspect	Description
Diligent in facing the task	Students do the task given by the teacher	Yes
	Students submit the task on time.	The first observation on Thursday (11-17-2022), all of the students finished the task. However, only two students submit on time. The second observation on Friday (11-18-2022), all of the students submitted on time. The third observation on Friday

	(11-18-2022), the researcher found that only five students submitted late.
	The last observation on Tuesday (11-22-2022), all students submit it on time.

The student completed and submitted the task because the teacher punished them if they did not do it. So, all of them tried their best to do that during the learning process. Even though they were forced to do the task, students have the motivation to do it to avoid punishment. In addition, the task teacher gave was easy for students to complete.

1.2. Tenacious in facing difficulties

The meaning of difficulties here was the student's struggle in learning, such as the task given by the teacher. The students' desire to do the assignments given was the student's motivation to learn. Because they want to try to complete the task. The two aspects that became the focus of the research were :

Table 10. Tenacious in facing difficulties

Day/ Date	Components	Description
Friday (11-17-2011) until Tuesday (11-22-2022)	Students did not give up and tried to answer the question or task given	All of the students tried to answer the question the teacher asked, and they tried to complete the task given.
Friday (11-17-2011) until Tuesday (11-22-2022),	Students try to find the answers by asking friends or teachers for the assignment given	The researcher found that all the students tried to find the answer to the task or question by asking their friends and asking for the teacher's help.

1.3. Expressing interest in the topic

Students' interest in the topic being taught could be seen when they began to be curious about the topic given. Students tried to ask questions about material they did not understand and found the meaning of vocabulary they did not know during the observation. For example, the researcher found that students asked about the simple present. See the table below.

Table 11. Expressing interest in the topic

Day/ Date	Description
Friday/ 11-18-2022	Student asked about how to create a sentence by using "Can"
Friday/ 11-18-2022	Student asked the pronoun of the word
Tuesday/ 11-22- 2022	Student asked about the material given

When students began to become interested in the topic being taught, the student interested in doing the task given and asked for some examples about the topic, the researcher found that in the third observation, the teacher gave them a task to do, and some of them said that *"tugasnya mudah; kalau cuma ini saya bisa mengerjakannya."* One of the reasons is that the teacher provided an easy task that made the student could do it, and students were enthusiastic while doing it.

1.4. The student learning independent

This could be seen when students could complete all the teacher's tasks. Students have responsibility for the tasks that the teacher has provided. It can be shown during the observation that all students do the task given. The attitude of students who could work on and submit the task to the teacher is one of the attitudes of responsibility shown, which means they could learn independently. With this, student's motivation to learn English increased when they did it because they wanted to get or avoid something.

1.5. Student can defend their opinion

In this case, the researcher saw that every student dared to share his opinion while answering the questions. When the teacher asked about material or examples, students were confident to answer, even though some of their answers were wrong. However, it is not a big problem for the teacher because the teacher gets the student's response to ensure the student understands. During the learning process, when the teacher asked the class was common loudly by students' answers. Moreover, the researcher found that all the students were confident to share what they knew, even if the answer was wrong. Other students corrected the answer by saying, "*Bukan tu jawabannya, yang betul tu ini* (explained the correct answer)".

2. Class observation of Teacher B (NZ)

The teacher taught the class using motivational strategies, and the researcher found that the class taught by teacher B had better motivation in learning English. Because teacher B created her activity for a student, "Recognized the vocabulary," the purpose of the activity was to make students gain a lot of English vocabulary and very useful during the learning process. In teacher B's class, almost all indicators of student motivation appear during the learning process.

2.1. Diligent in facing the task

During observation, the researcher found that the student was easy to control by the teacher. When the teacher gave them a task, they always did it and

submitted it on time. One of the reasons the student was diligent in facing the task was because the teacher applied motivational strategies to the student, which was "Reward." See the table below.

Table 12. Diligent in facing the task

Indicator	Observed aspect	Description
Diligent in facing the task	Students do the task given by the teacher	Yes
	Students submit the task on time.	The first observation on Saturday (11-19-2022), all of the students finished the task. The second observation on Saturday (11-19-2022), all of the students submitted on time. The third observation on Monday (11-21-2022), the researcher found that all of them in time. The last observation on Wednesday (11-23-2022), all students submitted it on time.

