

**THE INFLUENCE OF TEACHERS' TEACHING STRATEGY ON STUDENT
MOTIVATION IN LEARNING ENGLISH**

THESIS

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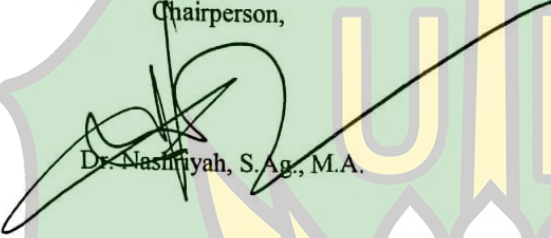
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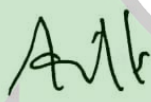
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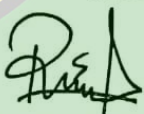
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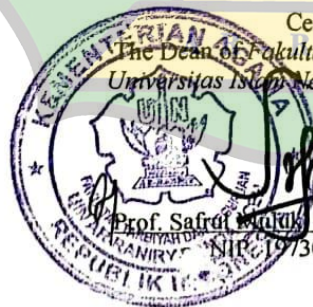

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**The Influence of Teachers' Teaching Strategy on Student Motivation in
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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A R - R A N I R Y

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Saya yang membuat pernyataan



Dinda Fitria

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

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Finally, the researcher believed that the thesis is far from perfect and would gladly accept any critics and suggestions which make this thesis perform better and useful for the readers.

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ABSTRACT

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In a teaching and learning activity, student motivation to learn is highly depends on teacher effort in implementing appropriate performance learning. This study aimed to find out the teaching strategies applied by teacher to motivate student in learning English, the reason behind the application of those strategies and the influence perceived by student about those strategies on their motivation in learning English. This study used qualitative method. The data was collected through semi-structured interview and observation. The interview was conducted with two English teachers and ten students of first grade MTsS Oemar Diyan as the participants. The observations were carried out with five classes of the participants to support the primary data that has been obtained through interviews. The results showed that the teaching strategies applied by teacher to motivate students in learning English are learning using videos, learning using games, implementing rewards, praises and punishments and giving and announcing the result and emphasizing the usefulness of English. The teachers' reasons for applying those strategies were because it helps them in creating an exciting learning atmosphere, significantly attract students' attention due to its attractive appearance and to encourage student to improve their performance in the teaching-learning activity. The students perceived that the teaching strategies influenced them to develop their motivation in learning English, increase awareness of their performance, increase their excitement in completing the task, increase their motivation in completing the score and increase their interest in learning English. This study revealed that the teaching strategies have succeeded in influencing student motivation, mostly in extrinsic motivation.

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CHAPTER I

INTRODUCTION

A. Background of Study

English as the world's primary language, allowing everyone in the world to share information accurately and efficiently. According to a statistic by Alfarhan (2016), there are 380 million people who speak English as their primary language and over 200 million people speaking it as second language. The statistic data which shows there are another billion people in the world are currently in phase of learning English is enough to prove that English has globally used. Moreover, in this day of rapid growth of technology, English is used to facilitate the interaction between people with different linguistic background in various aspect of life such as tourism, science and technology, entertainment, education and so forth. As (Rao, 2019) stated that English is the world-most used language on the internet, electronic media and press. In addition, most of TV programs, movies, and songs which are well-known globally come in English. He also mentioned that, besides the entertainment field, the use of English in education field is also significantly increasing, where 80% of scientific journals in 1998 are published in English. Therefore, with these various developments of English, English educators are expected to encourage learners to fully engage in learning process, so in the future they are ready to be involved in the world where English is globally used.

Nowadays, English is used as a communication tool not only between native speakers or native to non-native speaker conversation but also between

non-native speakers purposeful conversation. It is supported by a statement from Crystal (1997) that in comparison to other languages, the number of people who communicate in English is constantly increasing around the world, where fortunately also increases people desire in learning English. However, unlike any other nearby countries, Indonesia learned English as a foreign language instead of a second language as in Malaysia, Singapore and Filipina (Gunantar, 2016). Therefore, English in Indonesia is used only in several sectors, such as education, foreign employment and foreign institutions. Most Indonesian rarely used English for daily interactions except for certain events as mentioned previously.

Considering the importance of English for Indonesian, in general English lesson is primarily taught at elementary school to university level regardless of various changes to the education curriculum in Indonesia (Zein et al., 2020). According to Kassing in Sulisty (2016), English teachers play a critical role as the primary source and facilitator of language information and abilities. An English teacher is required to fulfill two responsibilities at once: teaching English and making the teaching-learning process as entertaining as possible so that students are motivated to learn. Teachers are expected to improve the quality of teaching, manage class well, and provide optimal motivation for student learning by designing teaching strategies.

Lawton in (Sarode, 2018) described teaching strategy as a broad plan for a lesson that includes on how to structure planned learner behavior in terms of objectives and instructions as well as a description of the planned methods that will be used to carry out the strategy. The teaching strategies consists of methods

and techniques that is going to ensure that students will actually achieve the learning objectives. Apparently, teacher used certain strategies when teaching to help student to understand more about the materials they learned. Besides helping students to be more motivated in their learning, using certain strategies also helps the students and teacher to achieve the learning objectives.

Wigfield and Guthrie (1995) stated that motivation is one of the most crucial factors of success in learning a second or foreign language. Motivation is a transition of energy inside somebody which determines as an emergence of deep feeling and acts to reach the goal (Morgan, Harmon & Maslin-Cole, 1990 as cited in L.H. Puteri, 2018). This motivation is needed to push someone and always recharge their sense of enthusiasm to carry out their respective obligations. In this case, motivation to learn is one of the various kinds of motivation in general which is familiarly happens in the life of students. Motivation to learn is a psychological situation that pushes someone to gain knowledge more (Jonassen & Land, 2012; Stipek, 2002 as cited in L.H Puteri, 2018). Student motivation is influenced by two factors, namely intrinsic and extrinsic factor. Intrinsic factor is generated by the students themselves, while extrinsic factors is generated from outside the students, such as their environments.

Dornyei (2002) mentioned that enthusiasm, attention, and persistence of language learners are the primary key to determine whether a language learning process is successful or failing. In a teaching- learning activity, most of students with strong learning motivation tend to achieve great accomplishment, while students with low motivation are always not having interest in learning. This

phenomenon might be happened because student with strong motivation are more interested and prepared to commit their time to learn the language (Gardner 1985; Brophy, 2013). Motivation is important in second language learning, since it offers the basic drives to start the process of learning and commitment through language mastery (Oxford & Shearin, 1994; Long et al., 2013).

According to Iman Gunawan (2020), students motivation to learn is highly depends on teachers effort in implementing a good performance learning. Akram (2019) agreed that it is crucial for teacher to focus on developing a conducive learning environment in the classroom, where students can freely express their thoughts and improve their comprehension. Thus, teachers are expected to be able to develop certain strategies that are appropriate for the students to keep their motivation in learning.

Beside of this research, there are still numerous of studies that investigate teachers' strategy and student motivation in learning English. One of them is a study conducted by Hong and Ganapathy (2017) which explore students' instrumental and integrative motivation towards English language learning activity. This study indicates that the student needs to be motivated more integratively, so that the students will take an active role in learning the language, continue studying English after its classes at school, and enjoy the learning experience rather than considering it as an additional burden to their study. This study also recommends the English teachers to choose English text or topics that stimulate students' enthusiasm and boost their vocabulary and grammar severally.

Another study was conducted by (Suprihatin, 2015) investigating teachers' approaches in increasing student learning motivation. The study shows that the learning process will be successful when students have motivation in learning. Therefore, teachers need to be creative to boost student learning motivation. To obtain optimal learning outcomes, teachers are required to create an interesting teaching and learning process as creative as possible since creativity encourage students' desire in learning.

The researcher also found the same phenomenon in MTsS Oemar Diyan, where in teaching and learning activities, most of the students were getting bored or unmotivated. The boredom was shown in their behaviour; they were not paying attention to the teaching and often asked permission to go to the toilet. The different locations and school levels between the previous studies and this study may provide different results, which require this study is necessary to be investigated.

B. Research Questions

Based on the background, the researcher formulates a problem as follow:

1. What teaching strategies are applied by teacher to motivate student in learning English?
2. What are teachers' reasons for applying the teaching strategies?
3. What are the influences perceived by students about the teachers' teaching strategies towards their motivation in learning English?

C. Research Aims

In relation to previous research question, the aim of the study is:

1. To find out the teaching strategies applied by teachers in learning English
2. To describe the teachers reason for applying the teaching strategies
3. To describe what the influence of those strategies on students motivation in learning English perceived by student

D. Significance of Study

It is expected that the result of this study will benefit all parties, such as English students who will be English teachers in the future, lecturers, and other researchers. It helps the students of the English student department to acknowledge the influence of teachers' teaching strategies on student motivation in learning English. The result of the study was intended to assist the teachers in teaching using various teaching strategies that motivated students to learn English. Last but not least, the findings of the study can be used as references for other researchers conducting related research.

