TEACHERS' STRATEGY IN BUILDING STUDENTS' ENGLISH LEARNING MOTIVATION AT THE GRADE XI STUDENTS OF SMA N 4 PADANGSIDIMPUAN

Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

SAIMA PUTRI HARAHAP
Reg. Number. 19 203 00026

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
2023

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LETTER OF AGREEMENT

Term : Thesis

a.n. Saima Putri Harahap

Padangsidimpuan, 05 June 2023

To : Dean of Tarbiyah and Teacher Training Faculty

In-

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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Saima Putri Harahap,** entitled *"Teachers' strategy in building students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan"*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuann in article 14 verse 2.

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ABSTRACT

Name   : Saima Putri Harahap
Reg. Number   : 19 203 00026
Title of Thesis   : Teachers' Strategy in Building Students' English Learning Motivation at the Grade XI Students of SMA N 4 Padangsidimpuan

This research is intended to investigate teacher's strategy in building students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan. The problems that faced by the students in learning English were : 1) Some students do not like English because they do not understand it, 2) Students feel difficult to learn English because they have to memorize a lot of grammar rules and vocabularies, 3) Students are easy to be influenced by their other friends to dislike the lesson because they underestimate the lesson as a result they do not focus and miss the lesson. The purpose of this research is to know what the strategies used by the English teacher to build students English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan. This research used qualitative research in descriptive method. The data sources of this research were the English teachers of XI grade students of SMA N 4 padangsidimpuan. The data were collected through observation and interview. This research is analyzed by using Miles and Huberman's interactive model of data analysis including reducing the data, displaying the data, taking conclusion and verification. This research used method triangulation to check the data trustworthiness. Based on the result of the research, it can be concluded that the strategies used by the English teachers were categorized into four part including creating the basic motivational condition, generating intial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

Key Words : Teaching Strategy, Students' Learning Motivation

ABSTRAK

Nama   : Saima Putri Harahap

NIM   : 19 203 00026

Judul   : Strategi Guru dalam Membangun Motivasi Belajar Bahasa Inggris Siswa Kelas XI SMA N 4 Padangsidimpuan

Penelitian ini fokus pada strategi guru dalam membangun motivasi belajar Bahasa Inggris siswa kelas XI SMA N 4 Padangsidimpuan. Ada beberapa masalah yang dihadapi siswa dalam belajar Bahasa Inggris diantaranya : 1) Beberapa siswa tidak menyukai Bahasa Inggris karena mereka tidak memahaminya, 2) Siswa merasa sulit belajar Bahasa Inggris karena mereka harus menghafal berbagai struktur bahasa kosa kata, 3) Siswa mudah sekali dipengaruhi oleh teman-temannya agar tidak menyukai Bahasa Inggris karena mereka menganggap sepele pelajaran pelajaran Bahasa Inggris yang mengakibatkan mereka tidak fokus dan ketinggalan pelajaran. Penelitian ini bertujuan untuk mengetahui informasi tentang strategi guru dalam membangun motivasi belajar Bahasa Inggris siswa kelas XI SMA N 4 Padangsidimpuan. Jenis penelitian ini adalah kualitatif dengan menggunakan metode deskriptif. Pastisipan penelitian ini adalah guru Bahasa Inggris kelas XI SMA N 4 Padangsidimpuan. Data dikumpulkan melalui observasi dan wawancara. Analisis data dilakukan menggunakan metode Miles dan Huberman yang meliputi reduksi data, menyimpulkan dan memverifikasi. Penelitian ini menggunakan metode triangulasi untuk mengecek keabsahan data. Berdasarkan hasil dari penelitian, dapat disimpulkan bahwa strategi-strategi mengajar yang digunakan guru Bahasa Inggris kelas XI SMA N 4 Padangsidimpuan dalam membangun motivasi belajar Bahasa Inggris dikategorikan menjadi 4 bagian yaitu menciptakan kondisi motivasi dasar, membangkitkan motivasi awal, memelihara dan mempertahankan motivasi, dan yang terakhir adalah mendorong evaluasi diri yang positif.

Kata Kunci : Strategi Mengajar, Motivasi Belajar Siswa

خلاصة

اسم	:	سيمة فوتري هارهاف
ريج. رقم	:	١٩٢٠٣٠٠٠٢٦
عنوان الرسالة	:	استراتيجية المعلم في بناء دافع تعلم اللغة الإنجليزية للطلاب في الصف الحادي عشر طلاب المدرسة الثانوية الحكمية ٤ بادنغ سيدمبوان

يهدف هذا البحث إلى التحقيق في استراتيجية المعلم في بناء دافع تعلم اللغة الإنجليزية للطلاب في الصف الحادي عشر لطلاب المدرسة الثانوية الحكمية ٤ بادنغسيدمبوان. كانت المشكلات التي واجهها الطلاب في تعلم اللغة الإنجليزية هي: ١) بعض الطلاب لا يحبون اللغة الإنجليزية لأنهم لا يفهمونها ، ٢) يشعر الطلاب بصعوبة تعلم اللغة الإنجليزية لأنه يتعين عليهم حفظ الكثير من القواعد والمفردات النحوية ، ٣) من السهل أن يتأثر الطلاب بأصدقائهم الآخرين لكراهية الدرس لأنهم يقللون من أهمية الدرس نتيجة لذلك فهم لا يركزون ويفوتون الدرس. الغرض من هذا البحث هو معرفة الاستراتيجيات التي يستخدمها مدرس اللغة الإنجليزية لبناء تحفيز الطلاب على تعلم اللغة الإنجليزية في الصف الحادي عشر لطلاب المدرسة الثانوية الحكمية ٤ بادنغسيدمبوان. استخدم هذا البحث البحث النوعي بالمنهج الوصفي. كانت مصادر بيانات هذا البحث هي معلمي اللغة الإنجليزية لطلاب الصف الحادي عشر في المدرسة الثانوية الحكمية ٤ بادنغسيدمبوان. تم جمع البيانات من خلال الملاحظة والمقابلة. يتم تحليل هذا البحث باستخدام نموذج مايلز وهوبرمان التفاعلي لتحليل البيانات بما في ذلك تقليل البيانات وعرض البيانات وأخذ الاستنتاجات والتحقق. استخدم هذا البحث أسلوب التثليث للتحقق من مصداقية البيانات. بناءً على نتيجة البحث ، يمكن استنتاج أن الاستراتيجيات المستخدمة من قبل معلمي اللغة الإنجليزية تم تصنيفها إلى أربعة أجزاء بما في ذلك إنشاء الحالة التحفيزية الأساسية ، وتوليد الدافع الداخلي ، والحفاظ على الدافع وحمايته ، وتشجيع التقييم الذاتي الإيجابي. تم جمع البيانات من خلال الملاحظة والمقابلة. يتم تحليل هذا البحث باستخدام نموذج مايلز وهوبرمان التفاعلي لتحليل البيانات بما في ذلك تقليل البيانات وعرض البيانات وأخذ الاستنتاجات والتحقق. استخدم هذا البحث أسلوب التثليث للتحقق من مصداقية البيانات. بناءً على نتيجة البحث ، يمكن استنتاج أن الاستراتيجيات المستخدمة من قبل معلمي اللغة الإنجليزية تم تصنيفها إلى أربعة أجزاء بما في ذلك إنشاء الحالة التحفيزية الأساسية ، وتوليد الدافع الداخلي, والحفاظ على الدافع وحمايته ، وتشجيع التقييم الذاتي الإيجابي.