Based on the table, it shown the students were excited and motivated to finish it quickly. And it was proven that they completed the task, and all of the students submitted the task on time.

2.2. Tenacious facing difficulties

The classes taught by teacher A never complained about the task given. When the teacher gave the task, all students tried to complete it, and if they did not know the answer, they asked for the teacher's help and their friends to help them find the best answer. By doing that, the student could do the task quickly with the teacher's and friend's help. When they found a difficult task, it was not a big problem because they could ask for help and tried to complete it. One of the factors was that the teacher provided an easy task. But, sometimes the student asked about the task *"Miss, saya lupa arti kata ini, miss ini gimana contoh nya?, or Miss kalau ini jawabannya gini bukan?* (show the answer on her/his book)".

2.3. Expressing deep interest in the topic

Result of the observation, the student showed interest in the topic given. It showed when the student paid attention when the teacher taught the material, and a student asked the teacher about the material they could not understand, the pronoun of the word in English, the meaning of English vocabulary, and the example about the topic. In the second observation, the teacher asked them to read the dialog with their friend, and then they asked the teacher about how to pronoun some words even though the teacher had taught them before. See the table below.

Table 13. Expressing interest in the topic

Day/ Date	Description
Saturday/ 11-19-2022	The students asked about how to pronoun the word and asked about the material they did not know
Saturday/ 11-19-2022	The student asked about the word's pronoun and the meaning of the example
Monday/ 11-21- 2022	Student asked about the example of the material given
Wednesday/ 11-23- 2022	The student asked about the meaning of the example and asked the teacher how to create a sentence about the topic.

It was essential when the student asked and paid attention to the teacher during the learning process because they had to motivate in learning English.

2.4. The student learning independent

Students in teacher B's class had a strong desire while they do the task. When the teacher gives a task to students, they work on it seriously. The task designated by the teacher includes easy tasks, which help students complete independently. The student was always excited when the teacher provided the task. One of the reasons for the student's motivation to do it was because they would receive a prize from the teacher. Therefore, doing the task is not a big problem for them.

This is also proof that students have a responsible attitude. They could complete the tasks given by the teacher independently, proving they have a high responsibility in the learning process.

2.5. The student can defend his opinion

During observation, the researcher found that the students were confident to share their opinions during the discussion. When the teacher asked them about the topic learned, students tried to answer their opinion. The researcher found one of the reasons because their teacher never judged them when they were told the wrong answer. Here, the teacher used praise strategies to motivate the student. See the excerpt below.

Excerpt 1
Teacher B : *Siapa tau rumus untuk membuat kalimat menggunakan "will" untuk menyatakan keinginan?*
Student A : *saya miss, pertama Subjet + Will + Verb ya miss?*
Teacher B : *Good, tapi Verb apa yang dipakai? 1? 2? atau 3?*
Student B : *Verb 1 ya miss?*
Teacher B : *Iya, betul pakai Verb 1 yaa. Jadi gimana tadi rumusnya? (asked the student while the teacher wrote the answer on the whiteboard)*
All students : *Subject + Will + Verb 1 (told the teacher the answer)*

With good collaboration between teacher and student in the learning process, the learning purposes were easy to gain. The student is motivated when they can share their opinion or answer the question given by the teacher because they realize they are capable in that subject. Moreover, there was support from the teacher that helped and did not judge the students.

2.6. Enjoy finding and solving the problem

Students were happy when the teacher provided a game or task to practice their understanding. It showed in the last observation that the student told the teacher to create a game about the following topic because they love to join the game. It was shown in the last observation, see the table below.

Table 14. Enjoy finding and solving the problem

Day/Date	Description
Wednesday 11-23-2022 (last observation)	The students said *"game nya seru, nanti buat lagi ya miss, tapi jangan susah-susah yang gini aja biar kami paham"*

The teacher has increased students' motivation to solve problems by providing easy tasks or games. Here, the problem was close to the task given or the game created by the teacher.