E. Terminology

To highlight some essential terms in the study, the definitions of terminologies are discussed as follow:

1. Teaching Strategy

Teaching strategy is a step applied by teachers in teaching and learning activities in order to encourage students in learning. Sarjan and Mardiana (2017) stated that teaching strategies are a generic lesson plan that contain structure, desired learner behavior, idea of required program of work, and the aims of

instruction. In line with the previous statement, Ahmadi (2017) mentioned that teaching strategies is the basic step in achieving the specified goal. To sum up, teaching strategy is a learning activity that both teachers and students must complete in order to successfully accomplish the learning objectives.

In this study, teaching strategy described as a step, method and media that applied by teacher in teaching and learning activity which facilitates them in improving student motivation in learning English.

2. Students' Motivation

Student motivation is basically a learning motivation. Where learning motivation is a part of motivation in general. For this reason, it would be much easier, if the review start by motivation in general. Motivation is a dependent variable used to explain a wide range of human behaviors across various environments and contexts (Wentzel, 2014).

In Oxford Dictionary (2015), motivation defines as a reason or reasons someone has for acting or behaving in a particular way or the general desire or willingness of someone to do something. From the previous definitions, it can conclude that motivation is an impulse that comes within human and affect humans behaviour to perform something.

In this study, motivation defines as something that drive student to actively participating in learning English. Motivation may come from anywhere, it may appear be from students their selves which known as intrinsic factor or from their environment which known as extrinsic factors.

CHAPTER II

LITERATURE REVIEW

A. Teaching Strategy

1. Definition of Teaching Strategies

The word "strategy" was first used by the military to describe the procedures used in conducting a major military operation. According to (Haidir & Salim, 2012), strategy has broad and specific definition. In broad, strategy definition includes method, approach, sources selection, audience grouping and measurement of success. Strategy is an outline of plan that covers appropriate steps to accomplish the goal. Meanwhile, the specific definition of strategy is a method or technique on how to deliver the message to the audience to achieve the desire goal. Therefore, in education field or specifically in teaching, teaching strategy is defined as a method applied by teachers in a teaching and learning activity to fulfill the learning objectives that has been set.

Siagian (2012) stated that teaching strategy embraces a whole teaching and learning activity which includes presentation order, organizing learning materials and students, and utilizing time, source, media of teaching. In other words, teaching strategy is systematic steps applied by teacher to accomplish the ultimate objective of learning.

Besides that, Schmek (1988) stated that teaching strategy is a sequence of procedures for accomplishing learning. (Gerlach & Erly, 1980) described teaching strategy as all teaching methods that can be used by teachers to

deliver the learning material, where the task of a teacher is to choose several learning strategies to be applied to the teaching and learning process with the hope that these strategies can support the success of the learning process. Furthermore, teachers may apply one or more suitable teaching strategies that are selected by considering the learning objectives, students' prior knowledge, learning materials, the use of time and learning media and the number of students (Depdiknas, 2003).

Strasser, 1964 in (Sarjan & Mardiana, 2017) stated that teaching strategy is involving of broad guidelines for lessons which include structure, targeted learner behavior, a description of methods required to carry out the strategy, and goals of instruction. Teachers, as educators, play an important role in the learning process; they required to have a duty and a great responsibility to make sure that the learning process keeps sustainability. Their duty starts with the preparation of lesson plans, implementation of learning activities, evaluation, analysis of evaluation results, and follow-up on learning outcomes (Rahmatullah, 2016).

Based on the previous definitions, it can be concluded that teaching strategies is method, tactics, or approach that is designed by teacher to help students achieve the learning goals and make the teaching and learning activity successful. Students motivation in learning is highly relies on teachers' teaching performance in the classroom. Therefore, a teacher is genuinely expected to use appropriate strategies in order to increase student learning motivation.

2. Kind of Teaching Strategies

There are 4 basic strategies in teaching as proposed by Djamarah & Zain (1997):

- a. Determining the required specifications and qualifications of student behavior changes
- b. Selecting a teaching approach based on public perspective or something familiar with the student's environment
- c. Selecting and establishing procedures, methods, and techniques of teaching which are considered effective and suitable for the teaching and learning activity
- d. Determine the minimum standart achievement or *KKM (Kriteria ketuntasan minimal)* that teacher can use to evaluate the final results of teaching and learning activity which are then used as feedback for learning improvement

According to Syafaruddin & Nasution (2005) there are three types of teaching strategies according to the learning process:

- a. Teacher-centered learning strategy
- b. Student-centered learning strategy
- c. Material-centered learning strategy

Meanwhile, Depdiknas (2008) mentioned that there are three kinds of teaching strategies based on how the learning material are delivered:

a. Expository strategy

In this strategy, the learning materials is prepared and directly delivered by the teacher. Students are not necessarily find the learning resources on their own and only received from the teachers. Through this strategy, the teacher should prepare the entire learning material only by their selves before delivering it to the student.

b. Inquiry strategy

Inquiry strategy is actually the opposite of expository strategy. This strategy provides opportunities for students to collect and find the learning materials, while the teacher appears as a facilitator who has the responsibility to guide students in the learning process.

c. Contextual strategy

Contextual strategy is a learning concept that support teachers relating the learning material to students' reality and encourages them to make connections between their knowledge and its implementation in their daily activities.

However, there are various types of teaching strategies that can be used especially in language teaching process. Werhli in Saputra & Aziz (2014) mentioned several teaching strategies as below:

a. Brainstorming

It is a process for producing ideas or solutions in which decision is decided until a certain amount of ideas has been produced. Brainstorming

helps students in solving problems, promoting peer learning and critical thinking, and helping students to develop ideas of others.

b. Case-based Small-group Discussion

In this kind of strategy, teacher arranged a small group containing of 5-10 students which then addressed case-based tasks, the groups are asked to exchange perspectives while performing the problem-solving process. The strategy has some benefits, such as provides discussion opportunity, develop students' critical thinking skills and support students to develop ideas based on their initial knowledge.

c. Demonstration

The strategy means teacher showing student on how to practice something to help students applying the theory (Adekoya & Olataye, 2011). The benefits of demonstration are encouraging students to focus on specific details instead of broad concepts, promoting self-confidence, and offering chance of specific questions and answers.

d. Games

In this strategy, games are used to motivate students through the competition, cooperation, exercises, and feedback for applying the concepts in a learning process. In addition, games also promotes students' collaborative skills, increase students' motivation, and help teacher in creating an interesting learning atmosphere.

e. Independent Study

The learning activity in this strategy is usually done totally by individual student or group of students using learning materials. The learning activity can also be done using technology such as computer or web-based resources. The advantageous of this strategy are to promote independent learning skills, provides opportunity for students to progress at their own ability, and improves students' learning experiences.

3. Teacher's Motivational Strategy

In learning, students did not entirely rely on their own motivation. Teacher holds an important role in increasing students' learning experiences through motivational support (Schuitema, Peetsma & Van, 2016). Teachers are expected to create an environment that motivates students to learn. Dornyei (2001) research on second/foreign language motivation, expended a total of 102 motivational strategies which called as Motivational Teaching Practice (MTP). The concept of motivational teaching practice then structures its implementation of motivation into four different phases:

- a. Creating basic motivational conditions. It is practicing appropriate teachers behaviors, including having good skills in communication, empathy and patience. In addition, teacher also needs to create an interesting and comfortable learning environment to bring out the motivation of student in learning.
- b. Generating initial motivation, including encouraging students' anticipation of achievements, providing relevant teaching materials for

the students and improving students' positive perspectives towards learning.

- c. Maintaining and protecting motivation. In this phase, the teacher needs to secure students' motivation which was gained before by setting specific learning goals, giving learning tasks in a stimulating way and maintaining students' self-esteem and boosting their confidence.
- d. Encouraging positive retrospective self-evaluation. To maintain students' motivation until the end of a learning process, teacher needs to support students by evaluating their results with giving motivational feedback and providing rewards and scores in a motivating way.

According to Sardiman (2020) there are different strategies to increase students' motivation in following the learning process:

- a. Giving value

Value is an essential motivation for a student. Teachers will also be encouraged that these values are not achieved as a result of the learning or significant learning outcomes.

- b. Reward

Students who successfully completing an assignment will be rewarded by the teacher, where the reward can usually be in the form of goods, additional scores or even praises. This strategy is motivating student in completing their tasks properly in order to get a reward from the teacher.

c. Competition

Brown (2000) described that using games for performing certain verbs, tenses, questions, locatives and others increase student excitement during the learning process.

d. Ego-involvements

In this strategy, the teacher needs to remain student that they have to work on their task seriously and take it as an opportunity to practice working hard to achieve their goals.

e. Giving tasks

Students are motivated to follow the learning process because they know the teacher is going to assign them some tasks where they will be rewarded based on the results of these tasks.

f. Knowing the outcomes

The teacher should report the outcomes of students' works to motivate them in putting more effort in the future learning activity.

g. Praise

In this strategy, praise means a positive affirmation or feedback expressed by teacher to appreciate students' performance in learning process. Expressing praises helps teacher in increasing students' self-esteem and self-confidence and creating a comfortable learning environment.

h. Punishment

Punishment is a negative way in validating student's action. However, if the punishment applied appropriately, it will increasingly motivate student in learning. For example, the students who does not submitting a task will have to work on the same task twice.

i. Setting the goal

Teacher should set a realistic learning goal and ask student to recognize it. By recognizing the learning goals, the students are hoped to keep their passion in learning for achieving the goals.