الكلمات المفتاحية: إستراتيجية التدريس ، دافع التعلم لدى الطلاب

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I never realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, 5 June 2023
Researcher

SAIMA PUTRI HARAHAP
Reg. Numb. 19 203 00026

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CHAPTER I

INTRODUCTION

A. **Background of the Problem**

The teacher should give the best way of teaching to make students understand and interested in English. First, developing the teaching strategies. Inasmuch as they really determine students' learning outcome. Second, the teacher should prepare the teaching method that promote students with an approach that suit their interests and needs. Third, using the teaching media related to the things they like. Next, the teacher need to explore further about students' preferences so she or he can find out what activities they like to motivate and interested in learning. These ways will make learning English fun.

According to Ellis, the teacher need to entirely investigate the things that are implicated in motivating the students undertaking tasks well.[1] They need to be careful about identifying factors that can encourage students, as they influence students' achievement in the classroom. Therefore, it is very important to identify the underlying factors that may have influenced students' motivation to learn English, particular in the practical sense of the teacher who wishes to stimulate students' motivation.

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[1] Rod Ellis, *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 2008).

Then, Harmer defines motivation as the "internal drive" that compels someone to act.[2] He goes on to say that if we believe that our objective is worthwhile and appealing to us, we will work to achieve it; this is known as "the action driven by the motivation". It implies that motivation will happen when somebody has a siginificant objective. Additionally, according to Dornyei, motivation is a vague, speculative ideas that is used to explain why people think and act in certain ways. In conclusion, motivation refers to one of the fundamental facets of the human mind, and the majority of educators also researchers occur that it plays a critical part in deciding success and failure in any learning setting. In the other hands, learning and motivation are equally crucial for reaching goals. We acquire new knowledge and skills through learning and studying, whereas motivation pushes or prouds us to engage in the learning activity.

According to Dimyati and Mudjiono, the motivation is impected by a few things. Future objectives, students' condition, students' capabilities, students' environmental condition, dynamics variables in learning and the teachers' efforts in teaching the students are among of them.[3] The aspirations to achieve goals develop desire to do and the emergence of goals is also accompanied by personality development.

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[2] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (England: Pearson Longman, 2007), https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition _Jeremy_Harmer.

[3] Dimyati and Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 2013).

Furthermore, the students with greater aptitude for learning will be more driven to learn because they experience success more frequently. The living environment, family, social environment, classmates and community life, as well as a safe, tranquil, and organized setting, all have a significant impact on students' motivation to learn.

Related to the English learning motivation, the researcher interviewed an English teacher of SMA N 4 Padangsidimpuan. She claimed that some students in SMA N 4 Padangsidimpuan really like learning English in the classroom, while some of them do not really like it. They dislike English because they cannot grasp it. They feel difficult learning English because they have to memorize a lot of grammar rules and vocabularies. They are also easy to be influenced by their other friends to dislike the lesson because they underestimate the lesson as a result they do not focus and miss the lesson.

Then, she told that the students who like learning English are more ethusiatic and energetic while the teaching and learning process are on going compared with the students that do not really like learning English. The teacher also said that the learning outcome of the students with high interested will be higher than others. Therefore, preference to like or dislike learning English does not just appear out of nowhere but it is predisposed by several elements, both internal and external factors. Someone will succeed to learn English if there is a desire or intention to

study within herself or himself. This desire or drive to learn is called as motivation.

Every teacher needs to be able to inspire their students to study. The professors themselves make an effort to inspire the students. One of the most important factors in effective teaching is the teachers' endeavor to increase motivation. According to Brophy, learning is enjoyable and engaging, the curriculum should be tailored to the interests and skills of the pupils.[4] If the pupils are not having fun while learning, the teacher needs to make it fun for them. The teachers must provide enganging teaching materials, strategies that complement students' skills, and an approach that is appropriate for their learning styles. Finally, the sudents will feel motivated and successful in English as a result.

Based on the explanations given above, the researcher has an interest in studying how the teachers increase students' motivation to learn English. Threfore the title of this study is "Teachers' strategy in building students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan".

B. Focus of the Problem

Based on the background of the problem mentioned above, the research is focused on the extrinsic motivation from the English teachers

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[4] Jere Brophy, *Motivating Students to Learn*, 3rd ed (New York: Routledge, 2010).

in teaching English at the grade XI students of SMA N 4 Padangsidimpuan.

C. Formulation of the Problem

The problem in this research is stated as "How are the strategies used by the teachers to build students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan?".

D. Purpose of the Research

Based on the formulation of the problem above, the purpose of the research is to investigate and to know the teaching strategies applied by the teachers to build the students' English learning motivation at the grade XI of SMA N 4 Padangsidimpuan

E. Significances of The Research

The researcher hopes that the result of this study will be helpful to:

1. English teachers, who will be able to enhance their methods for inspiring students to learn English.

2. Further researchers, as reference or more information about the English teaching and and learning activities.

F. Definition of Key Terms

There are some terms used in this research as follow :

1. Teaching Strategy

Teaching strategy is the method used to provide information and learning materials to students in a specific learning environment including the planning or designs,

diversity, and arrangement of activities that can convey learning skills to students.[5]

2. Motivation

Motivation refers to a theoritical concept to explain human behavior and the reasons behind why people act and think in certain ways. It is used to explain the initation, instructions, magnitude, tenacity, and the level of conduct, especially goal directed behavior. In other words, conduct and motivation are related.[6]

G. Outline of the Thesis

The researcher divided the systematic portion of the investigation into five chapters in this section. Each chapter includes a number of smaller chapters which are listed as follow : chapter one includes of background of the problem, focus of the problem, formulation of the problem, purpose of the problem, significances of the problem, definition of key terms, and outline of the thesis.

Chapter two consists of theoritical descriptions that explains about definitions of motivation, definitions of English learning motivation, kinds of motivation, indicators of students' learning motivation level, factors that influence students' motivation, the motivational strategies in teaching, and review of related findings.

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[5] Colombo, Michaela, *Teaching English Language Learners* (London: Sage Publication, 2012).

[6] Brophy, *Motivating Students to Learn*, 3.

Chapter three consists of research methodology which incude place and time of the research, research design, source of data, instrument of the research, tehnique of data collection, data analysis technique, and trustworthiness of the data.

Chapter four includes of findings of the research about the teacher's teaching strategis in building students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan. Finally, chapter five consists of conclusion, implication and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Description

1. Definitions of Motivation

Motivation is concerned with the factors that stimulate or inhibit the desire to engage behavior. Understanding what drives people to rnake particular decisions, to engage in action or behavior, to devote effort on it, and to continue in it is known as motivation. The word rnotivation is derived from the Latin verb "movere" which rneans "to move".[7] It is the orientation of human behavior toward acquiring a second or foreign language in the setting of an English learner.