B. DISCUSSION

Based on the results found after the researchers made observations to find out the strategies used by English teachers at Smpn 1 Baitusaalam to motivate the student in learning English. The researcher observed eight times, and for each teacher, the researcher did four observations. After seeing the finding of the

motivational strategies applied by teacher A and teacher B to motivate the eighth-grade students, the researcher would discuss the result to give the readers a better understanding of the thesis the researcher has conducted.

Here, the teacher A motivated students by applying giving tasks, ego-involvements, and punishment. The task given by teacher A made students feel successful in learning; students were able to work on the questions, which made them more enthusiastic about doing it. It was proven when the teacher gave assignments, and students could answer them, work on them, and submit them on time. In addition, the other factor of students who worked on the task given and submitted it on time was because students wanted to avoid punishment given by the teacher.

Punishment was one of the strategies commonly used by teacher A, so students were afraid of getting punished and avoided it as much as possible by working on and obeying the rules given by the teacher. Last, ego-involvement was a way for teachers to provide oral motivation by giving students good advancement to have better personalities. The attitude of the teacher who protected students made students feel comfortable, which was shown during the learning process; the students wanted to ask questions about material they did not understand and could defend their points of view to share in learning English.

At the same time, teacher B has a strategy for motivating students to learn English. In conducting the research four times, the researcher found that the strategy that was often used by teacher A was to give rewards to the student.

Whatever students do, the teacher always appreciates the result by providing small gifts to students. The teacher's appreciation was practical, and it could be seen that students always tried to do the best they could during the learning process. Besides the rewards, teachers applied strategies of competition, praise, and interest when learning process.

Competitors built by teachers could make students compete during learning; it could be seen when students could do task quickly so they could become winners and get prizes from the teacher. In addition, the praise given by the teacher during the learning process made students dare to participate in class; students dared to share their opinions during the learning process and answered the questions. The students' bravery was caused by the teacher, who constantly praises and does not judge students even if the answers are inappropriate. The positive attitude shown by the teacher made students comfortable with the learning process. The teacher also showed interest in teaching; the teacher made interesting assignments, started class with ice-breaking to increase student motivation, and created games, so students felt energized while learning took place.

Thus, the strategy implemented by teacher A and teacher B was beneficial in motivating future class students at Smpn 1 Baitussalam. The strategy given by the teacher showed the students could actively participate and also offer a positive attitude in the process of learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted based on the researcher's experience while PPL at SMPN 1 Baitussalam. Based on researcher observation, most students have a minimum motivation to learn English. One of the reasons the student thought that English was not necessary to be studied was because it was not their language. Here, the researcher observed the teacher's strategies in motivating students in learning English because the teacher's strategies were one factor in increasing student motivation. The population of this research was the teacher at SMPN 1 Baitussalam. Between this target population, the researcher took 2 English teachers that taught eighth-grade students at SMPN 1 Baitussalam, also all of the classes taught by the teachers as a sample. Here, the 2nd grade consists of 4 classes. To collect the data, the researcher used observation.

Based on research that has been done, it was found that there are different strategies used by Teacher A (MI) and Teacher B (NZ) in motivating students in learning English. Those are teacher A used giving tasks, ego-involvements, and punishment. at the same time, teacher B (NZ) used competition, praise, reward, and interest. Among the factors investigated, teachers' strategies in motivating students succeeded in motivating students to learn English. According Sardiman in Rahmawati (2016) states that indicators of learning motivation that come from student diligent in facing the task, tenancious in facing difficulties, express a deep

interest in the topic, the student learns independently, can defend their opinion, and enjoys finding and solving a problem during the learning process after the teacher applied motivational strategies. It can conclude that the strategies Sudirman (2014) mentioned to motivate students in the learning process was to succeed in motivating the student in eighth grade at Smpn 1 Baitusalam to learn English. It was verified by the supported theory from Garden (2009), who stated that students with motivation will be successful in learning because they are always enthusiastic during the learning process to achieve a goal. By applying the strategy, the teacher helps the students in the learning process to get the purpose of learning, which is very important for student achievement. This research was shown that the student's motivation have appeared after the teacher applied the motivational strategies.