B. Motivation

1. Definition of Motivation

Motivation comes from word "movere" Latin which means drive or propulsion. Hakim (2007 as cited in Suprihatin, 2015) mentioned that motivation is an impulse that causes a person to do an action to achieve a certain goal. It means that to perform an action, a person must be motivated in order to attain the purpose. Besides, (Sardiman, 2018) described motivation as the total driving force in students who lead to learning activities, which ensure the continuity of the activities learn and provide direction to learning activities, so that the desired by the subject of learning can be achieved.

According to Dornyei (2001) Motivation is related to a person's commitment on how to do something including how much time they spent in doing it and how much work they put it in. Kea (2008) defined motivation as an outcome of both conscious and unconscious impacts that stimulate and drive people to consistently doing something in order to achieve a

predetermined objective. The impacts can be seen from internal and external perspectives, such as surroundings' expectations, achieving the goal and reward and the strong ambition.

In the field of education, motivation is seen as a crucial learning factor. It used to describe the focus and effort that students put into particular academic tasks (Brophy, 2013). Dornyei (1998) as cited in Ekiz & Kulmetov (2016) highlighted motivation as a necessity in learning a second language and one of the crucial factors to boost students' performance in learning the language. The persistence, interest, and performance of students are indicators of their motivation to learn (Lei, 2010). Hence, once the learning motivation of student is triggered, they will move into a new step called active learning, where they reflect positive outlook towards the learning language process and maintain to focus on comprehending the material.

2. Types of Motivation

In general, motivation is classified into three types namely: intrinsic motivation, extrinsic motivation and amotivation (Ryan & Deci, 2000; Yardimci et al., 2017). According to Ryan & Deci (2000) intrinsic motivation describes as an action performed by someone just for their own personal satisfaction without any external expectations. In the field of education, it takes a lot of effort and positive attitude to maintain students' motivation. Thus, the crucial factors needed to generate intrinsic motivation are the struggle, enthusiasm, control, and fantasy of the students themselves (Gopalan et al., 2017). Intrinsic motivation appears when students

voluntarily seek out and engage in teaching-learning activities without demanding to be rewarded by things or external activities (Nicholson, 2013).

In conclusion, intrinsic motivation is an encouragement that comes from within a person without any external influence. The stimulating factor that drives student for doing an action is internal and not external. For example, the student who complete the tasks that exciting themselves, such as the satisfaction from solving puzzles and playing games.

In contrast to intrinsic motivation, extrinsic motivation means performing an action because of an external factor other than oneself (Nicholson, 2013). It requires external tendencies such as reward, punishment and pressure (Tohidi & Jabbari, 2012; Legault, 2016). According to Legault (2016) extrinsic motivation is the term used to describe behavior that is particularly dependent upon the achievement of a result that is different from the action itself. In extrinsic motivation, an action completed in order to achieve other outcomes. For example, student work hard to get an A in a test because his parent promised him a reward. However, extrinsic motivation is also sometimes believed to be useful in stimulating of doing activity that lack of intrinsic interest, such as completing homework, doing chores, obeying traffic laws.

Besides, according to Legault (2016) extrinsic motivation is multidimensional and can be either change from totally external to totally internal. Gopalan et al. (2017) also agreed that Extrinsic motivation can be promoted at first, and as the learning process continues, it can develop into

intrinsic motivation. For instance, a student studying to get an A may finally enjoy the learning because of the realization that learning is a student's obligation as the learning process goes deeper. Extrinsic motivation promised a significant effort and encouragement for someone but still it might not be able to hold longer than the intrinsic motivation works (Tohidi & Jabbari, 2012). However, extrinsic motivation may develop habitual for students to complete the task only to receive the rewards or compliments and not for their own selves to master the knowledge or skills.

Moreover, the condition where intrinsic motivation and extrinsic motivation have no longer existed called as amotivation (Yardimci et al., 2017; Ryan & Deci, 2000). In conclusion, intrinsic motivation indicates executing an action out of fun or interest, whereas extrinsic motivation generates from external or social expectation to perform an action. Both intrinsic and extrinsic motivations have particular qualities that are necessary in motivating the students during the learning process (Kreishan & Al-Dhaimat, 2013). Li and Lynch (2016) mentioned that learning is a complex process and motivation is needed to be key component in its process. Thus, students are required to have a strong motivation in learning to overcome the struggle, mastering the knowledge and applying it in their daily activities.

C. Relevant Studies

This topic has been previously discussed by several researchers. One of these studies has conducted by Astuti (2016) which investigating about how teachers implemented motivational teaching strategies and the impact of those

strategies on students' motivation. The data were obtained from four teachers by conducting semi-structured interviews, classroom observations and stimulated recall, while the data from student were obtained through focus group interviews. The findings show that each teacher had various strategies to motivate their students, and these strategies had a significant influence on students' motivation. According to the findings, the researcher categorized the strategies that impact students' motivation into five main groups: teachers' classroom attitudes, supportive classroom atmosphere, combination of learning sources and activities, the advantageous of English and the way feedback was delivered. The data of this study was elaborated according to Motivational Teaching Practice (MTP) framework by Dornyei, 2001. Furthermore, the findings of this research propose that English teachers in Indonesia can influence their students' motivation by recognizing the impact of motivational teaching strategies on students' learning and behaviors.

Another study conducted by Ekiz & Kulmetov (2016) discussed about the factors influencing students' motivation in teaching and learning English as foreign language. There were three factors examined in this study: parental, environmental and teachers' attitude. The participants were 40 students of English Language Teaching department which asked to fill a survey which included of several assumptions related to the previous factors. The study revealed that students are motivated to learn English when their parents supported them to learn English. In addition, the students were also motivated to learn English when they collaborated with their friends in the learning

process. The study also showed that teachers' strategies and behaviors when teaching were also motivated them in learning English.

Another study on motivational teaching strategies was conducted by Abdullah, Al Ghafri & Al Yahyai (2019). This research aimed to observe the best motivational strategies from EFL teachers' perspectives at Buraimi University College (BUC) in Oman. The participants were five EFL teachers of English language department at BUC which were interviewed by using semi-structured interview protocol. Moreover, the research data was analyzed using qualitative thematic analysis. The findings of this study indicate that motivational teaching strategies may not be appropriate to any classroom without developing a beneficial, interesting, collaborative and enjoyable atmosphere. The participants of this study also believed that the main role of playing games in stimulating students' attention and excitement while also creating a fun environment. Besides, it is important to provide the feelings of achievement for the student by encouraging them in setting realistic goals and regularly monitoring their progress.

The previous studies that have been conducted on the similar topic have focused on the impact of the teaching strategies applied by teachers, while other focused on factors influencing students' motivation in learning and teaching English and other focused on exploring the best motivational strategies from EFL teachers' perspectives. Meanwhile in this study, the researcher focused on observing kinds of motivational teaching strategies used by teacher and how the students perceived the influence of those strategies

towards their motivation. In terms of research methods, most of previous similar research used case study with qualitative approach, focused group interview and survey, meanwhile another study which conducted in Oman used semi-structured interview protocol which was similar to this research. However, the different level of student, location and culture of the previous research compared to this research may provide different findings which required this study was necessary to investigate.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study used a qualitative method. Qualitative research is an approach that allows the researcher to examine peoples' experiences in detail by using a specific set of research methods such as interview, focus group discussion, observation, content analysis, visual methods and life histories or biographies (Hennink, Hutter, & Bailey, 2020). Besides, Creswell (2014) stated that a qualitative study is a strategy for exploring and analyzing the relevance of a social or human phenomenon that has an impact on individuals or society. The research process includes adjusting methodology and issues, data collected from participants' surroundings, generating data analysis from specifics to broad concepts inductively and the researchers' description of the relevance data.

In this study, the qualitative method aim to find out kinds of teaching strategies applied by teacher and the reason behind the application of those strategies. Besides, it was also used to describe the influence of teachers' teaching strategies on students' motivation in learning English.

B. Research Location

This study was conducted at MTsS Oemar Diyan which located at Krueng Lam Kareung, Indrapuri, Aceh besar. MTsS Oemar Diyan is a modern Islamic boarding school that managed of two levels of education, including Junior High School (MTsS) and Senior High School (MAS). In this study, Oemar Diyan Islamic Boarding School was selected due to its reputation as one of many others

favorite school in Aceh Besar. MTsS Oemar Diyan has 19 classes which divided into five classes for first grade, seven classes for second grade and seven classes for third grade.

C. Participants

According to (Rani, 2008) population described as any collection of human or non-human elements, such as objects, academic institutions, time units, geographical locations, agricultural markets, or individual incomes. The population of this research are students of first grade at MTsS Oemar Diyan and their English teacher. The total of student are 199 students and divided into 5 classes.