A theoretical concept known as motivation is used to describe the initiation, instructions, intensities, tenacity, and quality of activity, particularly behavior that is goal-directed. One of the most crucial ideas in psychology is motivation, which aims to explain human behavior and why people act and think in certain ways. In other words, motivation is linked to our actions. Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do. The majority of educators and academics concur that motivation is connected to one

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[7] Zoltan Dornyei and Ema Ushoida, *Teaching and Researching Motivation*, Second edition (Great Britain: Pearson Education, 2011).

of the fundamental facets of the human mind and plays a critical role in determining success or failure in every learning environment.[8]

Additionally, according to Dornyei, the "antecedents" of motivation are what matter most which are the reasons why someone feels a certain way or has certain goals in mind.[9] Motivational study seeks to understand these antecedents. To put it simply, the researcher comes to the conclusion that the term "motivation" is employed to express what a person wants, believes, or feels. As a result, motivation explains why people choose to do something as well as how hard they will work at it and how long they will stick with it.

2. **Definitions of English Learning Motivation**

According to experts, there are some definitions of motivation for learning a foreign language. According to Dornyei, motivation is a complex idea that has been the focus of academic inquiry in a variety of fields, and no one theory is currently in place that can adequately explain its whole complexity. Additionally, he said that motivation explains why people choose to accomplish something as well as how hard they are going to work toward it and how long they are prepared to continue doing it.[10] Gardner further affirmed that motivation is a multifaceted, very

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[8] Zoltán Dörnyei, *Motivational Strategies in the Language Classroom* (Cambridge: Cambridge University Press, 2010).
[9] Dörnyei, 6.
[10] Dörnyei, 7.

complex phenomenon. This is due to the fact that many views have looked at motivational expression in various ways.[11]

There are many different ways to define motivation in the context of language learning. Lightbown and Spada pointed out that it is difficult to study motivation in language learning. Two factors that are students' communication demands and their attitudes toward the language community can be used to explain this.[12] Additionally, according to Parsons, Hinson, and Brown, motivation is a key element or feature in the learning process. To accornplish sornething, both learning and rnotivation are essential.[13] Then, Gardner considered that motivation is perceived to be composed of three elements such as; effort, desire, effect.[14] The term "effort" refers to the amount of time a motivation that students put into studying a foreign language. The effect refers to the students' motional responses that are associated to language acquisition, while the desires refers to the students' level of desire to become fluent in the language.

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[11] Robert Gardner, *The Socio-Educational Mole of Second Language Learning* (Massauchetts: Newburry House Publisher, 2006).

[12] P.M. Lightbown and N Spada, *How Languages Are Learned ?* (Oxford: Oxford University Press, 1999).

[13] R Parsons, S Hinson, and D Brown, *Educational Psychology : Practiooner - Researcher Models of Teaching* (University og Virginia: Wardswoth Thomson Learning, n.d.).

[14] Gardner, *The Socio-Educational Mole of Second Language Learning*, 7.

3. Kinds of Motivation

Some categories exist for motivation. According to Deci & Ryan cited in Yandi, motivation is divided into two kinds that can be described as follow :

a. Intrinsic Motivation

Intrinsic motivation involves the activities with no apparent forward except the activity itself. intrinsic motivation means that language learners desire to obtain sense of satisfaction and happiness from the process of learning the target language. Intrinsic motivation suggests thelearners who are motivated intrinsically, the learning will be higher. In another word, intrinsic motivation came from inside of students' herself or himself. Moreover, Noels et al cited in Yandi divided intrinsic motivation into three parts as follow :

1. Knowledge

Knowledge is a motivation to learn any languages like second or foreign language, explored bright idea, and developed knowledge.

2. Accomplishment

Accomplishment is defined as the attempt to control the tasks or to reach any goals.

3. Stimulation

Stimulation is sornething that correlated with the motivation based on the inflammability or doing some tasks, for instance the good recognition or joy and fun.

Based on explanation above, intrinsic motivation is a motivation that arises from within a person without requiring external stimulation.

b. Extrinsic Motivation

Deci and Ryan cited in Yandi said that extrinsic motivation is an environmental activators such as food, fee, confession, and so on that can lead someone's actions to reach any desires. It is driven by the desire for reward from the outside. They came of the goal for getting the retribution from the environment. Extrinsic motivation is correlated with some expectancies of a prize from thereout and through themselves. Extrinsic motivation means that a language learner learns the ways of studying the objective language.[15] In another word, this kind of motivation is focused on the outside of the person herself/himself, it can be come from the environment such as families, teachers, friends, even her or his own condition.

In addition, Lambert and Gardner in Wahyudi stated that there are two kinds of motivation based on the purpose as follow :

a. Instrumental Motivation

Instrumental motivation suggested and implies that a learner studied some languages in promotion of goals related to an employment or any other wortwhile reasons and involved desires as profession increment, reading technic material, translators, jobs,

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[15] Afri Yandi, "Teachers' Strategies in Increasing Students' Motivation in on-Line English Learning at MtsN 6 Tanah Datar" (Batusangkar, State Institute For Islamic Studies Batusangkar, 2021).

positioned and statuses. Instrumental motivation points the language learner's beneficial motives in the ways of objective languages. The language learner in this type of motivation is more sluggish and viabel in studying the objective languages and they shown less excitement in the practice of objective language communities.

b. Integrative motivation

Integrative motivation meant learning the languages with the intention of participating in the culture of its people. The purpose of culture is to help people to identify with it and integrated into that societies. Student need to be drawn to the target language community's culture in order to engage them in integrative motivation. Integrative motivations refer to language learners' enthusiasm for acquiring the objective language for assimilating to the targetted language's culture. Language learners's intense interest in communities outside of their target language can be seen in their use of integrative motivation. Harmer cited in Wahyudi added that integrative motivation refers to a strong desire to integrate into the target language.[16] They want to assirnilate into that culture.

Wen in Jingyi & Yi classified the motivation become surface and deep motivation as follow :

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[16] Muhammad Wahyudi, "The Strategies of the Teacher in Motivating Their Students in Learning English" (Surakarta, State Islamic Institute of Surakarta, 2017), file:///C:/Users/User/Downloads/adoc.pub_thesis-submitted-as-a-partial-requirements-for-deg.pdf.

a. Surface motivation

Surfaces motivation are the foreign languages learnt for the surfaced material encouragements, as to get a graduate degree or any jobs.

b. Deep motivation

Deep motivation is learning any languages for the non-material stimulations like study the foreign or second languages for getting the knowledge.[17]

Based on the explanation above, it can be summarized that learning motivation has some kinds and types according to some experts. In this case, the researcher agrees with Deci & Ryan that learning motivation is splitted becoming two types, spesifically the intrinsic motivation and exrinsic motivation.

4. Indicators of Students' Learning Motivation Level

There are several indicators of students' learning motivation. Wulandari and Surjono in Ferismayanti stated that, to know the stage of learners' learning motivation, we need various indicators of the motivation in learning as follow :

1. A commitment to learn it

2. A desire to study.

3. Adaptable in the face of difficulty.

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[17] Zhang Jingyi and Peng Yi, "A Review on College Transfer Majors and Their English Learning Motivations," *Infogain Publication* 6, no. 3 (2021).

4. Learning on your own way.

5. The desire to learn effectively.

6. Praise, appreciation, and rewards.[18]

According to Sadirman in Rahmawati, the following are some signs that students are motivated to leam as follow:

1. Students who approach their assignments with diligent are able to work diligently, consult references, and ensure that their work is complete.

2. Students who are resilient in the face of challenges never give up when faced with challenges.

3. Takes an interest in different issues and works to find solutions.

4. The students are less interested in monotonous learning if they become quickly bored with routine tasks or those that are mechanical, repetitive, and imaginative.

