

**TEACHER'S EFFORT IN BUILDING STUDENTS' MOTIVATION IN
LEARNING ENGLISH**

(A Case Study at SMA Teuku Nyak Arif Fatih Bilingual School)

THESIS



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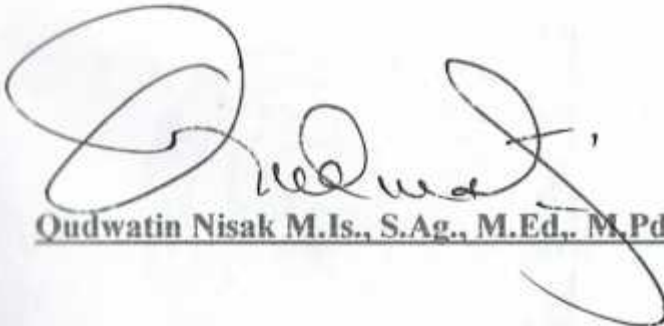
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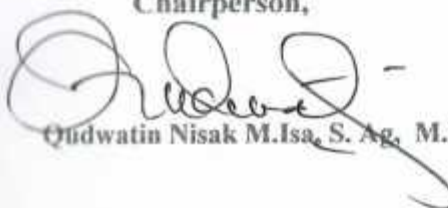
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AUTOBIOGRAPHY

ABSTRACT

This thesis is entitled **“Teacher’s Effort In Building Students’ Motivation In Learning English”**. The purpose of this study was to know the teacher’s efforts in encouraging students to be motivated in learning English at SMA Teuku Nyak Arif Fatih Bilingual School. The objective of this research are (1) to find out teacher’s effort in building students’ motivation in learning English and (2) to find out the students’s view of their teacher’s effort in building their motivation in learning English. This study uses qualitative analysis approach. The sample of this research was 10 outstanding student of Grade 2 and an English teacher of Fatih Bilingual School. To obtain the data, the researcher applied a questionnaire and interview. The questionnaire was aimed at finding out the students ‘view of their teacher’s effort in building their motivation in learning English. Based on the data analyses, There are some conclusions that can be drawn. First, The finding of analysis have identified some efforts that was made by teacher in building the students’ motivation. Those effort are categorized into 4 parts including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. The teacher’s clarification on what they have done to build her students’ motivation has also been confirmed by the students’ responses in the questioner. The result of the interview and questionnaire revealed that the teacher become the important factor in building students’ motivation in SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh.

Keyword; students’ motivation, teacher, effort



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CHAPTER I

INTRODUCTION

This chapter deals with the background of research, research questions, research objective, research significance and terminology.

A. Background of Research

English has become the required subject for junior and senior high school in Indonesia. For some students, learning English as a second language is one of the most difficult subjects they have learned. Because of the difficulties in learning English language, students can lose their interest easily.

Therefore, teaching English as a second language is a quite complex task for a teacher since language has the specific patterns and rules. Teachers need to have effective teaching ways in order to motivate the students to learn English. It is important for a teacher to facilitate students' interest towards learning English.

According to Ellis (1997, as cited in Wimolmas, 2004, p. 905) teachers need to fully explore the factors that are involved in motivating students to perform tasks well. They need extra effort to explore the factors that can motivate students because it influences the students' achievement in learning. Therefore, it is important to find out the underlying possible factors which affected students' motivation in English learning, especially in the practical sense to the teachers who want to stimulate students' motivation.

Harmer (1991, p. 3) explains motivation as the “internal drive” that pushes somebody to do something. He further asserts that if we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivation”. It means that the motivation will occur when someone has the big goal. In addition, Parsons, Hinson and Brown (2001, p. 28) define motivation as an important component or factor in the learning process. In other words, learning and motivation have the same importance in order to achieve something. Learning makes us obtain new knowledge, skills and motivation that push or encourage us to go through the learning process.

Motivating students is a must for every teacher. The teachers have to have their own efforts in motivating the students. Teacher’s effort in boosting the motivation is one of the most critical factors in successful teaching. According to the writer’s preliminary study at SMA Teuku Nyak Arif Fatih Bilingual School (Fatih Putri), it was seen that most of the students showed high motivation in learning English and the students’ average score was 80 and most of them have a very fluent English. They also often win some English competition such as debate competition, speech competition, storytelling, etc. Additionally, based on the interview with one student of this school, writer got information that some of the class was taught by intellectual teachers from abroad, particularly Turkey. Based on the result of the preliminary study, the researcher assumed that the teacher’s efforts play an important role in motivating students to achieve the excellent performance.

Teachers equipped students with English Knowledge to prepare them to face global challenges. Furthermore, in SMA Teuku Nyak Arif Fatih bilingual school, language is a main tool to acquire knowledge, as an International language, English is used as a media for communicating and learning by most of students and teacher. Therefore, the researcher was interested to conduct a study about the teacher's effort in building students' motivation in learning English at SMA Fatih Bilingual School (Fatih Putri) Banda Aceh.

B. Research Questions

Based on the issue above, the problems of this research can be formulated as in the following :

1. What are the teacher's efforts in building students' motivation in learning English?
2. What are the students' views on their teacher's efforts in building students' motivation?

C. Research Objective

The objectives of this research are :

1. To find out the teacher's effort in building students' motivation in learning English at SMA Fatih Bilingual School (Fatih Putri).
2. To find out students' views on their teachers' efforts in building students' motivation.

D. Research Significance

This study aims to give some significances. Theoretically this research can be used as reference to other researchers who want to conduct the research about students' motivation. This study may give contribution to the readers that major in the educational sector, and support knowledge especially in English subject.

Practically, the writer hopes that the result of this study will be useful for the English teachers to motivate students in learning English and will be beneficial for the school.

E. Terminology

To avoid the possible misunderstanding, it is necessary to explain some main terms used in this study.

1. Effort

According to W.J.S Poernawadar effort is the nerve to convey a purpose, reason, and endeavor. Efforts also require an attempt to improve a thing or work for the purpose of efforts in improving a thing is achieved properly and correctly.

Hornsby (2006) in Advanced learning dictionary define that "effort : use of strength and attempt". Based on explanations above, it can be concluded that effort is an activity doing by exerting energy, mind, body to achieve a purpose; work (deed effort) to achieve something. The effort that

the author means in this study is Fatih Bilingual school's teacher effort in motivating students in learning English .

2. Teacher

Teacher is counselor, a guide to encourage students to study diligently. She also motivates, explains or lectures, prohibit bad behavior and advocates the good one.

The teachers as one of the most powerful variable of motivation and demotivation can become a major part in demotivating the learners and also motivation plays an important part in improving and developing learner's communicative ability (Harmer, 1991;Humaida, 2012; Brophy, 1987; Stipek, 1988; Ellis, 1997).

3. Motivation

Motivation comes from the latin verb *movere* which means "to move"; motivation is understanding what moves humans to make certain choices, to engage, expend and persist in action or behavior (Dörnyei & Ushioda, 2011, p. 3). In an EFL context, it is the direction of human behavior towards learning a second or foreign language. The motivation that the author means in this study is about some motivation given by teacher related to learning English in SMA Teuku Nyak Arif Fatih Bilingual School .

CHAPTER II

LITERATURE REVIEW

This chapter deals with the literature review including the definition of motivation, motivational strategy, types of motivation, motivational strategy framework, and teacher effort.

A. Definitions of Motivation

Motivation comes from the latin verb *movere* which means “to move”; motivation is understanding what moves humans to make certain choices, to engage, expend and persist in action or behavior (Dörnyei & Ushioda, 2011, p. 3). In an EFL context, it is the direction of human behavior towards learning a second or foreign language.

Motivation has an important role in success and failure in learning a second language. Spolsky (1990, p. 157) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity. The students’ motivation naturally has to do with students’ desire to

participate in the learning process. It also concerns the reasons or goals underlying their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

There are four factors that can be dangerous to the learners' motivation including physical condition, method of teaching, the teacher and success.

Physical condition which means the atmosphere in the class. The importance of classroom climate particularly when students feel a sense of affiliation, being valued and respected, consequently, they are more likely engage actively in the learning process. For example if student have to study in the bad lighting classroom, over crowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered (Harmer, 1991; Brophy, 1987).

Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "*If the students loses confidence in the method, they will become demotivated*" (Harmer, 1991; Dörnyei, 1998).

The teachers as the most powerful variable of motivation and demotivation can become a major part in demotivating the learners and also motivation plays an important part in improving and developing learner's

communicative ability (Harmer, 1991; Humaida, 2012; Brophy, 1987; Stipek, 1988; Ellis, 1997).

Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge (Harmer, 1991).

In conclusion, motivation in English language learning of the students can be a great source of knowledge and understanding to implement relevant programs or activities to stimulate the more motivating learning atmosphere. Students with adequate motivation will become efficient language learners with ultimate language.

B. Motivational Theories

1. The Development of L2 Motivation Research

In this part, there are some theories of motivation regarding to the expert of L2 motivation.

a. Gardner's Theory of L2 Motivation

This was one of the main elements in his socio-educational model of second language acquisition. As this study is focused on L2 motivation, areas related to motivation in this model will be discussed. There are three factors in Gardner's (1985, 2000) motivation theory which support

motivation namely integrativeness, attitudes towards the learning situation and other support.

The first factor, integrativeness includes positive attitudes toward the L2 speaker community, interest in foreign languages and integrative orientation (Lalonde & Gardner, 1984). The second factor is attitude towards a learning situation which involves the evaluation of L2 teachers, L2 curriculum and L2 class (Gardner, 2005). The third factor, 'other support', includes instrumental orientation which involves the perception of a practical value in L2 learning. A learner with instrumental orientation regards language as a tool to get a reward, such as a better job, or special social status (Gardner, 1985).

b. Linguistic Self-Confidence

Linguistic self-confidence is a construct of L2 motivation which was developed by Clément (1980) and has been supported by many empirical studies (e.g., Clément, 1980; Clément & Kruidenier, 1985). Clément, Dörnyei and Noels (1994) define linguistic self-confidence as having low anxiety and high perceptions of a learner's competence. They also state that linguistic self-confidence influences L2 proficiency both directly and indirectly through the students' attitude toward and effort expended on learning English. Based on the concept of linguistic self-confidence, having high linguistic self-confidence might help L2 students to believe that they have the ability to achieve their goals or finish their tasks successfully.

c. Self-determination theory (SDT)

Many researchers have provided empirical investigations of intrinsic and extrinsic motivation in L2 learning within the scope of SDT. The research in this field is initiated by the work of Noels and her colleagues (e.g., Noels, 2001; Noels, et al., 1999; Noels, Pelletier, Clément, & Vallerand, 2000). Their research has two main aims which are examining the relationship between intrinsic and extrinsic motivation and the L2 orientations including integrative and instrumental reasons identified by Gardner (1985) and Clément and Kruidenier (1983). The second purpose is to investigate the effect of teachers' communicative style on students' intrinsic and extrinsic motivation, as well as, student autonomy. Noels (2001) points to the importance of teacher communication styles in intrinsic motivation. The results clearly show that teachers' style affected students' intrinsic motivation positively, whereby teachers' praise and encouragement to their students led to an increase in the learners' competence in their L2 learning.

d. Task Motivation

One of the early studies into task motivation was conducted by Julkunen (1989) who made the distinction between two types of motivation called trait and state motivation. Dörnyei (2002) later developed this theory to take into account the more dynamic nature of motivation as he criticized Julkunen's (2001) theory of task motivation for being too static. Dörnyei (ibid) introduces a task processing system, which involves three

components, namely task execution, appraisal, and action control. Task execution refers to a learner's engagement in the task in terms of interest, relevance and enjoyment, which affects their willingness to participate following the action plan which can be created by the teacher or the student. Appraisal involves the learner's ongoing processing of the task with relation to what they are achieving and what they will do next.

e. Self and L2 Motivation

The other significant development in the research of L2 motivation relates to the importance of the future self-visions in L2 motivation. Dörnyei (2005) proposes his new conceptualization of L2 motivation, the 'L2 Motivational Self System'. In this model, synthesizes previous research in L2 motivation and combines it with some aspects of the 'self' research in motivational psychology, namely possible selves (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987). Possible selves 'represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming' (Markus & Nurius, 1986, p.954). They include three types, the selves we hope to become, the selves we expect to become, and the selves we fear to become. Possible selves direct individuals' action in moving from the present to the future and so relate to initiating behaviour (Dörnyei, 2005).

C. Types of Motivation

According to Gardner and Lambert (1972), there are two kinds of motivation: integrative motivation and instrumental motivation. Integrative motivation is referring to a holistic learning approach toward the speech and culture of the target language group. Instrumental motivation is referring to language learning for more immediate or practical goals. More recently, new motivation classifications have been identified, namely intrinsic and extrinsic motivations. To be specific, intrinsic motivation, like integrative motivation, implies learning a second or foreign language is for the pleasure in doing so. Extrinsic motivation like instrumental motivation refers to the drive to learn a second/foreign language that is supported by some punishment or reward from the social environment (Noels, 2001).

a. Intrinsic Motivation

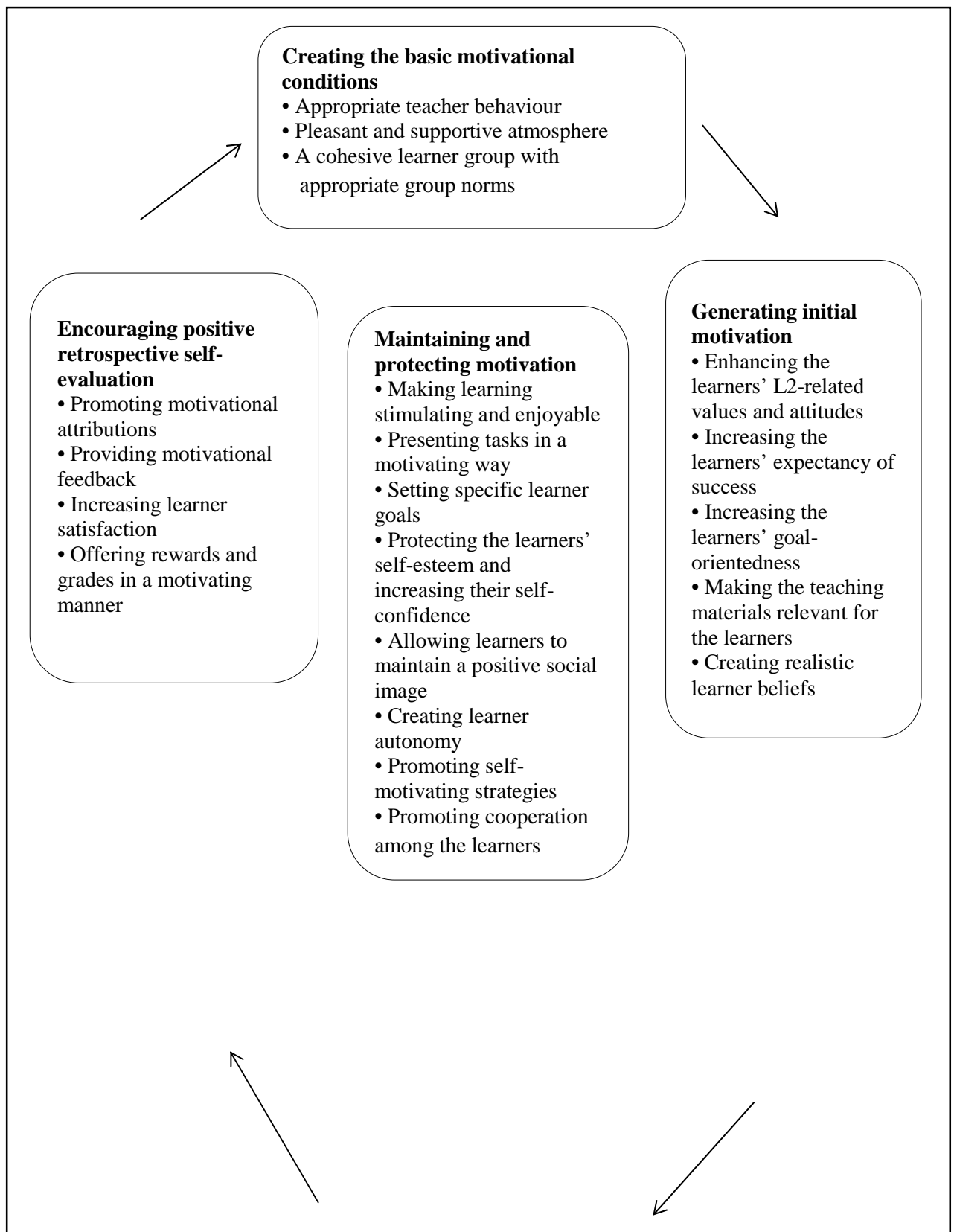
Intrinsic motivation is the motivation to be involved in an activity for its own sake (Paul & Kauchak, 2005, p. 398). Van (1996) defines intrinsic motivation in terms of drive theories: certain basic psychological needs which are innate in the human being. It is important to note that it is intrinsic motivation that is engendered by the learning process itself. Those views are encouraging to language teachers, owing to the fact that some students bring no intrinsic motivation to the classroom. As the language “teachers, our task is to maximize the stimulation of students” intrinsic motivation.

b. Extrinsic Motivation

Extrinsic motivation can be used to marshal the productive forces of intrinsic motivation. Extrinsic motivation is an outstanding invitation to students to adopt a surface approach (Biggs, 2006, p. 61). Extrinsic motivation is characterized as the motivation to engage in an activity as a means to an end (Paul & Kauchak, 2005, p. 349). Extrinsic motivation is stimulated not by the process itself but by what can be got from doing the action. At the same time, the junior middle school students' learning motivation are influenced by the intrinsic motivation and extrinsic motivation, but extrinsic motivation affects mainly.