Sample is a part of subjects that the researcher want to analyze. According to Sugiyono (2011), "Sample is part of the number and characteristics possessed by the population." Referred to the previous definition, sample is a part of subjects, which determined by using certain sampling techniques. The sampling technique used in this research is purposive sampling. According to Sugiyono (2016), purposive sampling is a techniques of determining the research participant by considering certain criteria. Specific participants are invited based on researcher requirements related to data collection process.

For the teacher, the criteria were English teachers who used various teaching strategies in teaching the first-grade student of MTsS Oemar Diyan. Likewise, for the student, the requirements were a best motivated and a low motivated student of the first-grade student at the school. Furthermore, the students were chosen based on the teachers' recommendations.

D. Methods of Data Collection

Methods of collecting data is the researcher activity to obtain the data in order to answer the research question. Cresswell (2014) stated that various methods of data collecting include observations of targeted events, interviews, and questionnaires. In this study, the researcher used observation and interviews methods to obtain the data. Interview was conducted to analyze the research questions and, while observation was conducted to enhance the collected data during the interview.

1. Interview

An interview is the process of a two-person conversation initiated by the interviewer to obtain research data information and focused on content determined by the systematic description, prediction, or explanation of research aims (Cohen, 2000). This study implemented a semi-structured interview in which the questions were structured and also allowed the interviewer to ask additional questions to analyze the topic in more detail. The use of semi-structured interview was to gather information from the teachers about kind of teaching strategies they applied to motivate student in learning English and their reason for applying the teaching strategies. Meanwhile from the student, the information needed is their perception about the influence of their teacher's teaching strategies on their motivation in learning English.

The interviewer asked a list of general questions the researcher had prepared (*See Appendix D and Appendix E*) and might also ask more in-depth questions according to the participant's responses. In the process, both the

participants and the interviewee communicated using Indonesian to avoid misunderstanding about the topic. In addition, the interview process with all participants was recorded after their permission to serve as a guide in analyzing the data.

2. *Observation*

Creswell (2014) described that observation is a method of data collection where the researcher observe the behavior and activities of individuals at the research location. This instrument designed to collect the data throughout the teaching and learning activities.

The observation was arranged to validate and crosscheck the gathered data from interviews. It was also designed to gain more detailed information about the teaching strategies the teacher applied to motivate students to learn English and student perception of the influence of the teaching strategies on their motivation in learning English. The observation data were collected through an observation sheet adapted from Sardiman's (2020) theory about different strategies that can be used to increase student motivation in the learning process.

F. Method of Data Analysis

According to Sugiyono (2010), the data analysis technique is the process of collecting data, compiling the obtained data through interviews, fields notes, and documentation systematically by organizing data into categories, breaking it down into units, synthesizing, arranging it into a pattern and making conclusions to easily understood by both the researchers and others.

In this research, the researcher used inductive qualitative data analysis. Inductive data analysis aims to draw a general conclusion from specific facts. The researcher interviewed the participants and observed the teaching and learning process conducted in the classrooms and then the gathered data was studied and interpreted. Finally, a conclusion was drawn based on the phenomena in the research location.

For steps to analyze the data in this study were referred to by Miles and Huberman. Data analysis techniques are interactive models including four-step steps; data collection, data reduction, data display, and concluding/verification (Miles, Huberman & Saldana, 2014).

1. Data collection

The researcher collected the information through interviews and observations. Interviews aimed to discover teachers' teaching strategies, the reasons for applying them, and their influences on students' motivation to learn English. Students of first grade MTsS Oemar Diyan and their teachers were invited to conduct the interview. Meanwhile, the observations were performed during teaching and learning activities in the participants' classrooms to validate the obtained data during the interview.

2. Data Reduction

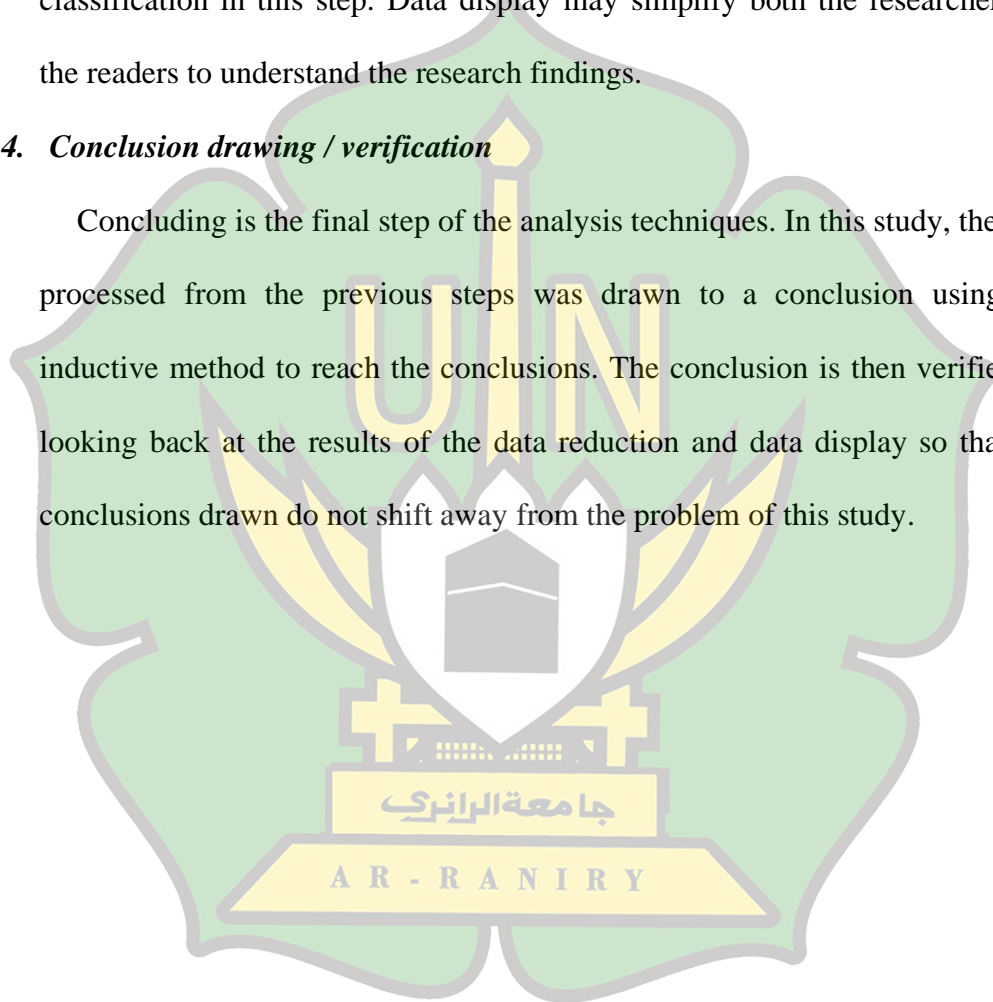
In this step, the data is continually reduced. Reducing data means summarizing, choosing, and focusing on the main things, figuring out themes and forms, and removing unnecessary things. In this study, the reduction data were obtained from interviews and observations.

3. Data display

Miles and Huberman in Sugiyono (2010) mentioned that the method of presenting data often used in qualitative research is text and narrative. The researcher displays the reduced data through narrative structure and classification in this step. Data display may simplify both the researcher and the readers to understand the research findings.

4. Conclusion drawing / verification

Concluding is the final step of the analysis techniques. In this study, the data processed from the previous steps was drawn to a conclusion using the inductive method to reach the conclusions. The conclusion is then verified by looking back at the results of the data reduction and data display so that the conclusions drawn do not shift away from the problem of this study.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

The result of this study was formed based on interview and observation data. Interviews data were obtained from twelve participants, including ten students of first grade at MTsS Tgk. Chiek Oemar Diyan and their two English teachers. The teachers delivered answer based on their teaching experience, while the students provided answer based on their perceptions about the influence of teachers' teaching strategies on students motivation. The twelve participants were symbolized by Teacher-1, Teacher-2, Student-1, Student-2, Student-3, Student-4, Student-5, Student-6, Student-7, Student-8, Student-9, and Student-10. Besides, observations were also conducted to support the primary data obtained from interviews.

a. The teaching strategies and the reasons

After obtaining the data, the researcher found that the teachers apply several strategies in English teaching and learning activities and at once explain their reason for applying those strategies.

1. Using games

The first teaching strategy that the teacher applied to motivate students in learning English is using games. The games used in this strategy are related to the learning material taught on each meeting and often comes in task form, whether it is individual task or group task. Using games as teaching strategy

help teachers to create a fun and exciting learning activity which motivate student in learning English. As teacher-1 stated:

“I am usually using games in the learning process. Because students like to play game, it is stimulate their motivation in learning. They can be more active in the learning process” [SN]

Teacher-2 who also provided games as teaching strategy agreed that games are increasing student excitement in the learning activity. As teacher-2 stated:

“By using games in the learning process, I can feel that the students are more excited to follow the learning process” [HN]

The teachers admitted that they applied various kinds of games in the teaching and learning activity, such as crossword puzzles, matching sentences with the translations or matching pictures with the appropriate sentences that match the picture, Simon says, word or sentence matching, and scrabble. Teachers are aware of the value of using a variety of games in order to maintain student engaged and excited in the teaching and learning process. As teacher-1 admitted:

“I used various kinds of game such as crossword puzzles, matching sentences with the translations or matching pictures with the appropriate sentences that match the picture. The variety of games used aims to avoid students from getting bored” [SN]

In a similar vein, teacher-2 also used variety kinds of games to maintain students' enthusiasm in each English teaching and learning activity. As she said:

“For the kinds of games, I used mostly word or sentence matching, and scrabble sometimes. Changing the types of games played in the learning

process makes students excited at each meeting so the teacher needs to be creative” [HN]

The finding revealed that both of teachers using games as their teaching strategies in motivating student in learning English. Additionally, in order to sustain student excitement in learning, the teachers were also included different types of games throughout English teaching and learning session.