5. The ability to defend one's position to demonstrates a student's tenacity in argument.

6. The inability to easily give up one's beliefs demonstrates that the person firmly holds the opinions they have.

7. The responsibility to work or do the assignments and tasks independently.[19]

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[18] Ferismayanti, "Meningkatkan Motivasi Belajar Siswa Pada Pembelajaran Online Akibat Pandemi Covid-19," 2020, http://lpmplampung.kemdikbud.go.id.
[19] Rima Rahmawati, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Kelas X SMA Negeri 1 Piyungan Pada Mata Pelajaran Ekonomi Tahun Ajaran 2015/2016" (Yogyakarta, Universitas Negeri Yogyakarta, 2016).

Additionally, according to Hamzah, the following categories can be used to group learning motivation indicators as follow :

1. The desire to succeed and future goal

2. The motivation for learning and its requirements

3. The availability of aspirations for the future

4. An appreciation for education

5. The availability of engaging learning activities

6. The provision of a conductive environment for learning that enables a student to do well.[20]

The researcher drew conclusion that there are some signs of students' learning motivation based the above explanation. In other words, the students who have met the aforementioned indicators of student motivation above are the ones who have high motivaion.

5. **Factors that Influence Students' Motivation**

There are factors that affect the students when motivting them to learn. According to Dimyati and Mudjiono in Rahmawati, there are a number of factors that influence the learning motivation as follow :

1. Students' Aspiration and Goals

Students' aspiration to succeed will boost their motivation to leam and rnotivate them to do so.

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[20] Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*, first edition (Jakarta: Bumi Aksara, 2007), https://g.co/kgs/y1hyRc.

2. Capability to Learn

Learning ability includes a variety of psychological traits that students posses, such as fantasy, intellect, and powers of observation, attention, and memory. In this type of factor, which is learning ability, serves as a gauge for how students' thinking abilities are developing. Students who think operationally (based on observation related to the ability capacity for reason) are different from students who think concretely (based on real-world experiences). High achieving students are frequently more motivated to learn because they are more likely to succeed, which in turn will increase their motivation.

3. Psysical and Spiritual Health of Students

The mental, emotional, and spiritual health of students can impact their motivation to learn. Students' ability to concentrate or pay attention while learning will be affected by their physical or emotional health, hunger, and emotional state.

4. Students' Environmental Condition

The environment of the students can take the form of the outside world, the home, or family environment, the social circle or friend peers, and community life. Inasmuch as of its favorable environmental conditions, tranquility, order, and beauty, the motivation and learning spirit are easily maintaned. The social environment can be divided into two categories; the primary

social environment which is the social environment in which people have close relationships and are acquainted though of the environments of the family, friends, and teachers. Second, the social environment is the life surroundings of the neighborhood.

5. Dynamic Learning Component

    Dynamic learning elements are referred to those whose presence in the learning process is erratic, occasionally weakened, or even completely gone. Dynamic factors on students include their attendance status, goals, and ways of thinking that change as a result of their exposure to life in their environment.

6. Teachers' Effort Teach Students

    The efforts are the teacher's preparation for teaching students, starting with their mastery of the subject matter and moving on how to present it, hold their attention, and endforce classroom rules. [21]

    Additionally, according to Yusuf, motivation can be caused by both internal and external factor that can be described as follow:

1. Internal factors

    Internal factors were distributed to two varieties, that are psychological and physical factor. Psychological elements influence whether or not the students engage in studying

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[21] Rahmawati, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Kelas X SMA Negeri 1 Piyungan Pada Mata Pelajaran Ekonomi Tahun Ajaran 2015/2016," 18.

activities. This elements has to do with the students' spiritual well-being. In the meantime, physical factors are those that affect a person's body and appearance. The five senses' health as well as nutrition are included in this physical function.

2. External factors

Social and non-social factors make the two categories of extemal factors. Social factors are those that originate from the people in a students' immediate environment, including their teacher, parent, friend, and neigbor. Non-social factor, on the other hand are those that result from the physical surroundings of learner, such as the climate, enviroment in which they live, and also quality of educational facilities.[22]

According to the explanation given above, the elements that can affect students' encouragement include their aspirations, learning capacities, spiritual and physical well-being, environmental conditions of students, element dynamics of learning as well as the teacher's rnethod for inspiring students to learn.

6. The Motivational Strategies in Teaching

There are numerous types of motivational teaching strategies recommended by professionals. First, as claimed by Dornyei, teachers can employ the following four types of motivational teaching strategies and techniqes as follow :

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[22] Yusuf, *Program Bimbingan Dan Konseling Di Sekolah* (Bandung: Rizki Press, 2009).

a. Creating the Basic Motivational Condition

   To get the right encouragement in this section, a few prerequisites are crucial. There are three essential motivational factors, spesifically :

 a. appropriate teacher behaviours and a good relationship with the students,

 b. a pleasant and supportive classroom atmosphere,

 c. a cohesive learner group with appropriate group norms.

   Then, he breaks it into a portion as follow :

1. Show and discuss your personal enthusiasm for the course material and how it affects you. For instance, the teacher could demonstrate to students how their meaningful experiences can inspire them. The instructor or teacher can then share her or his.

2. Takes the education of the students solemnly. The teacher could shows that they are concerned about the students' academic progress.

3. Establish a close connection with the students. The teacher must accept, care about, pay attention to, and listen to each of student if they are to have a good intercourse.

4. Establish a welcoming and suppotive environment in the classroom. Language learning is one of the most face-threathening school subject beacuse of the pressure to

operate using a rather limited language code, so the teacher can bring and encourage humour in teaching and learning process because it will make them happy to learn.

5. Promoting the growth of group cohesion. The teacher can implement this technique by encouraging interaction, teamwork, and the sharing of genuine personal information among the students through various activities. Using ice breaker to open the class or a course, assigning little-group project so that students could interact and collaborate and so on.

6. Clearly define group rules and encourage learners to discuss and accept them. Teacher must make the class rules and explaining to the learners the benefits of it and how they enhance learning, then ask the students agreement. Next, teacher has to have discussion with her/his students and display the rules.

7. Make sure the rules of the group consistently be observed. Teacher must convince that she/he observes the establishing norms consistently and never letting the violations did not be noticed.

b. Generating Initial Motivation

Dornyei again devides this motivational strategy of teaching into a few categories, as follow :

1. Encouraging language-related values in the students by providing peer into models. Teacher can invite senior students to talk to students about her/his positive experience. Inform the students of their peers' opinion and pair up the students with peers who are passionate about the subject for group or project works, for example.

2. Raise students' expectations for success in specific assignments and in learning in general. The main focus of this teaching strategy is to guarantee that students receive adequate preparation. Success is not solely determined by how challenging the assignment is, but also how well the students are trained for it.

3. Raising learners' goal-orientedness by setting clear, well-accepted class objectives. The teacher might have discussion with the scholarts about their personal objectives and the final result in public, periodically highlight the class goals and how spesific actions contribute to achieving them, and maintain the class' goals reachability by renegotiating as needed.

4. Making the course material and the teaching aids pertinent to students. Teacher can employ need analysis method to learn about the students' need, goal, and interest, and afterwards incorporate these into the timetable as substantial as possible.

The teacher also can give examples of how the subject relates to the students' daily experiences and backgrounds. Next, the teachers could ask the students to help with designing.