D. Motivational Strategies Framework

Some researchers propose frameworks for L2 motivation upon which a number of motivational strategies which could be used in L2 classrooms by teachers are based (Dörnyei (1994)). Dörnyei (1994) develops a three-level framework which encompasses language level, learner level and learning-situation level. A main significance of this framework lies in its acknowledgement of the multi-dimensional nature of L2 motivation. Within this framework, 30 motivational strategies draw on the theories of motivation in educational psychology, early L2 motivation research and Dörnyei's (1994) own experience. A more comprehensive framework of L2 motivational strategies is proposed by Dörnyei (2001), presented in Figure 2.1.



In the field of L2 motivation, studying motivation and context is referred to as a ‘situated approach’ (Dörnyei, 2005), and it focuses on the influences of the learning environment on learner motivation. The general motivational strategies which are relevant to this study will be discussed in the following sections.

1. Creating the Basic Motivational Conditions

Creating the basic motivational conditions is the first area of motivational teaching practice as shown in Figure 2.3. Dörnyei (2001) suggests that some conditions should be created in the classroom in order to use motivational strategies effectively. There are three strategies in this section. The first strategy which can contribute to creating basic motivational conditions relate to teacher behaviour. The second are creating a pleasant and supportive classroom environment is a second strategy which helps to create basic motivational conditions. The third strategy is promoting a cohesive learner group. The dynamics of a learner group is one of the classroom factors affecting students’ motivation (Dörnyei & Malderez, 1999; Dörnyei & Murphey, 2003). Teachers could influence their students’ motivation by using different strategies such as showing their enthusiasm in teaching their subject by sharing the reasons of their interest in the L2 with their students (Dörnyei, 2001). From this overview of the effect of teacher behaviour on student motivation, it can be seen that teachers could play a key role in motivating students in the L2 classroom.

2. *Generating Initial Motivation*

Dörnyei (2001) suggests that teachers need to actively create positive student attitudes towards learning by using some strategies. Examples of some broad strategies which L2 teachers could use are enhancing L2 related values of learners, increasing the goal- orienteer of the learners, and encouraging students to create an attractive vision of their Ideal L2 self.

3. *Maintaining and Protecting Motivation*

Maintaining and protecting motivation is the third area of the framework, which concerns nurturing motivation throughout the learning process. Wlodkowski (1986) states that any learning activity can become satiating. Therefore, teachers should use motivational influences to actively maintain and protect motivation during the learning process. There are many strategies which could be used in the L2 classroom to contribute to this area of the framework including presenting tasks in a motivational way, increasing the self-confidence of learners, and promoting autonomous learning (Dörnyei, 2001).

4. *Encouraging Positive Self-Evaluation*

The fourth area of this framework is encouraging positive self-evaluation which relates to the students' evaluation of their own past experiences. As previous research has shown, the way students attribute and evaluate their past performance has an influence on the way they approach future activities (Ushioda, 1996a; Williams & Burden, 1999). Teachers

could help students in assessing their accomplishments in a positive way by, for example, providing motivational feedback and offering rewards and grades (Dörnyei & Ushioda, 2011).

E. Teacher's Effort

It is well accepted that perception of effort results from the neuronal process of sensory signals, and that this neuronal process can be influenced by many psychological and socio-logical factors (Noble & Robertson, 1996). As humans have the ability to dissociate effort from other sensations related to teaching-learning process. Perception of effort, also known as perceived exertion or sense of effort, can be described as a cognitive feeling of work associated with voluntary actions. Weiner (1974) explains that the "achievement behavior is determined by "try" (effort) as well as "can" (ability)". Gerler (1984) contends that more of an effort should be made to induce the learner to generate pictorial representations through internal imaging. The imagination of society and its needs, students are sometimes reacting to parental or societal pressure and sometimes to boredom. A student's behavior is regulated by the pupil's self image (Rude & Oehlkers, 1984). The authors go on to say that students who "consider themselves disabled will perform accordingly" (p. 256). Whether a student is bored or has a poor self image, the skill of comprehension can be raised through the use of the theory of attribution and locus of control. In locus of control work,

the instructor attempts to get the student to believe that the success or failure that the child encounters is attributed to the ability and effort which is expended (success) or the lack of effort (failure). Using prerequisite concept learning and imaging—the mental visualization should increase. A good way to instill self confidence due to effort is to create a challenge for the student where the chances of success are high. (Purkey, 1970).

CHAPTER III

RESEARCH METHOD

This chapter deals with the Research location, research design, research subject, data collecting techniques and data analysis.

A. Research Location

This study was conducted at SMA Teuku Nyak Arif Fatih Bilingual School(Fatih Putri) which is located at Jl. Teuku Nyak Arief No. 1 Lamnyong,Banda Aceh. The reason why the writer chose this place because the students in this school have good achievement in English.

B. Research Design

This study is carried out under qualitative research and the data are presented descriptively. Creswell (1998:15) as cited in Ezmir (2010, p.1) says that “qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in a natural setting”.

C. Research Subject

There are several English teachers who teach at SMA Teuku Nyak Arif Fatih Bilingual School (Fatih Putri). One of them who teaches in first grade and third grade will be the subject of this study and also 10 students who have the highest score in English subject. Furthermore, the teacher is chosen because of some reasons, first, she is the outstanding English teacher at SMA Fatih Bilingual School (Fatih Putri). Second, she always accompany her students in every English competition. Fourth, in informal interview with the students, she is one of their favorite English teacher at SMA Fatih Bilingual School (Fatih Putri) and also she always motivate the students to learn English.

D. Data Collecting Techniques

In this study, the researcher acted as data collector. To answer the first research question, the technique used to conduct the study was by interviewing the teacher.

The interviews conducted at SMA Fatih Bilingual School (Fatih Putri) Banda Aceh. The time allocated about 60 minutes. During the interviews, the conversation was recorded with smart phone by the writer in order to avoid inadequacy in collecting and analyzing. Therefore, open interview was conducted in order to have a friendly conversation with English teacher. The writer asked several questions related to the efforts in building

students' motivation in learning English. English language was used by the writer in interviewing the teacher.

This section deals with unstructured interview. Annum (2015) describes the unstructured interview is the less formal type despite sets of questions are used, the interviewer freely modifies the sequence of questions, changes the wording and sometimes explain them or adds to them during interaction.

To answer the second research question, the writer used open-ended questionnaire for students. The writer used questionnaire to get information about the students' views about the their teacher's efforts in motivate them.

The writer also prevered open-ended questionnaire for students to obtain supplementary data. The supplementary data is required to support the validity of the main data. Open-ended questionnaire as the additional instrument in this study. Therefore, the writer needed 10 questionnaires which consist of 11 questions as a tool in this section. This study adopted questionnaire by Cheng and Dornyei (2007) as cited by Alshehri (2013) with few modifications to suit the samples condition. The detail of questionnaire was shown in Appendix 2.

To gather the data in this study, the writer used questionnaire as the additional instrument. The questionnaire was given for 10 students who has the good achievement in English subject at SMA Fatih Bilingual School (Fatih Putri). The questions related to their teacher's efforts in motivate the

students. The number of the questions were 11. Before asking them to answer the questionnaire, the writer gave them a brief explanation about it. Bahasa Indonesia was used in the questionnaire, so that the respondents could be easily understand about the problem asked in each item of questionnaire. It took time about 30 minutes to fill the questionnaire.