B. Suggestion

Here are several suggestions provided by the researcher which are beneficial for teachers, students, and future researchers :

1. Teacher

Knowing these factors, the teacher can plan strategies and employ proper techniques to increase student motivation in learning English. In addition, To motivate all students to pay attention or join the class, the teacher can invite the

students into a discussion and be friendly. Alternatively, the teacher can apply more motivational strategies.

2. Students

Students should be responsive during the learning process. Before entering the class, it is suggested to have preparation, such as learning about the material that will be taught. This can help the students to be involved in learning activities. Besides, the students should respect the teacher and friends' answers or opinions and support each other to create good learning.
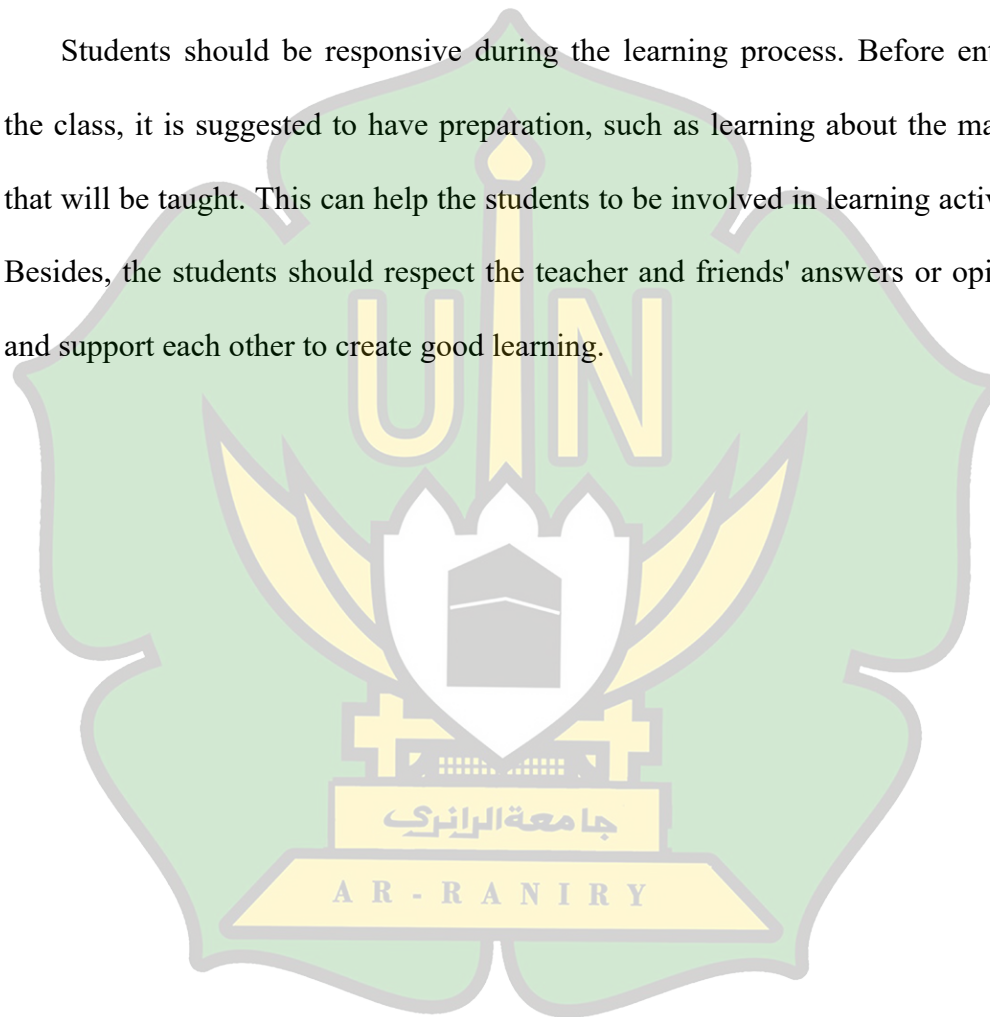
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OBSERVATION PROTOCOL