5. Assist in developing sensibble learner confictions. The teacher can raise the students' general awareness of the various ways languages are learned and the numbers of factors that can contribute to success, as well as positively confront any potentially incorrect confiction, prospects, and presumptions the students have.

c. Maintaining and Protecting Motivation

Dornyei has further divided this section as follow:

1. Increase learning more stimulation and enjoyment by mixing up the routine of classroom activities. It can be applied by using the variation of the tasks and other aspects in teaching and learning process, making the tasks challenging, making the content of the task attractive by adapting it to the students' natural interest or by including novel, humorous, competitive, or fantasy elernents, the teacher also can personalise the leaming tasks.

2. Provide and carry out the task in an inspiring manner. When assigning a task, the teacher can explain its purpose and utility of the task, or teacher can wet the students' appetite

about the content of the task, and also provide appropriate strategies to carry out the task.

3. Utilize the method of goal-setting in the classroom. Teacher can help students set clear, immediate goals for themselves, afterwards accentuate the deadlines for completing the goals and provide and proceeding feedback.

4. To formally bind the students to their goals, utilize the treaty method. For instance, teacher can come to an agreement with the learner regarding what they are about to leam, how they will learn it, and how you will support and reward them. Additionally, the teacher keeps tabs on the students' development and ensures that bith parties are adhering to the terms of the contract.

5. Give the students frequent opportunities to succceed. With this approach, teachers can create tests that highlight students' abilities ratherthan their limitations and offer students opportunities for improvernent. learner with regular experiences of success. In this strategy, teacher can design the test that focus on what students can rather than cannot do, and also include improvement options. The teacher may give the students chances to succeed in English language class, adjust the task's difficulty level to their abilities, and balance challenging tasks with manageable ones.

6. Construct students on a consistent basis to increase their confidence. The teacher may demonstrate to the students that they are capable of completing the assignments and that they believe in their effort.the teacher can also help the students recignize their own strengths and skills.

7. Remove or scale back the anxiety-including elements from the learning environment to help reduce language anxiety. Encourage leamers to accept the fact that they will make a mistake in a task as a part of the learning process, avoid social comparison even in its subtle forms, promote cooperation instead of competition, make test and assessments completely transparent and involve students in the negotiation of the final mark.

8. Teach students different learning tactics of teaching to help them become more confident in their capacity to learn. Teacher can teach the students about learning strategies to facilitate the intake of new material, teach students the communication strategies to help them overcome communication difficulties.

9. Consent learner to defend any good sociable images when engage in the learning tasks, in this strategy, teacher can select the activities that contain good roles for the

participants. For example, avoid disciplining students in ways that they might perceive as humiliating.

10. Increasing students' encouragement by boosting teamwork among the learners. Set up task in which teams of students are asked to work together towards the same goal, provide students with some social training to learn how best to work in a team.

11. Upgrade the learners' excuse by pushing their learning autonomy. In this tactic, teachers can take on the role of facilitators and delegate as many of the various leadership and teaching roles and responsibilities to the students as they can, giving them real choice over as many factors of the studying processes as possible.

12. Upgrade the students' ability to be self-motivated. Teachers can help students adopting, developing and create using self-motivational techniquies. The teacher can help students understand the value of self-motivation, share with other teachers the techniques they have found successful in the past, and inspire students to adopt, create, and utilize self-motivating technique.

d. Encouraging Positive Self-evaluation

In this section, Dornyei focuses on the ways that teachers encourage students to view their own accomplishments in a more good light. He dividde it into the following sections as follow:

1. Encourage the students to credit their own effort. Encorage students to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.

2. Give the students encouraging informational feedbacks. To implement this srategy, the teacher can notice and react to any positive contributions and provide regular feedbacks concerning the students' improvement, and identify any areas in which the students should pay particular attention.

3. Raise students' satisfaction levels. The teacher can regularly include assignments that require the public display of the students' abilities. This will help students feel more motivated to learn English in the classroom as they will be able to see their improvement and accomplishment in action.

4. Disburse rewards or prizes in a motivating way because rewards are an effective motivator, teacher can give them to their students. However, they must watch that they do not cause them to become overly focused on them. The teachers can also provide incentives for taking part in activities that

students might become interested in because they call for innovative, goal-oriented behavior, present novel experience, and consistently result in progress.

5. Make use of grades in a motivational ways to minimize their demotivating effects. Make sure the grades also reflected the effort and improvement, and not just the objective levels of achievement, when grading students' performance. The teacher can incorporate into the assessment process and make it very transparent.[23]

El-Seoud et al. claimed that in order to involve students in the learning process and inspire them to learn, the instructor or the teacher must use a variety of strategies and tactics of teaching as follow:

1. Encourage students to get to know one another in order to prevent them from feeling alone in their work and isolated. The instructor must be able to persuade the class to enjoy the lesson.

2. Create study groups so that pupils will not continue to study alone. In a group lesson, teachers must construct an online group of students.

3. Describe how the motivating tactics encourage the person's behavior toward their goals. A motivational technique is any methodical and long-lasting positive influence that is intentionally applied to motivate people. There are different

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[23] Dörnyei, *Motivational Strategies in the Language Classroom*, 31.

methods to categorize the various tactics used to promote second language learning in the classroom into several "themes." For instance, we could concentrate on the internal organization of a typical language class and group the strategies in accordance with the different structural elements (for example, strategies to introduce new content, provide feedback, set up communicative tasks, or assigning homework).

4. Create a primarily troubleshooting manual that lists specific problematic aspects of the motivational climate in the classroom and offers advice on how to address them (for example, how to address students' laziness, a lack of voluntary participation, or the anti-learning influences of deviant kids).

5. Use essential rnotivational notions as the main organizing units, such as intrinsic interest, self-confidence, or self-autonomy.

6. Focus the conversation on the primary forms of teacher behavior that have motivating effects (such as setting a positive example and modeling appropriate student behavior, communicating with and getting to know the students, boosting awareness of self-regulation techniques, or organizing classroom activities).[24]

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[24] Samir A. El-Seoud, Mahmoud Mohamed, and Islam Taj-Eddin, *Strategies to Enhance Learner's Motivation in E-Learning Environment". International Conference on Interactive Collaborative Learning (ICL).*, 2015, https://www.researchgate.net/publication/286250067_Strategies_to_Enhance_Learner's_Motivation_in_E-learning_Environment.