E. Data Analysis

In analyzing the interview data, firstly, the data was transcribed based on Dresing, Pehl, and Schmieder (2012) simple transcription model. Moreover, the data was analyzed by using analytic method proposed by Miles and Huberman (1994). The stages of analytic method are data reduction, data display, conclusion or verification.

1. Data Reduction

Data reduction is the first steps where the mass of data must be organized and reduced. Miles and Huberman (1994) said that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. Therefore, first the writer selected the data that are considered important. The second, categorize the data and the third, grouping the data in each category.

2. Data Display

Data display is the second stages in Miles and Huberman's model of qualitative data analysis. Frechtling (2010) said that display is useful to provide organized information that permits conclusion drawing. So that, in

this study the data was displayed by categorizing the data based on framework of L2 motivational strategies adopted by Dörnyei (2001a).

3. Conclusion and Verification

This is the final stage of qualitative analysis. The final step must serve the functions as the answer to the research addressed in the beginning of the research. The writer concluded the data and described in narration form.

The result of open-ended questionnaire was analysed by some steps, there are categorizing the responders' responds, then the data was described in narrative form, and make the conclusion of the data. The last, the data was translated to English.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents the qualitative data analyses of interviews and open-ended questionnaire for teacher and students. The finding of analyses are then discussed further in order to answer the proposed research questions.

A. Research Result

1. The Result of Teacher Interview

There were twelve questions organized according to the L2 motivational teaching practice framework (Dörnyei, 2001) which includes four areas: creating the basic motivation, generating initial motivation, maintaining and protecting motivation, and encouraging positive evaluation. The following description shows the themes emerged from the qualitative data.

a. Creating the Basic Motivational Conditions

Under this section, there were three questions asked to the teacher.

Question 1: How do you describe your students' motivation in the English language classrooms?

Excerpt 1

Motivation is good/ high// and they also have/ desire to move forward// so with the developing of understanding and the requirement of English/ and implementation in their lives and to complete their life besides for college and their future//

Based on the teacher's answer above, her students are motivated in learning English. She perceived that the students have strong desire to learn English. She further added that English can bring bright future for the students' life.

Question 2: According to you, what are the things that can motivate the students?

The most important aspect in motivating students is the example of teacher. It is shown from this utterance below:

Excerpt 2

The first is the model of the teacher/ when students see their teacher's is eager/ do the good preparation/ can apply English well/ and can show// the function or benefit from the learning of the English// so they will be motivated//.Start with the game for example/ interesting topic or activities that will keep the momentum actually/ for getting the attention and motivated to learn//

The teacher's explanation suggests that the teacher's personality is very important to motivate the students. When teacher is well-prepared in teaching, the process of teaching learning became active and interested to learn English. If the teacher tells about the benefit of learning English, the students became motivated to learn it. The students like a subject depends on the teacher. The teacher further asserted:

Excerpt 3

Usually if the students asked why do you like this subject/ they will answer because I like the teacher//Otherwise, if you have the boring class then soon will be interested.// praises let say awards/ not all the time though/ if you have so games maybe you can have some candies//depend on the activities/it is not good to always provide them praises/ otherwise, they will be praise motivated kids only.// then of course, every time they doing the class it will be in participation//so how active the are/their point for motivation will be great.

It is clearly stated that the teacher has a strong role affecting the student's motivation. In creating the basic situational strategy, teacher has to make the students love to study with her. Teacher should open the students' mindset about learning English and explain them how important English for the future is.

Question 3: In your opinion what are the motivational strategies that should be used in language classroom? Do you apply it?

The teacher answered:

Excerpt 4

First we/ must open their mindset/ with the term doctrine// yes we doctricing/ firstly, we instill and open/ if in learning systematic/ there are learning objectives/ learning objectives not only give theory but we also show also how the implementation of what they have learned in their daily lives and its function why do we learn this?/

The real objective about learning English as a motivation in such different way helped them to learn by envisaging what they need to reach for their future goals. The students thought they were not spending time, power, thinking when they were learning English.

b. Generating Initial Motivation

Following the notion “creating the basic motivation “ is the theme generating initial motivation “ the question of this category is as follows

Question 4: At the beginning of the language class or task, how can you initiate your student’s motivation?

Stimulating the students to think critically at the beginning of the class is a good thing to do to motivate them. she said.

Excerpt 5

To start the lesson/ usually we have the warm up activities//so sometimes we do like a hot seat activities/or a review about what we did at the previous meeting/ this kind of thing.

Teacher demanded the students to think critically and provide the reasons of their answers. So that students will get used to start the lesson with a critical mind and be more motivated to learn. There is another way to initiate students’ motivation in the beginning of English class such as providing a fun thing at the beginning of class which can makes students interested in learning. Starting class with something fun and encourages the students to always think critically make

the learning process become alive. All students are motivated to learn and compete with friends.

c. Maintaining and Protecting Motivation

The questions that is related to maintaining and protecting motivation are elaborated below.

Question 5: How can you keep your student motivated during the classroom, or during a task?

To address this issue, the teacher made an attempt by inviting successful L2 speakers who are from a similar background to the students to speak to the class to boost their motivation.

Excerpt 7

Normally/, at the beginning of school here, // or the begging of the semester / we set the rule in the class // one of the rule that they have is // if i give the homework or any task // if in case they don't do or for whatever reason, / they forget or whatever then they will get the punishment / or either they are going to for the other consequences maybe they have to treat the class // maybe treat for the candy or chocolate. // they know, if they have homework / they really have to do it // otherwise it is the consequences.

Another effort made in relation to this problem is by setting up the learning contract at the beginning of semester. So that all of the students keep motivated to achieve their learning goal throughout the study term.. Teacher added:

Excerpt 8

So, if they are absent,/ they have to ask their friends/ they have to call or contact their friend/ what the homework is.//so, in this way, Alhamdulillah, so far until this time//they are not skipping for doing their homework,/ because they now this one,//if in case in the class we find they become tired or maybe/ they are quite bored/ so maybe we had to change the activity//so, that is why teachers always have plan B/ what we should do if the class become demotivated /in the middle of lesson// so you have to shift//change into games//

It seems that the teacher's efforts of maintaining and protecting motivation relate to the strategy used by the teacher in terms of the clear rules, so that students will always listen and obey. Teacher always have to be well prepared and have plan B.

Question 6: At the end of the classroom or task, what strategies do you use to motivate your students?

The teacher mentioned:

Excerpt 9

So,/ as we keep usually I do the game at the end//to see if they understand/ sometimes, it can be a quiz also// or just orally station I mean/ I ask student what they got from the topic// for teacher to know/ weather their student understood or not.// because some times, if you ask them “ is there any question//”/ they just keep silent// but if you ask them to tell what you

have understood then you will know/whether they get the lesson or not.// or it can be a game also for example.// after learning than you can test / the knowledge for example/like vocabulary,/ so you can do some group activities/ so you can understand that they understood or not.// to close the class/ beside give/ appreciation usually I make learner groups/ for example from 20 to be 4 groups/ they compete to get scores/ at the end of learning/ we sum the score/ I give appreciation/ beside add scores for the sequences 1 2 3 4 for the group/ I give other appreciation/ such as chocolate/ I give candy//

Teacher seems to believe that creating a cohesive class is an important factor in increasing student motivation. They pointed to the benefits of creating a cohesive class. And also creating a cohesive class promotes cooperation between students during group work activities. she adds:

Excerpt 10

So in addition beside the spirit of learning/ there is also the spirit of competition among friends/ because human beings are born to compete since the beginning/from thousands of sperm only one which becomes us it has competed//

It means that, beside the motivation for learning English, they also have a spirit to compete among friends to get the best results. The third question in this section is the question number seven:

Question 7: Now, tell me about a demotivated classroom, what do you do to encourage students' motivation?

Excerpt 11

It is very easy to see actually, if the class is motivated it means they are participating// actively participating your lesson// so they are not just sitting quietly for the entire forty minutes/ or forty five minutes//.

Based on the teacher's answer, it shows that students will participate actively if they are motivated. They will not waste the time for just keep being silent. He further adds:

Excerpt 12

Then/ it was separated/ because when there is discrimination between high level students and lower level students/ it show students who visible and not It will be hard for teacher to teach/ because we want to appoint people to become group leaders was difficult/ because as leader of the group is should be more able than others/ that is a cool classroom/ As well as from the innovation class guardian and teacher who taught them/ So// if they are motivated// they will actively participating,// they are talking,/I mean discussing//if you call their name to do something to discuss or what ever the activities / they will actively participate,.