TEACHER'S STRATEGIES IN MOTIVATING STUDENTS IN
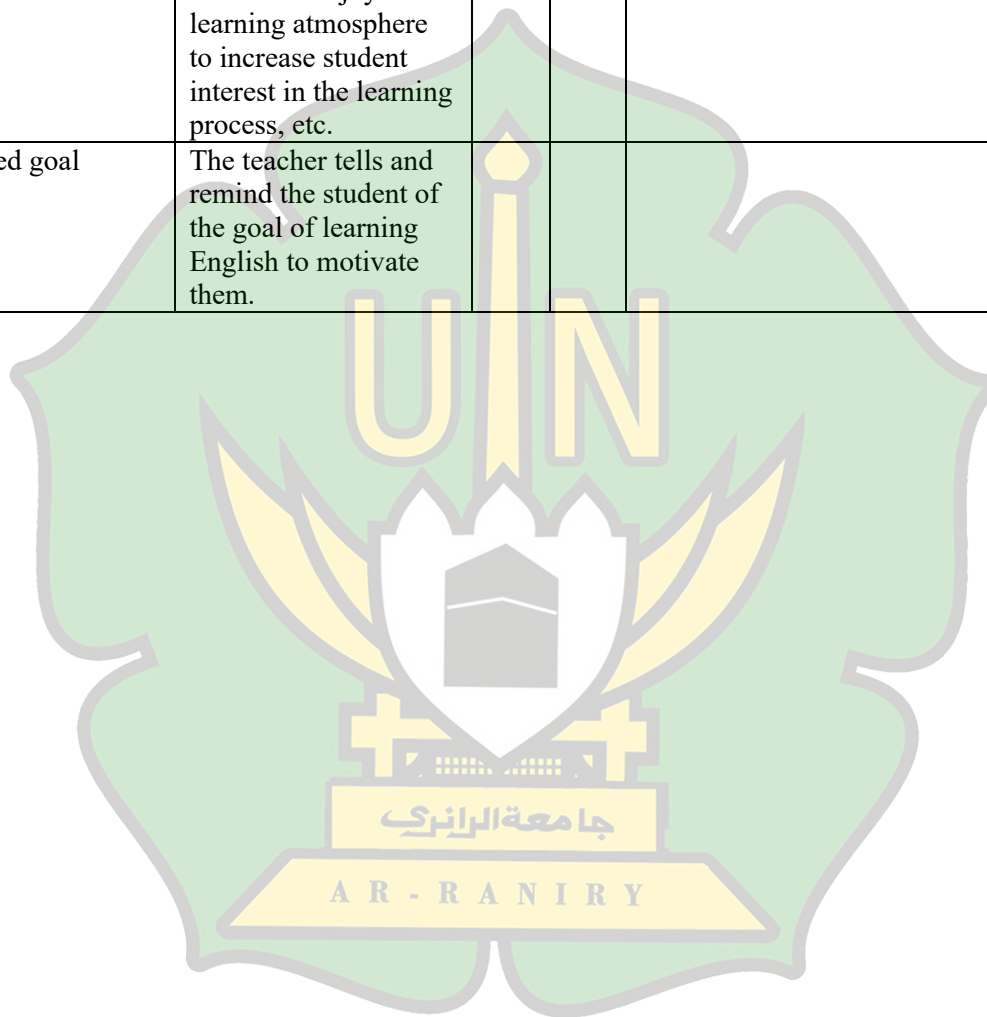
LEARNING ENGLISH

Teacher's name:

Class:

Day/ Date:

The observation sheet was developed from Sardiman's (2014) theory.

Components	Indicator	Yes	No	Description
Giving number	The teacher explains the score to the student during the learning process.			
Reward	Teachers give the reward to students when they can answer the question, completed the task earlier, etc.			
Competition	The teacher creates competition between students in the learning process.			
Ego-involvements	Teacher raises students' awareness to understand the importance of responsibilities, for example, the assignments given.			
Giving task	The teacher gives an easy task that will allow the students to feel successful to complete the task.			
Knowing the result	The teacher shows the grades or results of student tasks.			
Praise	Teacher praises students when they succeed or fail when doing something.			