According to Sardiman, both intrinsic and extrinsic motivation are necessary for learning and teaching. Students can establish activities and initiatives, manage learning activities, and retain tenacity by inspiring them. There are several ways to encourage students' acadernic activity in schools, namely:

a. Giving values

The importance of both is a very powerful motivator for the children. Teachers will also be reminded that these values are not achieved as a result of genuine learning or significant learning outcornes. As a result, the teacher's next move is to find out a way to provide the students nurnbers that may be linked to the values in each piece of knowledge they are learning, fostering not only cognitive developrnent but also skill and affection.

b. Rewards

A motivational tool, albeit not usually is reward because a job comes with a reward, someone who is unhappy in their job and has no aptitude for it could not find it appealing.

c. Competitions

A motivating method for promoting student learning is competition. Competition among students, both individually and in groups, can raise their academic performance.

d. Ego-involvements

One sort of motivation that is crucial is getting students to understand the significance of the assignment and view it as a challenge to work hard at the cost of their self-esteem.

e. Giving tasks

If you let the students know that there will be assignments, they will be eager to learn. Giving this test is therefore a means of motivation.

f. Knowing the outcomes

Knowing the outcomes of their efforts will motivate students to strive harder, especially if they see the growth. Students lose motivation to learn more as they become more aware that the learning results graph is rising, even in the hopes that the results would keep rising.

g. Praises

These praises are types of motivation and positive reinforcernent; the gift must be exact. With the right encouragement, you can create a pleasant environment, increase your desire to study, and boost your self-esteem.

h. Punishment

Punishment is a form of negative reinforcement, yet it may also be a motivating tool if used properly. Teachers must therefore comprehend the fundamentals of punishment.

i. The desire to learn

Lack of a desire to study indicates a lack of intention to do so. It implies that kids are rnotivated to learn, thus the outcome will undoubtedly be greater.

j. Interests

Interest is a necessary since it is the desire to complete anything. In order to make interest a commonplace motivational tool.

k. The recognized goal

Understanding the objectives to be accomplished and how significant and beneficial they are will help students develop a passion for continuing their education. Interest is recognized and warmly accepted by the students, which is a very important motivational tool.[25]

Therefore, there are four different types of motivational teaching strategies that some experts have suggested. In this instance, the researcher concurs with Dornyei that there are four different categories of motivational tactics and streategies in teaching used in language classrooms namely creating the basic motivational condition, generating intial motivation, maintaing protecting motivation, and encouraging positive self-evaluations.

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[25] Sardiman, *Interaksi Dan Belajar Mengajar* (Jakarta: Rajawali Pers, 2014).

B. **Review of Related Findings**

The researcher discovered some relevant research that were related to topic of study. Meldayani and Sa'adah carried out the first prior study in 2021. This study used a descriptive qualitative methodology. The study sought to understand how students' motivation for leaming and civil servant teachers' tactics for improving it. The findings of this study demonstrated that each teacher has methods for distributing instructional materials to pupils that prevent them from becoming disinterested and overloaded with information. The suggested approach typically involves playing while learning, setting rules so that schoolwork is completed independently without parental assistance, assigning consequences and rewarding good behaviour, and answering questions. Students will rediscover their motivation for learning and get back into the school spirit in this way with the final one promoting positive self-evaluation.[26]

Marwanto carried out the second prior investigation in 2020. In Muhammadiyah Plus Salatiga Elementary School, the teacher's influence on students' enthusiasm to learn Indonesian was the main topic of the study. According to the findings, Muhammadiyah Primary School Plus Salatiga consistently enhances effective communication as the fundamental building block of communication between teachers and children to ensure that learning proceeds smoothly. Muhammadiyah SD teachers are totally

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[26] Andi Meldayani and Nurus Sa'adah, "Teacher's Strategy to Increase the Learning Motivation of Public Elementary School Students during the Covid-19 Pandemic" 1, no. 3 (2021).

accountable for the development and enhancement of their students' scientific insights as mediators, facilitators, and leaders. Teachers must constantly be able to promote and welcome joy in the educational process. In order for pupils to enjoy learning and being in class, motivation is essential.[27]

Rahmalia did the third prior study in 2019. This study used a qualitative descriptive research methodology. Three English lecturers who work in the Indonesian department took part in this study. These were picked using a comprehensive sampling method. The findings indicated that lecturers' utilization of basic motivating conditions as a strategy for motivation was most prevalent. It may be inferred that the English professor used a variety of motivationals techniques when instructing English, one of which was setting up the fundamental elements of motivation students. Teachers must constantly be able to promote and welcome joy in the educational process. In order for pupils to enjoy learning and being in class, motivation is essential.[28]

Based from the aforementioned findings, the reserarcher concludes that the motivation is a key factor in deciding whether or not a learning process is successful. Each of the result of the research above gave contribute of thinking and methodology about problems were researched in

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[27] Marwanto, "The Role of Teacher in Increasing Students Motivation on Learning Indonesian Language" 20, no. 2 (2020): 273–84.

[28] Indah Rahmalia, "Lecturer's Motivational Strategies in Teaching English" 3, no. 1 (2019), sa=t&source=web&rct=j&opi=89978449&url=http://e-repository.perpus./12945/&ved=2ahUKEwjbjZm3t4OAAxXPR2wGHYzvAIEQFnoECAoQAQ&usg=AOvVaw30jhKhNTPk3DQ86CVf6QmF.

this study. Then, the researcher wante to know what the teachers' strategy in building students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMA N 4 Padangsidimpuan. It is located at Jl. Sutan Soripada Mulia No.38 Sadabuan, North Padangsidimpuan, Sumatera Utara. The subject of the research was the English teachers of the grade XI studentsof SMA N 4 Padangsidimpuan. The time of the research was started from March 2023 until finish.

B. Research Design

This study used a qualitative descriptive research methodology. According to Cresswell's idea, a qualitative approach is best for solving reserarch problerns where the factors need to be studied and are unknown.[29] In qualitative research, the focus is on providing a comprehensive account of an action or circumstance, including a thorough description of every aspect of it. This technique was used to determine the teachers' strategy in building the students' motivation to learn Englishat the grade XI students of SMA N 4 Padangsidimpuan.

C. Source of Data

Sutopo said that the collecting of inforrnation and/or fact in the form of intelligible sentences and words is what constitutes data in qualitative research.[30] In qualitative research, the prirnary data sources were words and

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[29] Emzir, *Metodologi Penelitian Kualitatif: Analisis Data* (Jakarta: PT. Raja Frafindo Persada, 2010).
[30] Sutopo, H.B., *Metodologi Penelitian Kualitatif* (Surakarta: UNS Press, 2001).

actions, with additional data coming from documents or other sources. The informants in this research were the two English teachers of of the XI grade students of SMA N 4 Padangsidimpuan. The first English teacher is Ms. PN that teaches in class XI MIA 1 and the second English teacher is Ms. NA that teaches in XI MIA 4. They were taken as the sources of the data or the primary data that provide a lot of information or data cencerning with the teachers' strategy in building students' English learning motivation.

D. Instrument of The Research

Data collection technique is a very important stage on the research, beacuse the main aim of the research is to get the data. The researcher needs instruments in addition to get the data. The instrument and caliber of data collection are essential in determining the caliber of the research's output. Participation in the environment, direct observation, in-depth interviews, and document reviews are the prirnary techniques used in qualitative research to obtain information. As a result, the researcher provides the following tools for gathering data as follow:

1. Observation

    Observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be noted later. Thus, this observation was used to know the situation in SMA N 4 Padangsidimpuan including location, facilities, and subject of research as supporting to know the teacher's strategy in building student's English learning motivation. The observation consisted of 4

motivational teaching strategies that were broken into 20 lists that

adopted from Dornyei.[31]

Table III.1 Indicator of Motivational Teaching Practice

No	Indicator	Number of List	The Description of Indicator	Item
1	Creating the basic motivational condition	1,2,3	1. Demonstrate and talk about your own enthusiasm for the course, and how it affects you personally 2. Take the students' learning very seriously 3. Develop a personal relationship with the students 4. Develop a collaborative relationship with the students' parents 5. Create a pleasant and supportive atmosphere in the classroom 6. Promote the development of group cohesiveness 7. Formulate group norms explicitly, have them discussed and accepted by the learners 8. Have the group norms consistently observed	3
2	Generating initial motivation	4,5,6,7,8	1. Promote the learners' language-related values by presenting peer role models 2. Raise the learners' intrinsic interest in the foreign language learning process 3. Increase the students' expectancy of success in particular tasks and learning in general 4. Increase the students' goal orientedness by formulating explicit goals accepted by them 5. Make the curriculum and teaching materials relevant to the students	5

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[31] Dörnyei, *Motivational Strategies in the Language Classroom*, 29.