So when teachers continue to be creative, the classroom will be more alive. According to the teacher, the effort in motivating a demotivated class is:

Excerpt 13

If the class is cool I turn off the AC haha// I like to slip/ song/ learning by song/ so at the beginning/ if I see the students look weary/ I teach by song/ first is listening/ So I state the lyric and they write/ then they/ turn to say by singing/ I take guitar because I can play guitar/ I asked them to pronounce/ no matter the voice is good or bad// the importance is the pronunciation is right// So the situation will be alive/ than make group/ and which group state with the best pronounce will get the highest score// But if you say demotivate/ means that / maybe they are yawning in the class//or they are so silent/ and you understand that students feel sleepy,// and you understand that students are not motivated.// so as the teacher you have to be ready/ to shift activities.

When the teacher create a fun class and conduct a fun task, the students' motivation will increase because they feel happy during learning process. The teacher believes that creating a fun atmosphere in class is one of the efforts to motivate students. The fourth question in this section is the question number eight:

Question 8: Do you offer rewards to your students who participate in activities?

Usually, during the class, teacher makes group learning. They are divided into 4 groups which consist of 5 students in a group. she mentioned:

Excerpt 14

I give appreciation/ in addition to adding scores to the sequence 1 2 3 4 I gave the group another appreciation/ just as chocolate/ candy//

To keep the students motivated in learning English, the teacher gives appreciation for students such as score, chocolate and candy.

d. Encouraging Positive Retrospective self-Evaluation

The last theme is encouraging positive retrospective self-evaluation. In this section there are two questions as elaborated in the following.

Question 9: Do you tell the students about self-motivating strategies such as self-encouragement?

She said:

Excerpt 15

Yes I do, // I said, for example also my self//I became student/ so I was in my time/ also do self inward/// during exam for example / they really have to study hard,// The simple example// I told to the students// when you think of the future should not think only when you graduated from high school/ You must think 5 10 15 20 years later where will you be/ so when they asked, for example, you 10 years later you where are you// so from now/ you must do/ what you are thinking now// You'd be what?/ You will be doctors in 10 years?/ Is the lifestyle now,/your way in learning can reach your goal of becoming a doctor in 10 years?// after the exam then they will get,/ good grade then they have to// reward them self, so, / it is by watching film maybe/or what ever they can,/ or go outside/ or if they

couldn't achieve like / they can punish them self// ok" today I cannot go outside".//lie this,// so self rewarding/ self consequent/ because each deserve reward/ so they can threat them self even only to wait for teachers//

Teacher believe that with this image students are more motivated and will progress better in their learning, as well as their academic and professional achievement.

Question 10: Do you encourage the students to imagine the future situation where they will need English? Please give example.

Teacher talked about strategy that can contribute to create an attractive vision of students' L2 . She said that he reminds students of the benefits of learning English for their academic studying in the future, especially in the context of the current situation in Indonesia where there is a great deal of investment in scholarship schemes to study abroad. She said:

Excerpt 16

In the begging actually, / what is the purpose of learning English.// so you have to tell them that their target not must be just for month target,//it should be a live time target that they have// so what do they really wanna break something/ for example study abroad / or traveling// so they really have to know English// or if they want to work outside Indonesia for example/ they have to know the language/English is very important//so, this is long life target.//not just for passing the exam. But other purposes of learning English.//so this one, /" ok, English is not just for passing

midterm or the final exam// but actually for the future.// so, if they understand/ they can be motivated to learn. and to the purposes//hopefully//.

As well as talking about the general benefits, the teacher also emphasized that he try to relate the importance of English to the students at a personal level in order to promote their intrinsic motivation. She also suggest some ways in which teacher can question students about their future plans which could help students to draw an attractive L2 self.

2. Open-Ended Questionnaire Result

Based on the result of this study that was conducted on December 13th 2017, the writer got the responds from 10 responses about the students' view toward their teacher's efforts in building students motivation in learning English. The responds is described below:

a. Creating the Basic Motivational Conditions

The table below describes the responses' answer toward the questions related to creating the basic motivational condition.

Table 4.1: Creating the Basic Motivational Condition

Component of Framework	Aspects	Students' Responses
Creating the basic motivational	Teacher	Attractive teacher.
	behaviour	Be role model.

conditions.		Have the motivation to teach.
		Show her understanding for students' circumstances.
		Show their readiness to explain any points students might not understand.
		Strict but flexible.
		Great teacher.
		Makes a fun English class and not boring.
		The way of teacher in motivating students is not boring and delivered well.
		Many jokes but keep serious.
		Tells English is not difficult.
		The way he motivates students really make sense and useful for future.
		Motivates students without coercion.
		Always think positively about the benefit of English.
		The motivation given by my teacher make us more confident with our ability.
		Gives the students an easy way to understand the materials.
		Share the advantage of learning English.
		The way she looks at students.

		her firmness.
		Her expression is always energetic even she had taught in longer time. She never say “I am tired”.
	Pleasant atmosphere in the classroom	Starting the lesson by using fun games.
		Formation of groups.
		Watching Video
		Giving us project and a fun learning.
		Discussing about interesting topic.
		Teacher creating a class that is not really strained, fun, and many jokes but keep serious.
		Giving some quiz and for the groups who answer the questions correctly and active in class will get score.
	A cohesive learner group	Dividing the class into groups.
		Do group works.
		Teacher gives some quiz and for the groups who answer the questions correctly and active in class will get score. At the last formative, the group who get the highest score will be increased the score in rapport.
		Dividing groups with fair way, so that no

		students feel the discriminative.
		Adding group score.
		Making groups which are valid for one formative. If the group can finish the task earlier or the best work, the teacher will add score for each group. And the scores are different.
		Group presentation.
		Yes he does. For active students will be a leader in the group (Every students want to be a leader).

Based on the table above, there are three aspects in creating basic motivational condition, the first is appropriate teacher behaviour aspect, it shown that there are twenty three efforts which done by the teacher. The first is *attractive teacher*. The second is *to be role model*. One students mention that *she wants to imitate every teacher's character*. The other appropriate behaviors are *having the motivation to teach, showing her understanding for students' circumstances, showing her readiness to explain any points students might not understand, being strict but flexible, and being a great teacher*. Moreover, *the way of teacher in motivating students is not boring and well delivered*. Therefore, the students will keep paying attention to every motivation that the teacher give. *Many jokes but*

keep serious is one of the teacher's behavior in motivating students. *The teacher also motivate students with something that make sense and it makes students think it is useful for their future.* Other behaviors are *teacher motivates students without coercion; always think positively about the benefit of English. The motivation given by their teacher makes them more confident with their ability. She gives the students an easy way to understand the materials. She share the advantage of learning English, the motivation given by their teacher make them more confident with our ability, the way she looks at students, her firmness and Her expression is always energetic even she had taught in longer time. she never say "I am tired".* It is seen that the students feel comfortable to learn with the teacher.

The second aspect is creating pleasant atmosphere in the classroom. Based on the students' answers the teachers' efforts are *starting the lesson by using fun games, forming of groups, giving fun project and learning, and also discussing about interesting topic.* Besides that, the teacher also *creates a class that is fun, not really strained and many jokes but keep serious.* The last is *giving some quizzes. For the groups who answer the questions correctly and active in class will get score.* Those pleasant efforts can make students enjoy the learning, therefore the students will like the subject.

The third aspect is a cohesive learner group. In this section, the students mention *that the teacher divides the class into groups with fair way so that no students feel being discriminated, then he gives task to do in-group such as giving some quizzes and for the groups that answers the questions correctly and active in class will get score. At the last formative, the group who get the highest score will*

be increased the score in rapport. Interestingly, there is a student answer that *for active students, they will be a leader in the group and every students want to be a leader.* It means that besides the motivation to learn, the students also have the soul to compete each other.

All students have their own reasons about the teacher efforts in motivating students and make them enjoy the ways.

b. Generating Initial Motivation

The table below describes the respondents' answer toward the questions related to generate initial motivation.

Table 4.2: Generating Initial Motivation

Component of Framework	Aspects	Students' Response
Generating initial motivation	Integrative values of L2.	
		Use songs.
		Watching video clip.
	Increasing the learner expectancy of success.	Teacher tells the students that English will help them in the future.
		Teacher tells them how to become a good English speaker.
		Teacher tells students that English will

		make them easy to get better job.
	Increasing the learners' goal-orientedness	Giving punishment for students who gets low score, so that all students compete to be the best student.
		Conducting punishment for lazy students.
		If the group can finish the task earlier or the best work, the teacher will add score for each group. And the scores are different.
		Reducing group score. If I get low score, my teacher will reduce group score and my friends in group will be hungry to me and they will teach me to make my score increase.
		Asking to answer the questions and if our score is under standard (KKM) will be punished.
		Teacher motivates students really make sense and useful for future.
	Making the teaching material relevant for the learners	Teacher gives the students an easy way to understand the materials.
		My teacher always gives the materials that easy to understand.