2. Using videos

The second strategy that used by teacher in motivating their student in learning English is learning using videos. The teachers described that the videos they presented to the student are sourced from Youtube and from the learning video link provided in teacher’s handbook. In this strategy, before explaining the material, the teacher firstly showed a video which play a brief explanation of the learning material. The teacher admitted that the reason for using videos as teaching strategy was because it motivated student in learning English. The teacher added that the students prefer the learning process that is not centered on the textbooks only, therefore using videos as a teaching strategy appears to be particularly beneficial in encouraging students to learn English. As teacher-1:

“I also often use videos so that students are motivated in learning. Students are more like getting bored of learning from the textbooks. So, I think playing one or two videos in the teaching process is effective to motivate them. Besides, the videos played were related to the learning material so the learning can be interesting for them.” [SN]

In similar, the same strategy was also used by teacher-2 who admitted that using videos can attract students’ attention effectively because its attractive appearance. As teacher-2 stated:

“When the video is shown the students will focus on the video because including video in the teaching process the video is exciting, not to mention the colorful and the audio of the video which very interesting for the student especially for the first grade student” [HN]

For the video sources, both teachers mentioned that they preferred videos from YouTube or from the learning video links on their book rather than self-record videos because its practicality. As teacher-1 stated:

“Usually, I am using videos from YouTube or from videos in the teacher's book because it is more practical. The videos on YouTube offer many choices, so we just have to choose the video that we think is the most appropriate to for our learning process” [SN]

On the same opinion, teacher-2 added:

“I am often cited the videos from Youtube and sometimes from the video link in the handbook, but mostly from Youtube because it is easier to search for the video I need. I never used self-record videos to show for the student, I am afraid they find my videos are not interesting because it was the same as if I teach them in classroom” [HN]

The findings indicated that both of teachers using videos as their teaching strategy. The teacher considered that learning using videos were interesting due to its visual presentation. The videos were sourced form Youtube and learning video link in teachers' handbook.

3. Implementing reward, praise and punishment

The next strategy the teacher used to motivate student in learning English is giving reward, praise and punishment as the feedback towards student attitudes. In this strategy, reward is given to the student who has the highest score or the fastest in submitting the task or the student who has correctly responded to teachers' question during teaching and learning activity. The rewards are handed out in the form of goods, such as candy, snacks, pen,

pencil, and sticker. Sometimes, the reward also comes in praises form to appreciate students for their hard work. The teacher noticed that praising the student boost their confidence in the teaching and learning process. Student who had been praised for successfully answering a question before, appeared to seemed interested to gain another opportunity in answering further questions. As teacher -2 mentioned:

“Praising a student has been a natural reaction usually given when the student succeeds in answering a question from the teacher or when they succeed in working on a question on the whiteboard. I think praising students can increase their self-confidence towards their classmates” [HN]

Teacher-1 also delivered a similar opinion, as she said:

“I like to praise student because it will stimulated them to do better in the classroom. But however, not all of the students were stimulated, some are also consequently-so even after being praised.” [SN]

Besides, punishments are also given to the student who did not submit the tasks or comes late to the class. Light punishment such as standing in front of the class and working on assignments while standing are given in order to improve the motivation of student to not repeat their mistakes. As teacher-2 stated:

“There are also rewards and punishment. Students who are actively participating in the learning process are given praises and small rewards such as snacks, so the students are more motivated to learn because they are given gifts even though the gifts are not big” [HN]

Teacher-1 who also implement reward and punishment as teaching strategy agreed that reward and punishment stimulated student to do better in learning process. As teacher-1 stated:

“I give a star-shaped sticker as a sign if a student has achieved something in the class, such as when all the assignments are complete correctly and when a student answers teachers’ questions correctly during the learning process. In addition, I also reward them by giving small gifts such as candy, snacks or appreciating the students with praise” [SN]

Moreover, punishments are also given by both of teachers to discipline students who make mistakes. As teacher-1 stated:

“The student who did not submit the task, comes late to the class, and not paying attention during the learning process will be punish to stand in front of the class or in their seat places” [SN]

Teacher-2 also proved that:

“By giving the student punishment, the students are going to avoid making mistakes. Even though the punishment was not harsh, maybe it was because of the embarrassment of being punished in front of their friends.” [HN]

The findings suggested that giving reward, praise and punishment to the student encouraged them in improving their performance in English classroom activity substantially. However, some of the students have not showed any significant impact in their progress of English learning even after being given reward, praise and punishment.

4. Giving and announcing student results

In this strategy, after students completing some tasks the teacher marked the student results on their worksheet. The next step, the teacher would announce the student results or simply return the marked worksheet back to the student. This strategy is used to let students know on how far they have progressed in learning. By knowing their progress, students are expected to maintain or to improve their learning out comes. As teacher-1 stated:

“Giving the result is actually a teacher task but announcing it student directly to them is my strategy in motivating them in the class. My wish is that students are influenced to maintain their score if it was already high or to increase the result if it was still low.”[SN]

Teacher-2 also agreed that by announcing the result, the students are inspired to increase their grades after knowing the result of their progress.

As teacher-2 stated:

“I think it is so important for students to know their results, so they can reflect on whether they are good enough in their learning process or not. In addition, because the results are announced, students who have lower grades compared to their friends will be motivated to get high scores too in the future.” [HN]

By implementing this strategy, the teacher believed that the student will anticipate their improvements in English teaching and learning activity. The teacher also assumed that the student will enhance their learning progress after figuring out the result.

5. Emphasizing the benefit of English

The teachers acknowledged that one of the strategies to motivate students in learning English was by promoting the value of English in their life. The teacher highlighted that English is an International language, which means almost every circumstances the student encounter in life comes in English, such as knowledge, songs, books, movies, social media, technology and so forth. The teacher also told the student that English is crucial in examination university entrance and for their future careers or studies. As teacher-1 stated:

“In every opportunity, I always tell my student of how important English is for their life or for their future. I tell them that if they understand

English they will ease their life because English is very common right now. I often tell them that technology and social media is very related to English because those are what students were up right now, social media and technology. Besides, I also tell them that English is very useful if they want to continue their study abroad. And that is also the reason they were required to speak English in this school, because the teachers in boarding school are aware of how important English is for them” [SN]

Equivalent to the previous statement, teacher-2 also noted that:

“By telling the student of how important English is in their life, it would motivate them in studying. I often tell them that almost everyone in the world is speaking English or learning English because it is an international language. Besides, after they finished this school and they continue to study, they will find English as the requirement in the examination entrance. If they plan to continue to study abroad, the most important thing for them to prepare is English, which is TOEFL or IELTS. I introduce them about TOEFL and IELTS even though I think it was too early but I feel it would help them understand of how important English was in their life. Besides, in this school they were required to speak English in their daily activities and I tell them that is how important English was” [HN]

Advising student about how valuable English in their life was considered as a teaching strategy by both of the teachers. They assumed that the student should understand the reasons for learning English so that the learning activity proceeds conveniently.

b. Students Motivation

Students’ perceptions towards the influence of their teachers’ teaching strategies on their motivation are presented below based on the interview result and supported by observation result.

1. Develop student motivation in learning English

The students enjoyed learning English using games and videos because those were considered interesting and exciting by students which managed them to involve actively in classroom activities. As student-1 stated:

“When studying with games I am more active because I am motivated to solve these games” [TRF]

Similar statement also stated by student-3:

“I am excited to finish the games. I often ask part that I do not really understand yet to the teacher so I can answer questions in the games correctly.” [SA]

Other students claimed that they actively involves in the learning process because they like learning materials from internet because of its interesting appearance. As student-6 stated:

“I feel motivated to learn when the teacher using material from internet, like videos, because the videos are fun” [MRJ]

Student- 9 supported this opinion by stating:

“Watching videos makes me enthusiast in following the learning process because the videos played by the teacher are interesting and usually the teacher plays not only one video.” [MF]

According to the students confirmation, implementing various kinds of teaching strategies including using games and videos have affected students learning motivation due to its appealing appearances. Regretfully, learning using videos and games was not conducted during observation due to electricity error. Thus, the researcher presented solely data from student and teacher interviews.