			6. Help to create realistic learner belief	
3	Maintaining and protecting motivation	9,10, 11, 12, 13, 14, 15, 16	1. Making learning stimulating and enjoyable by breaking the monotony of classroom events, 2. increasing the attractiveness of the tasks, enlisting them as active task participants, 3. Present and administer task in a motivating way 4. Use goal setting methods in the classroom 5. Use contracting methods with the students to formalise their goal commitment 6. Provide learner with regular experiences of success 7. Build the learners' confidence by providing regular encouragement 8. Help diminishing language anxiety by removing or reducing the anxiety-provoking elements in the classroom 9. Allow learners to maintain a positive social image while engaged in the learning task 10. Increase students motivation by promoting cooperation among the learners 11. Increase the students' self motivating capacity	6
4	Encouraging positive self-evaluation	17, 18, 19, 20	1. Promote effort attributions in the students 2. Provide students with positive information feedback 3. Increase learner satisfaction 4. Offer rewards in a motivational manner 5. Use grades in a motivational manner, reducing as much as possible their demotivating impact	4

Adopted from : Zoltan Dornyei

2. Interview

An interview is a conversation-based data collection activity. According to Mills et al., an interview is a deliberate conversation in which one person seeks information from another.[32] The interview was conducted between the researcher and the English teachers to know the strategy used by them to build students' English learning motivation. There were five questions organized by the researcher that can be seen in the appendix 2.

Table III.2 Indicator of Interview Guidelines

No	Indicator	Number of Items
1	Creating the basic motivational condition	1,2
2	Generating initial motivation	3
3	Maintaining and protecting motivation	4
4	Encouraging positive self-evaluation	5

E. **Techniques of Data Collection**

In this research, there were some steps used by the researcher to get the data from the beginning until the ending of the teaching and learning process. The data were collected by the following steps :

1. The researcher entered the classroom

2. The researcher conducted the observation while the English teaching learning process was on going in the clasroom.

3. The researcher wrote notes about the situation in the classroom.

4. The researcher did observation checklist.

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[32] Geoffrey Mills, Gay Lorraine, and Peter Airasian, *Educational Research Competencies for Analysis and Application*, 12th edition (USA: Pearson Education, 2018).

5. The researcher conducted the interview with the English teacher.

F. Data Analysis Technique

Data were analyzed by using Miles and Huberman's method. They provided the following three steps for the data analysis as follow :

1. Data Reduction

As a process of selection, simplification, abstractions, and modification of preexisting data from a written record in the field, data reduction is interrupted. To put it another way, processes such as making conclusions, codifying them, investigating them, grouping them, and writing memorandums continued to occur after the facts were acquired. The reserarcher chose the data that were relevant to focus on when minirnizing the data.

2. Data Display

Data display is a collection of information compiled and given the possibility to conclude. In this step, the researcher analyzed the teacher's strategy in building the students' English learning motivation. The researcher displayed the data by categorizing them based on the motivational strategies adopted by Dornyei.

3. Conclusion and Verification

After reducing and displaying the data, the final step was concluding and verifying the data.[33] In this activity, the researcher made conclusion and describe them in narration form.

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[33] M.B. Miles, *Qualitative Data Analysis* (London: SAGE Publication, 1994).

G. Trustworthiness of the Data

Credibility, transferability, dependability, and conformability are just a few of the approaches to verify the validity of the data in qualitative analysis. In this case, the researcher employed triangulation to ensure that the data were accurate. Triangulation, according to Denzin in Wahyudi, is the use of a mixture or combinations of multiple methodologies to examine events from a variety of angles.[34] He asserts that there are four different types of triangulation: method triangulation, inter-researchers triangulation, data sources triangulation, and theory triangulation. The four different types of triangulation are described as follows :

1. Method triangulation is done by gathering and comparing the information or data in different ways, as known in qualitative research, the researcher obtain the data from interview, observation, questionnaire, and document to produce a valid data.

2. Inter-researcher triangulation is done by using more than one reserachers in data collection. This rnethod is known to increase in-depth knowledge.

3. Data sources triangulation is the analysis of specific information using a variety of sources and methods for data collecting. For instance, in addition to conducting interviews and doing observations, the

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[34] Wahyudi, "The Strategies of the Teacher in Motivating Their Students in Learning English."

researcher can also employ written records, historical documents, and images or photos.

4. Theory triangulation compares the formulations of the data or thesis staternent of pertinent theoretical perspectives to prevent researchers bias on the discovered or drawn conclusions. Additionally, if the data study is able to dive deply into the results of the data acquired, theory triangulation can boost the depth of understanding.

In this case, the researcher employed method triangulation. The researcher used and took the data source from English teachers of SMA N 4 Padangsidimpuan. The researcher compared the information from the interview and observation to validate the data. After observating the process of teaching English in the class, the researcher did cross-checking the theories. Through that the variety of perspective was expecting to obtain the valid result.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents the result of the research entitled teacher's strategy in building students' English learning motivation at the grade XI students of SMA N 4 Padangsidimpuan. Observation and interview were used to get the information. The researcher held the observation twice for the two informants. After that, the researcher interviewed the English teachers to clarify the data gotten from the observation. The researcher did the interview by using both English and Bahasa Indonesia.

A. Description of the Data

1. The Result of Observation

The researcher did the observation on 11th of May 2023 for the first English teacher (PN) and 12th of May 2023 for the second English teacher (NA). The data were described as follow :

a. Teacher 1 (PN)

The English teacher taught the students by using game based learning that can arouse students' appetite about the content of the lesson. The topic of the lesson was passive voice. The teacher began the class with greetings, checked the students' attendance, then the teacher started to remind the students about the lesson they have studied last week. After that, the teacher divided the students into six groups consisted of King, Smart, Star, Angel, Famous and Sun to play the game named "Spinning Wheel". The teacher explained the

rules, then she further asserted that the winning group will get a reward.

While the game was in progress, the teacher sometimes gave clues to students when they could not answer the given questions. She occasionally gave encouragement to the groups who scores in behind. She also gave a prise to the groups that give the correct answer. After getting the winner, she promised to give prizes to them at the next meeting and did not forget to give feedback to students that English is an exact science and it is necessary to have practice in everyday life.