Punishment	Punishment is given when the student disobeys the teacher's rules during the learning process, etc.			
Interests	The teacher is energic during the learning process, the teacher creates an enjoyable learning atmosphere to increase student interest in the learning process, etc.			
Recognized goal	The teacher tells and remind the student of the goal of learning English to motivate them.			

CLASS OBSERVATION

Teacher's name   :

Class   :

Day/Date   :

The observation sheet was developed from Sardiman in Rahmawati (2016) theory.

No.	Components	Indicator	Yes	No	Description
1.	Diligent in facing the task	Students do the task given by the teacher			
		Students submit the task on time			
2.	Tenacious facing difficulties	Students did not give up and tried to answer the question or task given			
		Students try to find the answers by asking friends or teachers for the task given			
3.	Expressing deep interest in the topic	Students are interested in the material taught by the teacher			
		Students ask questions because they are curious about the material given by the teacher			
4.	The student learning independent	The student learns without being told by the teacher			
		The student is responsible for completing their task personally			
5.	The student can defend his opinion	The student confidence to share their opinions during the learning process			

| 6. | Enjoy finding and solving problems. | Students are happy when the teacher provides a task to practice their understanding of the topic. | | | |
| | | The student is happy when the teacher creates a game to know their understanding of the topic. | | | |
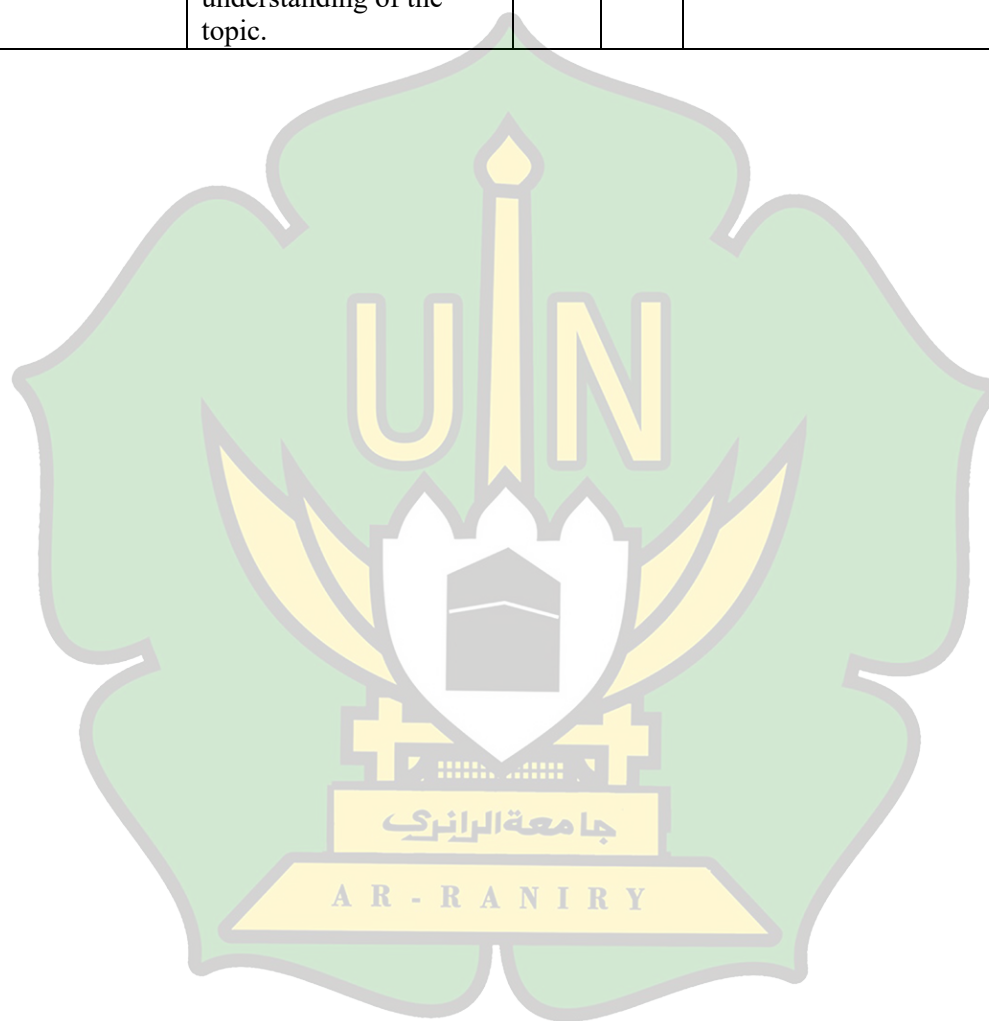
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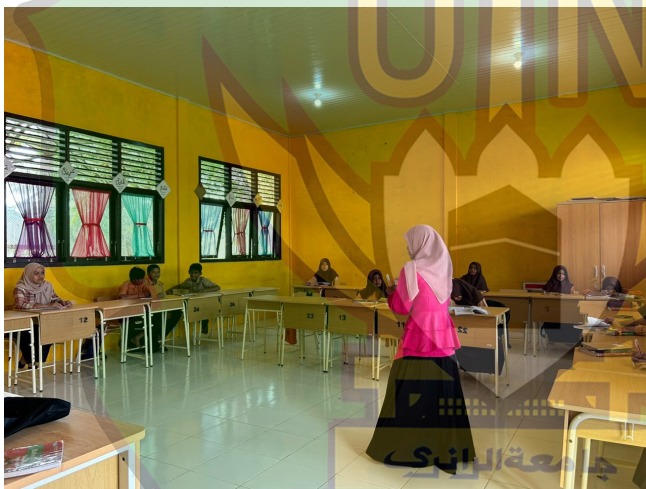
Teacher A
First observation