2. Increase student awareness of their performance

Through the application of punishment, students are more disciplined in participating in the learning process such as submit the assignments on time,

focusing to the lesson, and avoiding to come late to the class and sleep in the class. As student-2 stated:

“I always try to come to class on time in order to not stand in front of the class. Because a few days ago I was late and stood in front of my friends for 15 minutes” [MAA]

Another student also stated the similar perception to not break the rules because of the embarrassment when being punished. As student-5 stated:

“I was once caught falling asleep in class and that made stand in my seat for 10 minutes. I feel ashamed of that” [FW]

Student-9 agreed that punishment help him to be more obedient in the classroom, through his comment:

“I have never been punished because I tried hard not to break the rules or instead I would feel embarrassed if being punished.” [MF]

Students agreed that punishment from teachers encouraged them to follow the rules, which supported them perform well during the teaching and learning activities. Moreover, according to the field observation data, In order to maintain a pleasant learning atmosphere, the students also encouraged one another to keep their class mates quiet in class and to complete their assignments right away to avoid being disciplined.

Besides the punishment, giving reward and praise to the student were also affecting their performance in the classroom. The student mentioned that they were passionate in finishing a task if they teacher promised them a reward. Instead, based on the observation result, most of the time the reward was not announced until the student completing the task and the students who have the best score were handed the rewards. Even though the teacher did not guarantee

the reward, the students keep maintain their dedication in doing the task and hope that they will receive the rewards. As student -3 mentioned:

“I am motivated to do well in the task, so I can get the reward. I ever received a pencil and snacks because I get the highest score. Even if there is not a reward after I completed the task, I am satisfied because at the end my score is still high”. [SA]

In similar, student -7 also noted that:

“Just now, the teacher was not telling us if they will be a reward but I always doing my best in finishing the task because usually the teacher will give us a reward after the task and finally I get the reward, a sticker.” [NB]

In similar, the students were also felt proud and motivated to increase their performance in the classroom after the teacher praised them. As student-2 responded:

“I feel happy when the teacher praised me among other student and I would like to do better to get praised again. I feel proud too” [MAA]

Student -6 also agreed that:

“I was once praised for being the only student who answered one of these questions correctly, at that time it was a test question in the textbooks, and from that i feel motivated in English class” [MRJ]

The findings revealed that the students were aware to improve their performance in learning English when the teacher give them rewards, praises and punishment as the feedbacks towards their attitudes. The observation result also indicates that the students were enthusiastic in participating in the learning process when they were told that there would be rewards for those who could work on the questions on the whiteboards at the end of the learning process. The data from observations also confirm the participants' responses in the interviews. It showed that the learning environment in the

classroom is pleasant since there are rules forbidding sleeping or talking loudly during class, and those who break the rules risk penalties like warnings or are asked to answer a task on the whiteboard. This strategy effectively improves student performance in class and motivates them to learn English.

3. Increase student excitement in completing the task

The teachers' strategies which give rewards or praises to the student, enhance students' motivation to complete the task, mainly the functions of the games or videos that assign in the form of group work. The student confirmed that group work allows them to collaborate and compete with other students.

As student-10 stated:

"I like doing exercises from the games, like crossword puzzles or matching pictures and sentences." [AA]

The similar comment also stated by student-7:

"If it the tasks from games or videos I will do it immediately, because the task are different from the exercises in our book. The tasks from games or videos are more exciting". [NB]

Another student stated that the task is more motivating when it assign as group work. In completing a group task, students are often rewarded. As student-8 stated:

"I prefer to complete the task in a group because it feels motivating like participating in a competition where we will be rewarded if we become the winner" [GJS]

Completing a task as a group provided students the opportunity to share their opinion and increase their self-confidence. Besides, the observation result also reported that the students are more motivated in doing task as a group

because it was often rewarded in the form of snacks, pens or star stickers by the teacher instead of individual task which typically praised or given higher value.

4. Increase student motivation in improving their scores

Through the teachers' teaching strategy of giving and announcing student result, the students agreed that the strategy stimulated them in increasing their scores. In working an assignment, the students anticipated the scores by trying to do their assignment properly. As student-5 mentioned:

"When I get a bad score, I want to do better in the next assignment to get the better score. Yes, I ever got a bad score and it was announced in the classroom" [FW]

Student-1 also mentioned that:

"I try to work on my assignment seriously to get a high score. If I do not know the right answer of the assignment, I tend to ask my friends. I try to avoid the bad score because the score is announced sometimes and I simply want to have a good score even if it was not announced" [TRF]

In similar, student -8 noted that:

"If the score announced and I get the good score, I feel happy. But if the score announced and I get a bad score, I feel embarrassed and try to the further assignment correctly so my score is increased" [GJS]

A contrast opinion delivered by student-9, as he said:

"I will accept every score I get because it means it is how far my ability is. I just try to the assignment correctly, but if my score is not really good, I accept it." [MF]

Most of the student admitted that the announcement of their result affected their effort in doing the task and improving their result. The students will be introspective about their last assignments that got bad grades and try to improve them in the next assignment. Nevertheless, some of the students were

still not affected when their bad scores were announced because they insisted that they had already done their best in completing the task.

5. Increase student interest in learning English

Student motivation to learn English also increased by offering them the usefulness of English in the future. The teachers proposed that learning English would support the students in getting the best career, pursuing higher study, being good at operating technology and computers which mostly used English, and enhancing social skills. The students are excited to learn English and contribute actively in the classroom based on those benefits. student-4 stated:

“I am excited to learn English because the teacher told me that, if we can speak in English we will easily be accepted at universities and in getting a job.” [AU]

This opinion is similar to students-1 statement who is motivated to learn English because of his two brothers studied abroad and speaking English fluently. As student-1 stated:

“In the classroom and in the dormitory, I study English lessons diligently, like doing assignments properly and being active in class and try to speak in English with friends because I want to be like my two older brothers who study in Malaysia.” [TRF]

Another student also proved the previous comment. As student-7 stated:

“Besides learning English in the classroom, I also study English diligently in the dormitory to be able to speak English more fluently.” [NB]

However, some students still do not enjoy learning English due to the perception that English is a difficult language. As student-9 stated that:

“English is just very difficult for me. Even though learning English in the classroom is fun, I am having a hard time in pronouncing the word and trying to remember the meaning of every word.” [MF]

According to the students, their motivation in learning English was risen when the teacher explained to them how useful and influential English would be for them in the future. In addition, the observation data revealed that student showed the excitement in listening to the teachers' explanation about the benefit of English while presenting related short videos. The observation result also related to the participants' answers during the interviews; after the teachers explained the usefulness of English, the student showed a more vital spirit in learning English than in other speeches or stories the teacher had previously done.

B. Discussion

In this section, the researcher discusses the findings based on the research questions by reviewing and comparing them to the previous studies. All of the research questions were answered by using the findings of interview and observation.

1. What teaching strategies are applied by teacher to motivate student in learning English?

The result from interviews shows that both of teachers used learning using games, learning using videos, implementing reward, praises and punishment, giving and announcing students' results and emphasizing the benefit of English as the teaching strategies in motivating students in learning English.

This finding is supported by several previous studies investigating the same issues in various contexts. As described by Sardiman (2020) that there are several strategies which can be performed by teacher in order to motivate

students in learning, including giving value, reward, competition, ego-involvement, giving task, knowing the result, praise, punishment, desire to learn, interest and recognizing the goal. This is also related to Dornyei (2001) that in improving learner language desires, the learners' intrinsic motivation should be stimulated by presenting interesting material. The study by (Soraya et al., 2018) showed that student admired the teaching strategies where the teacher apply various activities such as, using songs, challenging quizzes in grammar and speaking practice instead of the teaching process that rely heavily on the textbooks recommended by the curriculum.

It is also consistent with the statement of Budiman (2017), presented that reward and punishment are one of the implications of Skinner behaviorism theories in teaching and learning activity especially in language learning. Hence, in the present study including reward, praises and punishment as teaching strategy is considered crucial in a language learning activity by the teachers. Furthermore, the teacher admitted to addressing the beneficial of English to the student as the teaching strategy to motivate student in learning English which was equivalent to the course presented in the study by Fang and Ren (2018). In their study the students were delivered with a broad picture of English and prepared them for future interaction and emphasizing the use of English worldwide and providing them with a global vision of English.

2. What are teachers' reasons for applying the teaching strategies?

The teacher claimed that their reason of applying games and videos as the teaching strategies was because those are enjoyable for the students. The

students attract to the challenge of the games and the interesting appearance of the videos and subsequently it helps the teachers in creating a fun learning atmosphere. This is related a function of teacher in increasing students' learning motivation which is to stimulate students' willingness to learn. In stimulating students' willingness to learn, the teacher needs to avoid repetitive and boring activities. Instead, teacher should maintain students' interest in learning by giving them certain freedom to explore the lessons independently (Djamarah, 2011). Additionally, Calvo-Ferrer (2017) mentioned that educational games still viewed an innovative tool in educational settings, though it may make students act overexcited which may also cause a disruption to their educational contents.

The teachers also mentioned that by giving rewards, praises and punishments, the learning process seems exciting and relaxed but serious at the same time. Dornyei (2001) agreed that in encouraging positive attitudes self-evaluation, the needs to provide rewards and grades in a motivating manner. In addition, by getting rewards and praises, students are allowed to maintain their positive social image. Besides, the teacher stated that announcing students' result after each task is to increase their motivation in learning after realizing of how far the progress they have made.