		There are some games which related to learning materials so that I am motivated to learn more and more to win every games.
		Project or task given by teacher is interesting.
		Watching movie which can motivate students to be more understand in learning English.

The first aspect in this area is integrative values of L2. In this aspect, the teacher focuses on inviting a successful L2 speaker such as senior students of SMP Methodist Banda Aceh who has lot of achievements to be proud. The teacher also explains that the seniors started to learn English when they were in the same age like them. The joyful efforts in integrative values of L2 such as *use song and watch video*.

Second aspect is increasing the learner expectancy of success. It is the important aspect in motivating students because by increasing the learner expectancy of success, the students will be more motivated to learn English. Therefore, based on the students' view, the efforts are *teacher always gives example about seniors (graduated students and senior high school students) who get many achievements in English*. Teacher also inform that *the senior started to learn English since in Junior high school, teacher tells the students that English*

will help them in the future, teacher tells the students how to become a good English speaker and provide training about debate, and the last is teacher tells to the students that English will make them get better job.

c. Maintaining and Protecting Motivation

The table below describes the respondents' answer toward the questions related to maintaining and protecting motivation.

Table 4.3: Maintaining and Protecting Motivation

Component of Framework	Aspects	Efforts
Maintaining and protecting motivation	Making learning stimulating and enjoyable	Asking to answer the questions
		Discuss the interesting materials with jokes and teacher gives variety of task so not only writing.
		There are some games which related to learning materials so that I am motivated to learn more and more to win every games (ex: yel yel game, slogan game).
		Conducting quiz, debate, and discussion
		Conducting fun games which aim to

		study
		Giving score to students who finish the task earlier. So that the students compete to finish their task early
		Watching movie which can motivate students to be more understand in learning English
		Games which stimulate brain
	Presenting tasks in motivating way	Doing many tasks related to the lesson
		Competitive task
		Fun projects
	Protecting the learners' self-esteem and increasing their self-confidence	their teacher always gives example about seniors (graduated students and senior high school students) who get many achievements in English and they started to learn English since in Junior high school.
		The motivation given by their teacher make us more confident with our ability.
		Their teacher teaches us to try harder in learning English.
		Her way to motivate students make the

		students interested to learn English and make the student argued that English is not difficult.
		At first time they learned English, they thought English is very difficult. When the teacher motivates them in learning English, they are sure English is a fun subject.
		their teacher tells the way to learn English easily accordance with their hobby
		Teacher tells students to learn with other people and speak English in front of mirror.
		She is diligent to explore the students' potential, so when she obtain it, she gives motivation to learn English base on their potential.
	Promoting cooperation among the learners	Dividing the class into groups.
		Doing group works.
		Reducing group score. If they get low score, their teacher will reduce group score and their friends in group will be

		angry to them and they will teach them to make their score increase.
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In this section, there are four aspects done by the teacher relate to this motivational strategies conceptualization. Firstly, she made learning stimulating and enjoyable. The efforts which done by the teacher stimulates students by asking questions and the teacher also gives some games that stimulate the brain. Besides that, the teacher gives some interesting materials. Some games which related to learning materials with jokes. Watching movie which can motivate students to be more understand in learning English and the teacher gives various tasks, not only writing. Therefore, the students will be motivated to learn more and more to get reward. Conducting quizzes and debates are the other efforts in this aspect.

Secondly, the aspect is presenting task in motivating way. The efforts are doing many tasks related to the lesson and providing competitive task and fun projects. Provide fun task is a way avoid boredom in learning process.

Thirdly, the aspect is protecting the learners' self-esteem and increasing their self-confidence. Based on the students' answer, there are many things done by teacher to keep students' motivation especially in this aspect. The efforts are giving example about seniors (graduated students and senior high school students) who get many achievements in English and they started to learn English since in Junior high school. The motivation given by their teacher make students more confident with their ability, teacher teaches students to try harder in learning

English. There are many responses of the students mentioning about the way of teacher in motivating students such as their teacher teaches them to try harder in learning English, his way to motivate students make the students interested to learn English and make the student argued that English is not difficult. One student mentioned that first time she learned English she thought English is very difficult. When the teacher motivates her in learning English, she is sure English is a fun subject. It means that, the teacher makes the students to argue that English is a fun subject. Interestingly, there is students stated that teacher is diligent to explore the students' potential, so when he obtain it, she gives motivation to learn English base on their potential. On the other hand, the students' potential will be explored maximally and more motivated to learn English.

Promoting cooperative learning among the learners is the fourth aspect in this area. The efforts are *dividing the class into groups, doing group works, and reducing group score*. There one of student mentioned that *if she get low score, her teacher will reduce group score and her friends in group will be angry to me and they will teach her to make my score increase*. It means that, beside the responsibility to their own selves, they also have responsibility for each other. It makes students to learn harder.

d. Encouraging Positive Retrospective Self-Evaluation

The table below describes the respondents' answer toward the questions related to encourage positive retrospective self-evaluation.

Table 4.4: Encouraging Positive Retrospective Self-Evaluation

Component of Framework	Aspects	Efforts
Encourage positive retrospective self-evaluation	Increasing learner satisfaction	Every motivation given by my teacher is proofed. For example, through the champions. Every motivation is very enjoyable.
		All aspects get appraisal.
		Every motivation given by my teacher really appropriate to the condition and accompanied by real evidence.
		She always gives something fresh and enjoyable.
		All motivation can make me understand about English and now I like English.
		Her motivations help their own encouragement that they have. It really helps them.
		The teacher always explains about the material that they don't understand clearly until they understand.
		She can manage the class so that when English class, the class will be calm

		and they can learn nicely.
	Offering rewards	For active students will be a leader in the group (Every students want to be a leader).
		Scoring.
		Chocolate.
		Smile.

Based on the table above, for the first aspect it is shown that many efforts done by teacher and the students are satisfied on it such as every motivation is accompanied by real evidence and appropriate with the condition. Students feel comfort when study with him. As mentioned by one student, *teacher can manage the class so that when English class, the class will be calm and I can learn nicely*. All efforts in this aspect make students can think English is important for their future.

Second aspect is offering reward. Based on the students' answer, the teacher offers reward such as scoring, chocolate, and smile. But scoring affect mainly in motivating students in learning English.

For the tenth question, the table above shown that, most of students answered that teacher encourages students to imagine about their future such as better job, exchange program, around the world. Four students answer that teacher tells they will be easy to communicate with foreigner if they can speak English. Other students added, teacher tells that when we interviewed to get scholarship,

not only answer yes or no, but we have to answer with higher level. And also the teacher gives example about seniors who have get lot of achievements in English.

For the last aspect, all students argued that every student is motivated with all encouragements from the teacher. There are the reasons from students; two students said every motivation is proofed and accompanied by the efforts to educate his students to be best. Second is all motivation is appropriate to the condition, third is every motivation helps the students to know how important English is. Fourth, the teacher can make the students understand about English. Fifth, three students said he gives motivation with enjoyable way and all motivational is very make sense for theme. And the teacher's experience really motivates students to learn English.

Based on the data elaborated above, the similarity of teacher's answer and students' answer will be presented bellow.