Second Observation

Third Observation

Last Observation

Teacher B
First Observation

Second Observation

Third Observation

Last Observation

Nomor : B-14821/Un.08/FTK.1/TL.00/11/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar
2. Kepala SMPN 1 Baitussalam

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

Nama/NIM : **FAZIMA SOFYAN / 180203099**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Miruk Taman Gampoeng Tanjung Selamat, Kec. Darussalam, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Teacher's Strategies in Motivating Students in Learning English*

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

Banda Aceh, 15 November 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

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

Berlaku sampai : 15 Desember 2022

Nomor : 070/5326/2022
Lampiran : -
Hal : Izin Penelitian

Kota Jantho, 16 November 2022
Kepada Yth.
Kepala SMPN 1 Baitussalam
di-
  Tempat

Sehubungan dengan surat Wakil Dekan Fakultas Tarbiyah dan Keguruan UIN AR-Raniry Nomor : B-14821/U.n.08/FTK.1/TL.00/11/2022 tanggal 15 November 2022 Kepala Dinas Pendidikan dan dan Kebudayaan Kabupaten Aceh Besar memberi izin kepada:

Nama   : Fazima Sofyan
NPM   : 180203099
Jurusan/Prodi : IX/ Pendidikan Bahasa Inggris
Semester : Ganjil 2022/2023

Untuk melakukan penelitian dan mengumpulkan data di SMPN 1 Baitussalam Kabupaten Aceh Besar untuk keperluan penyusunan skripsi yang berjudul :

"Exploring Teacher'is Strategies in Monivating Students in Learning English "

Setelah selesai mengadakan penelitian, 1 (satu) eks laporan di kirim ke SMPN 1 Baitussalam Kabupaten Aceh Besar.
Demikian atas bantuan dan kerja sama yang baik, kami ucapkan terima kasih.

a.n Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Aceh Besar
Kabid.Pembinaan Pendidikan Dasar

Safrizal,S.Sos
Nip. 19830429 200701 1 004

Tembusan :
1. Fakultas Tarbiyah dan Keguruan
2. Arsip

SURAT KETERANGAN PENELITIAN
NO : 070/408/2022

Sehubungan dengan Surat Kepala Dinas Pendidikan Kabupaten Aceh Besar No: 070/5326/2022 Tanggal 16 November 2022, tentang permohonan izin untuk penelitian dan pengumpulan data untuk keperluan penyusunan skripsi atas nama