3. What are the influences perceived by students about the teachers' teaching strategies towards their motivation in learning English?

The third research question discussed about students' perception towards the influence of teachers' teaching strategies on their motivation in learning

English. The data analyzed regarding perception can be understood that there are two main types of motivation, extrinsic motivation and intrinsic motivation. However, the findings of this study demonstrated that between the two types motivation, extrinsic motivation of the student is more affected than their intrinsic motivation. Nevertheless, the self-determination concept mentioned that student's extrinsic motivation can be developed to influence their intrinsic motivation through delivering stimulating and relevant learning material to the students (Ryan & Deci, 2000). The interview result indicated that the most of students considered learning using various activities such as games and watching videos was developing their motivation in learning English. The students are attracted to solve the challenge of the games and also attracted to focus on the videos showed by teachers. Hainey et al. (2016) noted that games-based learning has developed a reputation with educationalists as a potentially interesting form of additional learning instruction that could improve the teaching and learning activity. It has been used at all educational levels, including primary, secondary and tertiary education.

Furthermore, besides the fun learning environment, the student also mentioned that they followed the learning activities thoroughly to avoid the punishment. In this case, teachers' friendly behaviors in the classroom develop a good relationship between student and teacher. It improves students' awareness of their performance in English classroom which was related to Guilloteaux and Dornyei (2018) finding of motivation studies.

The next students' perception towards the teaching strategies is that the learning activities encouraged them to do their best in completing the task. Completing the task in the form of games and completing the task that assigned based on the videos they watched has enhanced their motivation. In addition, the student enjoyed learning using videos and games because most of the time it required them to work in a group. The students mentioned that working in a group boost their confidence because they can collaborate each other's perspective in completing the task. Dornyei (2001) mentioned in the concept of motivational teaching practice in maintaining and protecting motivation, the teacher should promote cooperation among the students.

Moreover, most of students perceived that the usefulness of English attracted them to learn English. The teachers exposed the importance of English for their future career, job or social skill to the student. By understanding the advantageous of English, students were encouraged to learn English more actively. This is related to Ruesch et al (2012) study about student and teacher perceptions of motivational strategies in the foreign language classroom that mentioned the importance of stressing the benefit of English.

The observations result also reported that teachers' teaching strategy influences both intrinsic and extrinsic student motivation.

Finally, the researcher concluded that using variety of interesting learning activities increased student motivation in learning English. Meanwhile, the implementation of rewards, praises and punishment and announcing students

results influences students' extrinsic motivation and helps promote students' awareness to improve their learning progress and . This is similar to the findings of Apriliani (2020) research which shows that using variety of learning activities, giving praises, giving motivational stories of usefulness of English successfully increased students' motivation in learning English.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis in the previous chapter shows that the teacher applied five teaching strategies, including learning using games and videos, implementing rewards, praise, and punishment, giving and announcing students' results, and emphasizing the usefulness of English.

Learning using games and videos was conducted by the teacher because of the attractive appearance of the videos. The challenge of the games was to diversify the teaching and learning activities to increase student motivation in learning English. Subsequently, the teaching strategies of implementing reward, praise, and punishment and giving also announcing student results were applied by teachers to improve student performance in the classroom during the teaching and learning activity. Lastly, emphasizing the usefulness of English was employed to let the student acknowledge why they should learn English. The teacher perceived that the student should understand the reason for learning to participate thoughtfully in the teaching and learning process. In conclusion, the teacher used these five teaching strategies because of their effectiveness in promoting students' motivation to learn.

The student perceptions towards the influence of teachers' teaching strategy on their motivation were also discussed in this study. Student perceived that the teachers' teaching strategies influenced their motivation in learning English in many aspects, including: develop student motivation in

learning English, increase student awareness of their performances, increase student excitement in completing the task, increase student motivation in improving their scores and increase their interest in learning English.

The observations results also validated that the teachers and students conducting English learning process in a fun learning environment. The strategies that the teachers applied increased students' excitement in the classroom.

Nonetheless, there is no specific strategy to apply and appropriate for all students; therefore, the teacher needs to use various strategies to help students improve their motivation to learn English.

B. Suggestions

For teachers, this study encourages the teachers to recognize aspect that influenced students' motivation towards the teaching strategies. Most of students enjoy the learning activities better through games and other various learning media. Thus, the teachers should apply more various interesting learning activities such as games, ice breaking and various sources of learning media to increase student motivation in learning English.

For the school, this research can be considered as an introspection context to educate teachers of any subjects to apply various learning activities in order to increased students' motivation.

Finally, this study was limited to only two teachers and ten students of first grade of Junior high school participation. For a better comprehending of teacher teaching strategy and its influence on student motivation, further

research is essential to be conducted with larger sample to obtain more credible findings. The forthcoming researcher is also suggested to explore the factors to improve students' motivation. In this way, various studies on teachers' strategies and student motivation are considered to be helpful in education field.



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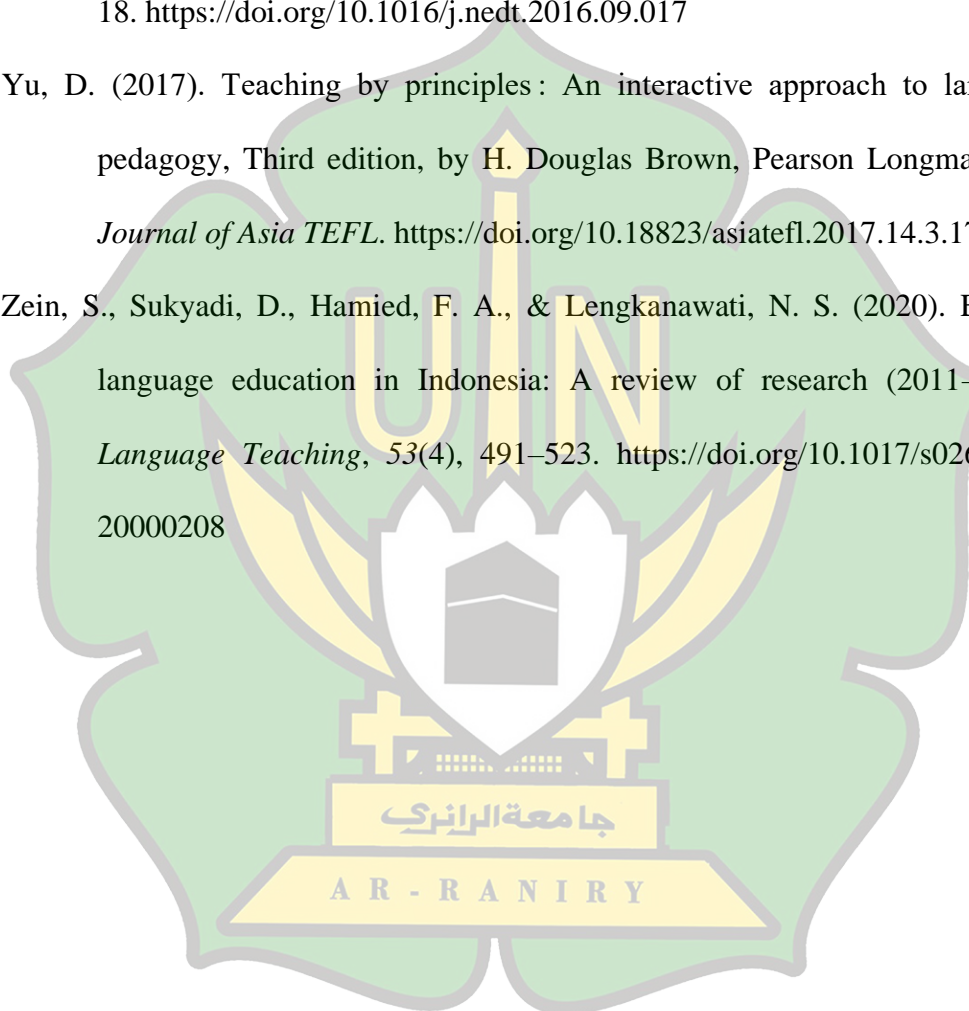
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APPENDICES

Appendix A Appointment Letter of Supervisors



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B - 5266/Un.08/FTK/KP.07.6/04/2023

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

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-/Un.08/FTK/KP.07.6// tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022
- MEMUTUSKAN
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-/Un.08/FTK/KP.07.6// tanggal
- KEDUA : Menunjuk Saudara:
1. Dr. Nashriyah, M.A. **معة الرانيري** Sebagai Pembimbing Pertama
2. Azizah, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Dinda Fitria
NIM : 180203075
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Teachers' Teaching Strategy on Student Motivation in English Learning
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 05 April 2023

Dekan,

Saiful Huluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan).
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan.