Table 4.5: The Comparison of Teacher's Answer and Students' Answer About the Teacher's Efforts

Framework Components	Aspects	Teacher's answer	Students' answer
Generating the basic motivational condition.	Appropriate teacher behavior	Model himself as the source of motivation	Attractive teacher
			Be role model
			Show her understanding for students'

			circumstances.
			Show their readiness to explain any points students might not understand.
			Strict but flexible.
			Great teacher.
			her firmness.
			The way of teacher in motivating students is not boring and delivered well.
		Well-Prepared for teaching	Gives the students an easy way to understand the materials.
		Eager to teach	her expression is always energetic even he had taught in longer time. She never say “ I am tired”.
		Open students’ mindset	Tells English is not

		about English	difficult.
			The way she motivates students really make sense and useful for future.
			Always think positively about the benefit of English.
			The motivation given by my teacher make us more confident with our ability
			Share the advantage of learning English
		Make students become like to him	Many jokes but keep serious.
			Makes a fun English class and not boring.
			Motivates students without coercion.
	Pleasant and supportive	Show Video clip	Watching video
		Give appreciation;	Gives some quiz and

	atmosphere	scoring	for the groups who answer the questions correctly and active in class will get score
		By song	Giving us project and a fun learning
		Games	Start the lesson by using fun games
	Cohesive group learners	Divide class into groups	Divide the class into groups
			Do group works
			Divide groups with fear way, so that no students feel the discriminative.
		Creating competitive class	He gives some quiz and for the groups who answer the questions correctly and active in class will get score. At the last formative, the group who get the

			highest score will be increased the score in rapport.
			Make groups which are valid for one formative. If the group can finish the task earlier or the best work, the teacher will add score for each group. And the scores are different.
		Choose smart students become leader of group	For active students will be a leader in the group (Every students want to be a leader).
		Create attractive vision	Teacher tells the students that English will help you in the future
			Teacher tells English will make you to get better job

			Teacher tells us how to become a good English speaker and provide training about debate.
	Making teaching material relevant for the learners	The implementation of what students have learned in daily life.	Teacher gives the students an easy way to understand the materials
			My teacher always gives the materials that easy to understand
			There are some games which related to learning materials so that I am motivated to learn more and more to win every games
			Project or task given by teacher is interesting

Maintaining and protecting Motivation	Making learning stimulating and enjoyable		Interesting topics
		Watching Video	Watching movie which can motivate students to be more understand in learning English
		Stimulating by question	Asking to answer the questions
			Watching movie which can motivate students to be more understand in learning English
			Games which stimulate brain
		Create competitive atmosphere	There are some games which related to learning materials so that I am motivated to learn more and more to win every games (ex: yel yel game, slogan

			game).
			Conducting quiz, debate, and discussion.
			Discuss the interesting materials with jokes and teacher gives variety of task so not only writing
			Giving score to students who finish the task earlier. So that the students compete to finish their task early.
		Open students' mindset about English	<p>The motivation given by my teacher make us more confident with our ability</p> <p>My teacher teaches us to try harder in learning English</p>

			. His way to motivate students make the students are interested to learn English and make the student argued that English is not difficult.
			At first time I learned English I though English is very difficult. When the teacher motivates me in learning English, I am sure English is a fun subject
			My teacher tells the way to learn English easily accordance with my hobby
	Promoting cooperation among the	Divide class into group	Divide the class into groups
			Do group works

	learners	Scoring	<p>Reduce group score.</p> <p>If I get low score, my teacher will reduce group score and my friends in group will be angry to me and they will teach me to make my score increase.</p>
<p>Encouraging positive retrospective self-evaluation</p>	<p>Increasing learner satisfaction</p>	Give appreciate	All aspects get appraisal
		Give real model of successful people in English field	<p>Every motivation given by my teacher is proofed. For example, through the champions. Every motivation given by her accompanied by efforts to educate his students to be the best .Every motivation is very enjoyable.</p>

			Every motivation given by my teacher really appropriate to the condition and accompanied by real evidence.
	Promoting motivational attribution	Asking about future plan	Imagine get a better job, exchange students program, scholarship, socialize with international world.

Based on the table above, it shows that both students and teachers value the teacher role in motivating students in the L2 classroom. All efforts look same with every component of the framework. The beliefs of the teachers appears to be directed by their view that students are motivated by academic achievement and outcomes and, therefore, they believe more strongly in the strategies regarding the learning process which contribute to these outcomes.

2. Discussion

In this section, the writer intends to deliberately discuss the important findings derived from the analyses of the result of the interview and the open-ended questionnaire and how they can provide the answers to the proposed research questions.

The result of the interview and questionnaire revealed that the teacher become the important factor in building students' motivation in SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh. In creating the basic motivational condition, the teacher gives the strong argumentation for the students about the importance of English for the future. According to Kong (2009) students' goals influence their motivation and effort in English learning. With learning goal, students study purposefully and throw great effort into English learning. It is also supported by Dornyei (2014) who said that the learner's future self image is not perceived as being comfortably certain to be reached, that is, to be within his or her grasp. The learner must believe that the strong capability will not happen automatically, without a marked increase in expended effort. It means that, delivery from teacher to students about the importance of the English language to view the future can stimulate student motivation to learn English. The teacher also opens the students' mindset about learning English. Therefore, the students will think that they are not wasting time, power, and thinking to learn English. Besides that, the teacher argues that teacher has to make his students become like to him first, the teacher models herself as the source of motivation creating the fun classroom atmosphere then they will like the subjects. As mention by Dornyei (2014) from an internal point of view, there is also a broad spectrum of reasons

for doing things: we can be motivated by the love of money or power, the love of people and the world around us. In other words, make the students to love the teacher is one of the efforts to motivate students to learn.

The students answers in the questionnaire has proved that the teacher becomes the role model in motivation and they are motivated by the teacher. According to Dornyei (2014) friendly and supportive behavior by the teacher is infectious, and students are likely to follow it. It is effective and functional to apply various and interesting activities with moderate challenge to attract the students to arouse their curiosity in English learning in view of intrinsic motivation, arousal and the characteristic of language learning. Dörnyei (2009, p. 29) suggests that for some language learners the initial motivation to learn a language does not come from internally or externally generated self-images, but rather from successful engagement with the actual language learning process. The students are willing to participate in English learning by combining English with recreation and to realize that English learning can be interesting and fun with their involvement in which is the key to maintaining motivation throughout a lesson.

A cohesive learner group with appropriate group norms is one of the efforts applied by the teacher in motivating students. It is supported by the students' answer that they enjoy in every way their teacher motivate them, such as, making learner groups, giving and discussing interesting topics or projects and socializing the benefit of learning English. Dornyei (2014) states that the literature contains an abundance of suggestions on how to make tasks interesting; for example, tasks that offer some challenge, contain interesting topics, or include

novel, intriguing, exotic, humorous, or fantasy elements are always welcomed by learners. On the other hand, preparing the materials that are not boring for students is the good effort to make students to be keen in learning English. Dornyei assert that students are more motivated to pursue tasks when they feel some sort of ownership. This can be achieved by teachers' allowing them to make real choices about as many aspects of the learning process as possible, handing over various leadership or teaching roles, and adopting the role of facilitator. Based on the interview result, it is shown that in make group n the classroom, the teacher choose the leader who is the smartest students in each group. Furthermore, the questionnaire result shows that every student want to be a leader so that they become enthusiasm to compete with friends in learning English. Dornyei (ibid) adds group dynamics is highly relevant in education, including language education. An awareness of the principles of group dynamics can make classroom events less threatening to teachers and can help them develop more efficient methods of classroom management and thus consciously facilitate the development of creative, well-balanced, and cohesive groups. All this, of course, has a significant motivational impact.

In initial the students' motivation at the beginning of class, the teacher pushes the students to think critically. Therefore, in the group, every student thinks critically to answer every question given by the teacher. When the students can answer with the perfect answer, teacher will add group score. Therefore, based on the questionnaire result, student said that if one student gets the low score in a group. It will be affected for the group score and other members of one

group will get angry him/her, no matter want or not, the other group members who have the high score have to teach the student who gets the low score until he or she can increase her/him score. It means that every student has the responsibility for his or her own self and for the group. It stimulates students' motivation to learn more and more. Dornyei (2014) states in cooperative classroom, students can be competitive. Students work in small groups in which each member shares responsibility for the out-come and is equally rewarded. This is the most crucial and most general factor to foster inter-member relationships; it involves the students' sharing genuine information with each other. Dornyei (ibid) mentions games in which small groups compete with each other within a class can produce a powerful type of cooperation; people will unite in an effort to win. Nevertheless, when members spend a considerable amount of time and effort contributing to the group goals, this increases their commitment toward these goals and, subsequently, to the group.

Beside the strong motivation to learn English, according to the teacher, this strategy also make the students have the compete soul in learning to get reward. The teacher gives reward such as score, chocolate, candy and based on the students' answer the teacher also give them smile as the reward. Dornyei (2014) said that rewards might involve the joy of performing the activities, approval of the goals, success in achieving these goals, and personal benefits (such as grades or prizes). Otherwise, teachers should always predict every effort of students by giving scores to the students so that the students will continue to compete to get the value by becoming more active in learning.