N a m a   : **FAZIMA SOFYAN**

NIM   : **180203099**

Jurusan /Prodi   : **Pendidikan Bahasa Inggris**

Judu Skripsi   :

"Exploring Teacher's Strategies In Motivating Students In Learning English"

Telah melakukan Penelitian dan pengumpulan data mulai tanggal 18 Nopember 2022 s/d 26 Nopember 2022 Pada SMP Negeri 1 Baitussalam Aceh Besar
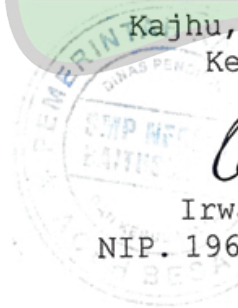
Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Kajhu,03 Desember 2022
Kepala Sekolah

Irwanuddin, S.Ag
NIP. 19660606 200604 1 031

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
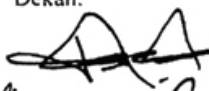Nomor: B- 1480/UN.08/FTK/KP.07.6/01/2022**

TENTANG

**PENGANGKATAN PEMBIMBING AWAL PROPOSAL SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	:	a. bahwa untuk kelancaran bimbingan proposal skripsi mahasiswa Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing awal proposal skripsi;
		b. bahwa dosen yang namanya tersebut di bawah ini dipandang cakap dan mampu untuk diangkat dalam jabatan pembimbing awal proposal skripsi dimaksud.
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. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI;
		5. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh menjadi UIN Ar-Raniry Banda Aceh;
		6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		7. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		8. Keputusan Menteri Agama RI Nomor 89 Tahun 1963, tentang Pendirian IAIN 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	:	Mahasiswa yang namanya tersebut di bawah ini sudah memenuhi syarat dan ketentuan untuk mengajukan Proposal Skripsi sebagai Tugas Akhir Program Sarjana (S1) pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Menetapkan	:	
PERTAMA	:	Menunjuk Saudara **Nidawati, S.Ag., M.Ag.** untuk membimbing Proposal Skripsi Mahasiswa:

Nama	:	**Fazima Sofyan**
NIM	:	**180203099**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Proposal	:	**Teacher's Strategies in Encouraging Students' Participation in English Class at SMPN 1 Baitussalam**

KEDUA	:	Segala biaya akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
KETIGA	:	Surat Keputusan ini berlaku sampai dengan Semester Genap Tahun Akademik 2021/2022;
KEEMPAT	:	Surat Keputusan ini berlaku sejak ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
	:	**Asli** Keputusan ini diberikan kepada yang bersangkutan untuk dimaklumi dan dilaksanakan.

Banda Aceh,   27 Januari 2022
Dekan,

Muslim Razali

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7125/UN.08/FTK/KP.07.6/06/2022

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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 09 Juni 2022

MEMUTUSKAN

Menetapkan :
PERTAMA Menunjuk Saudara:
1. Dr. Maskur, M.A   Sebagai Pembimbing Pertama
2. Nidawati, S.Ag., M.Ag.   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Fazima Sofyan**
NIM	:	**180203099**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Exploring Teacher's Strategies in Motivating Students in Learning English**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
KEEMPAT : 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: 22 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;

AUTOBIOGRAPHY

1. Name : Fazima Sofyan
2. Student ID : 180203099
3. Place / Date of Birth : Meulaboh, March 8th, 2001
4. Religion : Islam
5. Sex : Female
6. Nationality / Ethnic : Indonesia / Acehnese
7. Marital Status : Single
8. Occupation : Student
9. Address : Tj. Selamat, lr. Indiser
10. E-mail : fazimasofyan08@gmail.com
11. Parent
    a. Father : Sofyan Syam
        Occupation : Private
    b. Mother : Yusnawizar
        Occupation : Civil servant
12. Educational Background
    a. Elementary School : MIN Drien Rampak
    b. Junior High School : MTsN Model 1 Meulaboh
    c. Senior High School : MAN 1 Aceh Barat
    d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, December 14th , 2022

Fazima Sofyan