Appendix B

Recommendation Letter from Kantor Kementerian Agama Kabupaten Aceh Besar to Conduct Field Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
Jalan Bupati Bachtiar Panglima Polem, SH. Telpn 0651-92174. Fax 0651-92497
Kota Jantho – 23911
email : kabacehbesar@kemenag.go.id

Kota Jantho, 16 November 2022

Nomor : B-1256/KK.01.04/PP.00.01/11/2022
Lampiran : -
Perihal : Keizinan Pengumpulan Data Penelitian Ilmiah Mahasiswa

Kepada Yth.
Kepala MTsS Tgk. Chiek Oemar Diyan

di –

Tempat

Sehubungan dengan Penyelesaian Tugas Penelitian Ilmiah Mahasiswa Pada Program Studi Pendidikan Bahasa Inggris UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-14816/Un.08/FTK.1/TL.00/11/2022 tanggal 15 November 2022. " *The Influence of Teachers' Teaching Strategy on Student Motivation in Learning English* " perihal sebagaimana tersebut dipokok surat, maka dengan ini memberi izin kepada nama yang tersebut dibawah ini :

Nama : Dinda Fitria
NIM : 180203075
Pogram Studi : Pendidikan Bahasa Inggris

Untuk melakukan pengumpulan data dalam rangka penyusunan tugas penelitian ilmiah mahasiswa, di MTsS Tgk. Chiek Oemar Diyan. Selama tidak melanggar ketentuan dan per undang-undangan yang berlaku.

Atas bantuan dan kerja samanya kami ucapkan terima kasih.



Tembusan:

1. Kepala MTsS Tgk. Chiek Oemar Diyan
2. Arsip

Appendix C

Research Approval Letter from the Research field



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH TKG. CHIEK OEMAR DIYAN
Krueng Lambareung – Indrapuri – Aceh Besar 23363 e-mail : oemardiyan@gmail.com
NSM : 121211060005 NPSN : 10114377

SURAT KETERANGAN PENELITIAN
No. B-023/MTs.01.04.13/12/2022

Yang bertanda tangan di bawah ini :

Nama : M. Syafari, S. Pd.I., M.S.I
NIP : 19710508 200701 1 002
Jabatan : Kepala Madrasah
Pada : MTsS Tgk. Chiek Oemar Diyan

menerangkan bahwa :

Nama : Dinda Fitria
NIM : 180203075
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat : Desa Sinyeu Kec. Indrapuri Kab. Aceh Besar

benar yang namanya tersebut di atas telah melakukan penelitian di MTsS Tgk. Chiek Oemar Diyan Krueng Lamkareung Indrapuri Aceh Besar dengan judul *"The Influence of Teachers' Teaching Strategy on Student Motivation in Learning English"*.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Indrapuri, 14 Desember 2022
Kepala MTsS Tgk. Chiek Oemar Diyan



M. Syafari, S. Pd.I., M.S.I
NIP. 19710508 200501 1 002

معنة الرانيري

AR - RANIRY

Appendix D

Interview Protocol for Teacher

I. Jadwal wawancara

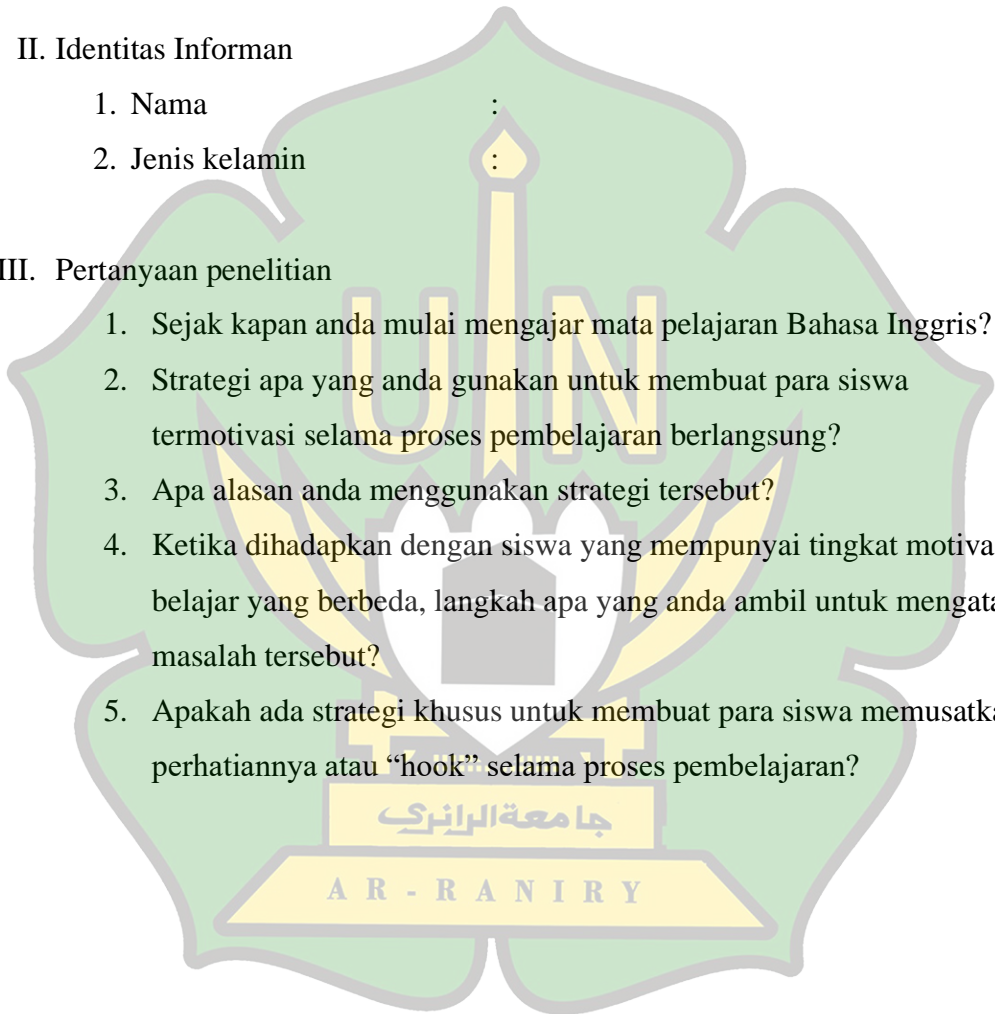
1. Tanggal, Hari :
2. Waktu mulai dan selesai :

II. Identitas Informan

1. Nama :
2. Jenis kelamin :

III. Pertanyaan penelitian

1. Sejak kapan anda mulai mengajar mata pelajaran Bahasa Inggris?
2. Strategi apa yang anda gunakan untuk membuat para siswa termotivasi selama proses pembelajaran berlangsung?
3. Apa alasan anda menggunakan strategi tersebut?
4. Ketika dihadapkan dengan siswa yang mempunyai tingkat motivasi belajar yang berbeda, langkah apa yang anda ambil untuk mengatasi masalah tersebut?
5. Apakah ada strategi khusus untuk membuat para siswa memusatkan perhatiannya atau “hook” selama proses pembelajaran?



Appendix E

Interview Protocol for Student

I. Jadwal wawancara

1. Tanggal, hari :
2. Waktu mulai dan selesai :

II. Identitas informan

1. Nama :
2. Kelas :

III. Pertanyaan penelitian

1. Sejak kapan anda mulai mempelajari Bahasa Inggris?
2. Pernahkah anda mempelajari Bahasa Inggris diluar sebagai mata pelajaran di sekolah sebelumnya?
3. (Anda telah mempelajari Bahasa Inggris sejak beberapa tahun yang lalu dan berpengalaman dalam mempelajari Bahasa Inggris selain di sekolah). Menurut anda, apa saja factor yang mempengaruhi motivasi anda dalam mempelajari Bahasa Inggris?
4. Bisakah anda menceritakan secara singkat, bagaimana proses pembelajaran Bahasa Inggris di kelas berlangsung?
5. Menurut anda, apakah strategi tersebut membuat anda merasa termotivasi dalam proses pembelajaran Bahasa Inggris?
6. Dari segi manakah strategi tersebut dapat membuat anda termotivasi dalam mempelajari Bahasa Inggris?

Appendix F
Observation Sheet

OBSERVATION (Adapted from: Sardiman, 2020)

Indicators	Component	Students reaction	Description
Teaching strategies used to motivate students in learning English	Giving value		
	Reward		
	Competition		
	Ego-involvements		
	Giving tasks		
	Knowing the outcomes		
	Praise		
	Punishment		
	Setting the goal		

Appendix G
Autobiography

Name : Dinda Fitria
Student Number : 180203075
Place/ date of Birth : Indrapuri/ January 5th, 2001
Religion : Islam
Sex : Female
Nationality/ Ethnic : Indonesian/ Acehnese
Occupation : Student
Address : Desa Sinyeu, Kec. Indrapuri, Kab. Aceh Besar
Email : dindafitriadarmi@gmail.com

Educational Background

- a. Elementary School : MIN 1 Aceh Besar
- b. Junior High School : MTsS Oemar Diyan
- c. Senior High School : MAS Oemar Diyan
- d. University : UIN Ar-raniry Banda Aceh

Parent

- a. Father : Darmi Ibrahim
Occupation : Civil Servant
- b. Mother : Erlina Rusli
Occupation : Housewife