Dornyei (2014) states that one of the most & motivating factors for learners is to have to learn something that has no apparent relevance to their lives. The teachers put more focus on inviting external successful L2 speakers as being a motivational factor to keep students' motivation. Therefore, the students are guided by the senior who is fluent in English. There are desires from students to dreaming to be like the seniors. Their motivation seems to be influenced, in the main, by social processes of learning. The social outcomes of learning also seem to affect their motivation in a positive way. All motivations efforts based in the present moment. Students are also more motivated by receiving greater recognition for their present successes. In the students' view, every motivation given by teacher is proofed such as the champions and also every motivation accompanied by efforts to educate the students to be the best. It means that, teacher give the contextual example in motivating students and also undertake to make students' dream come true through learning English.

Based on the students view, teacher encourages students to self-study and the use of information and communications technologies in language learning such as by listening to the music and watch video. Other results shown that, the teacher also tells students to talk in front of the mirror and also connect students' hobbies with English. Giving wise quote is one of the teacher's efforts in motivating students. The teacher tells to students how hard other fight for their live, we have to fight harder. It is significantly motivate students to keep learning English when they are not in the class.

The introduction of the L2 motivational self-system has further broadened the motivational repertoire at the disposal of language teachers because it highlights the significance of the learners' language learning vision (Dornyei, 2014). The possibility of harnessing the powerful motivational capacity of vision opens up a whole new avenue for promoting student motivation by means of increasing the elaborateness and vividness of self-relevant imagery in the students. The teacher reminded the students of the benefits about learning English for their academic studying in the future, especially in the context of the current situation in Indonesia where there is a great deal of investment in scholarship schemes to study abroad. The teacher also emphasized that he tried to relate the importance of English to the students at a personal level in order to promote their intrinsic motivation. Teacher also suggesting some ways in which teacher can question students about their future plans which could help students to draw an attractive L2 self.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion.

A. Conclusion

Based on the rest of the data analyses, there are some conclusions that can be drawn. First, The finding of analysis have identified some efforts that was made by teacher in building students' motivation. Those effort are categorized into 4 parts including of creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation.

First part is creating the basic motivational conditions which consist of three aspects namely appropriateness of the teacher's behavior (fifteen effort); Pleasant and supportive atmosphere (four efforts); cohesive group learners (six effort). The second part of the framework is generating initial motivation. This part consist of four aspects done by the teacher in motivating students, namely integrative values of L2 (three effort); increasing the learners expectancy of succes (two efforts); increasing the learner goals orientedness (two efforts); making teaching materials relevant for the learners (one effort). The third part is maintaining and protecting motivation. There are three aspects in this part namely making learning stimulating and enjoyable (three efforts); protecting learners' self-esteem and increasing their self confident (three efforts); promoting

cooperation among the learner (two efforts); encouraging positive retrospective self-evaluation (three efforts).

The teacher's clarification on what teacher have done to build her students' motivation has also been confirmed by the students' responses in the questioners. Their answers are also categorized into 4 parts including of creating the basic motivational conditions (thirty four efforts); generating the basic motivational conditions (sixteen efforts); maintaining and protecting motivation (seventeen efforts); encouraging positive retrospective self-evaluation (four efforts).

The result of this study revealed that the teacher become the important factor in building students' motivation in SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh. The teacher gives the strong argumentation for the students about the importance of English for the future. With learning goal, students study purposefully and make the great effort into English learning.. The learner must believe that the strong capability will not happen automatically, without a marked increase in expended effort. It means that, delivery from teacher to students about the importance of the English language to view the future can stimulate student motivation to learn English. The teacher also opens the students' mindset about learning English. Therefore, the students will think that they are not wasting time, power, and thinking to learn English. Besides that, the teacher argues that teacher has to make her students become like her first, the teacher models herself as the source of motivation creating the fun classroom atmosphere then they will like the subjects.

5.2 Suggestion

At the end of the study, the writer would like to give suggestion for the teacher in motivating students in learning English. Teaching English as a second language is quite a challenging task for teachers. Teachers have to find the right strategies in order for students to have interest in their English language learning. Students' interest is one of the important elements to stimulate their learning of the English language. Hence, through meaningful and interesting activities, and the support of teaching materials, teachers will be able to attract students' interests in learning English. It is expected to be contributed in some ways to the development of language education.

It hopes that a further research study in this area will be conducted widely in the future which uncovered in this study such as observing directly the motivational strategies applied by the teacher. In addition, For the validity and the complicity of data, the researcher should interview more than one English teacher.

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Nomor : B-5959/UN.08/FTK/KP.07.6/07/2017

TENTANG
ANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
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- a. bahwa untuk kelancaran bimbingan skripsi dan ujian muqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
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 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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MEMUTUSKAN

Menunjuk Saudara:

1. Qudwatun Nisak M.Isa, S.Ag., M.Ed., M.Pd

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Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Teacher's Effort in Building Students' Motivation in Learning (A Case Study at SM Fatih Bilingual School Banda Aceh)

Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018

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: 18 Juli 2017

Aa. Rektor



UIN Ar-Raniry (sebagai laporan);

Prodi PBI Fak. Tarbiyah dan Keguruan;

Bagian yang bersangkutan untuk dimaklumi dan dilaksanakan;

Bagian yang bersangkutan;

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Bandar : 070/B.1/0889/2017
: Biasa
: -
: Izin Pengumpulan Data
di -
Tempat

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Ar-Raniry Banda Aceh Nomor : B-10768/Un.08/TU-FTK/TL.00/11/2017 tanggal 14
ber 2017 hal: "Mohon bantuan dan keizinan melakukan Pengumpulan Data Penyelesaian
", dengan ini kami memberikan izin kepada:

: Alkhansa Munawwarah
: 231 324 336
a Studi : Pendidikan Bahasa Inggris
: "TEACHER'S EFFORD IN BUILDING STUDENTS' MOTIVATION IN
LEARNING ENGLISH (A CASE STUDY AT SMA TEUKU NYAK ARIF
FATIH BILINGUAL SCHOOL Banda Aceh)"

Untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :
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adat yang berlaku;
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siswa yang bersangkutan dan Kepala Sekolah;
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memberikan surat izin Pengumpulan Data.
Demikian kami sampaikan, atas kerjasamanya kami haturkan terimakasih.

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KEPALA BIDANG PEMBINAAN SMA DAN

PEMERINTAH ACEH
DINAS PENDIDIKAN
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Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh
siswa yang bersangkutan;

Appendix 1.

Interview Guidelines

1. How do you describe your students' motivation in the English language classrooms?
2. According to you, what are the things that can motivate the students?
3. In your opinion what are the motivational strategies that should be used in language classroom? Do you apply it?
4. At the beginning of the language class or task, how can you initiate your student's motivation?
5. How can you keep your student motivated during the classroom, or during a task?
6. At the end of the classroom or task, what strategies do you use to motivate your students?
7. Tell me about a motivated classroom, what do you do to keep them motivated?
8. Now, tell me about a demotivated classroom, what do you do to encourage students' motivation?
9. Do you offer rewards to your students who participate in activities?

10. Do you help your students to develop realistic belief in learning English?

How?

11. Do you tell the students about self-motivating strategies such as self-encouragement?

12. Do you encourage the students to imagine the future situation where they will need English? Please give example.

Appendix 2.

Open-ended Questionnaire:

1. According to you, what are the things that can motivate you in learning English?
2. Does your teacher motivate you during English learning process?
3. In your opinion what is the motivational strategies that should be used in language classroom? Does your English teacher apply it?
4. At the beginning of the language class or task, how does your teacher initiate your motivation?
5. How does your teacher keep motivate you during the classroom, or during a task?
6. At the end of the classroom or task, what strategies does your teacher use to motivate the students?
7. Now, tell me about a demotivated classroom, what does your teacher do to encourage students' motivation?
8. Does your teacher offer rewards for students who participate in activities?
What kind of reward he gives to the students?
9. Does your teacher help you to develop realistic belief in learning English?
How?
10. Does your teacher tell you about self-motivating strategies such as self-encouragement?

11. Does your teacher encourage the students to imagine the future situation where they will need English? Please give example.

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11. The parents
 - a. Father's name : Ridwan M.Daud
 - Occupation : Farmer
 - b. Mother's name : Drs. Sabariah
 - Occupation : IRT
12. Address : Lamgirek Kec.Lhoknga
13. Educational Background
 - a. Elementary school : MIN Bukit Baro 1 2007
 - b. Junior high school : MTsN lhoknga 2010
 - c. Senior High school : MAN 2 Banda Aceh 2013
 - d. University : UIN Ar-Raniry, Graduated 2018

Banda aceh, 25th January 2018

(Alkhansa Munawwarah)