There were many strategies used by the teacher 1 (PN) to build students' English learning motivation. Based on the data got from observation, the researcher identified motivational strategies used by the English teacher, as follow :

1. Creating the Basic Motivational Condition

In establishing the students' basic motivational condition, teacher 1 (PN) applied some techniques in teaching English in the classroom, as follow :

a. Appropriate Teacher Behaviours

Based on this strategy, teacher 1 (PN) developed a personal relationship with her students by showing students that she paid attention and listen to each of them. It can be seen from the beginning of the class while checking the students' attendance, she checked the

students whether they bring dictionary or not. She also asked the reason why the students who are absent that day.

b. A Pleasant and Supportive Atmosphere in the Classroom

In this section, teacher 1 (PN) encouraged learners to personalise the classroom environment according to their taste. After dividing the students into six groups, she asked them to make their own group name. The names were King, Smart, Star, Angel, Famous and Sun. Next, they could choose the location of their group would be. Then, she also asked her students the round would be started from.

c. A Cohesive Learner Group with Appropriate Group Norms

Teacher 1 (PN) promoted the development of group covesiveness by promoting interaction and cooperation among the students in the group. If one student in that group could not answer the question given by the teacher, the other friends in the same group could help her/him to answer the question so that they could get the score if they had a collaboration between them.

2. Generating Initial Motivation

To generate the initial motivation of the students, teacher 1 (PN) did it by making the teaching materials relevant for the learners. Teacher 1 (PN) made the lesson plan and the teaching materials relevant to the students. She knew that the students are happy and feel excited to study in the classroom if she give the suitable teaching

method to them. It can be seen from the teacher's sentence "*Helmi chatted me because she saw my WhatsApp status that I taught by playing the game in the other classes. She asked : when will we play the game in the classroom mom?*" so she taught by using gamified approach. She used and applied the "Spinning Wheel" game while teaching the material in the XI MIA 1 class.

3. Maintaining and Protecting Motivation

In this part, teacher 1 (PN) presented four strategies in building the students' English learning motivation, as follow :

a. Making Learning Stimulating and Enjoyable

Based on this strategy, teacher 1 (PN) made the learning stimulating and enjoyable by breaking the monotony of classroom events. She varied the learning method. She also increased the attractiveness of the students by making the learning contents into students' interest. It can be seen from the students' excitement to compete answering the question, then get the score if the answer is right.

a. Presenting Task in a Motivating Way

Teacher 1 (PN) presented and administer the learning by giving explanation to students the purpose and the utility of the task in the beginning of the classroom. They learnt this material today, so that they can arrange the sentences by using active and passive sentence in the next meeting moreover in the future.

b. Protecting the Learners' Self Esteem and Increasing their Self Confidence

Based on this strategy, teacher 1 (PN) avoided social comparison between the group who has gained the higher score than the others who are behind. She helped the learners to accept the fact that doing the mistakes while learning is a part of a learning process. Teacher 1 (PN) sometimes give the clues to the students if nobody can answer the question. At the end of the lesson, she also told the researcher in the classroom that this class (XI MIPA 1) is one of her favorite classes in SMA N 4 Padangsidimpuan because they are so active, excited and smart.

c. Promoting Cooperation among the Learners

Teacher 1 (PN) let the group discussing to answer the questions. She gave the students time to think of what the best answer to the question. She also gave the opportunity the students to find the correct answer even they gave the wrong one, they worked together as a team to get the right answer.

4. Encouraging Positive Self-Evaluation

In applying this strategy, teacher 1 (PN) focused on how she can help the learners to consider their own achievement in a more positive way. More spesifically, the applied strategies were described as follow :

a. Promoting Motivational Attribution

In this strategy, teacher 1 (PN) explained to the students that they can not answer the question because of the lack of effort. She told the students that "*Grammar is an exact science, so is Mathematics. Salah sedikit saja, ya tetap salah. Kuncinya harus banyak-banyak berlatih supaya terbiasa sama rumusnya*".

b. Providing Motivational Feedback

Teacher 1 (PN) applied providing motivational feedback in the classroom. She provided students with positive information feedback. It can be proven from the action that she noticed and reacted to the contributions of her students. She corrected the students' answer become "*the book were being borrowed by them*". Then, she gave more explanation about past continuous tense in the passive form.

c. Increasing learner Satisfaction

Teacher 1 (PN) increased the learner satisfaction by monitoring students' accomplishment and progress. She told the group with the lower score (Angel and Star Group) that they can chase the other groups, they can bright as their group name (Star). She also praised and celebrated the students by asking all of them to give applause to the group who gave the correct answer.

d. Offering Rewards in a Motivating Manner

Based on this strategy, teacher 1 (PN) offered a reward and promised that she would give it in the next meeting to show her appreciation after the students have already completed the learning that day.

Based on the data got from the observation, the researcher identified the motivational teaching stragies employed by the teacher 1 (PN) in the form of table as follow :

Table IV.3 Motivational Strategies used by Teacher 1 (PN)

No	Strategies	Percentage
1	Creating the basic motivational condition	100 %
2	Generating initial motivation	20 %
3	Maintaining and protecting motivation	50 %
4	Encouraging positive self-evaluation	100 %

b. Teacher 2 (NA)

The second English teacher raised the theme of reading. She began the class with greetings, checked the students' attendance, then she asked the students to open their English textbook on page 123. After that, she said that she would be grading the students. She stated that the students have to read the text as best they could. She told the students to pay attention to the pronunciation of every words. Then, she started to read that English passage and students read it in turn.

Next, she divided the students into four groups. They were asked to read the text in chorus. The group 1 read it first, then

continued by the next group until finish. After that, she gave the assignment to students to group the words according to their part of speech. After finishing it, she asked the students to write their answer on the whiteboard quickly. At the end of the class, she gave the feedback to students.

There were many strategies used by the teacher 2 (NA) to build students' English learning motivation. Based on the data got from observation, the researcher identified motivational strategies used by the English teacher, as follow :

1. Creating the Basic Motivational Condition

In establishing the students' basic motivational condition, teacher 2 (NA) applied some techniques in teaching English in the classroom, as follow :

a. Appropriate Teacher Behaviours

Based on this strategy, teacher 2 (NA) developed a personal relationship with her students by showing students that she care about them. She asked the students to straighten out their desk, remember the students' names, smile at them, and move around in the class.

b. A Pleasant and Supportive Atmosphere in the Classroom

In this strategy, teacher 2 (NA) encouraged risk taking and have mistakes accepted as a natural part of learning. While the students made some mistakes in reading and pronouncing the

English words, the second English teacher reteach them to read that again in the correct one.

2. Maintaining and Protecting Moivation

In this part, teacher 2 (NA) presented four strategies in building the students' English learning motivation, as follow :

a. Making Learning Stimulating and Enjoyable

Based on this strategy, teacher 2 (NA) increased students' involvement. She created the learning situations where the learners are required to become active participants. It can be seen from the excitement of the students to fulfill the whiteboard with the words they read and grouping it according to its part of speech.

b. Presenting Task in a Motivating Way

In this strategy, teacher 2 (NA) whetted the students' appetite by adding a twist to their activities in the classroom. She asked them to find and mention the meaning of the vocabulary very fast.

c. Increasing the Learner's Satisfaction and their Self Confidence

Teacher 2 (NA) built the students' confidence by drawing the learners' attention to their strengths and abilities. She announced the students' name who passed the grading after reading the English passage. She also frequency said "good" and made her thumb was up to students who read the text well, to students who wrote the correct word class in the whiteboard, and to students who knew the meaning of the words that were asked by her.

d. Promoting Cooperation among the Learners

Teacher 2 (NA) set up the tasks in which teams of learners are asked to work together towards the same goal. When one of the students wrote the wrong word class in the whiteboard, she then asked the other students to help their friend to write the corrrect words based on their part of speech.

3. **Encouraging Positive Self-Evaluation**

In applying this strategy, teacher 2 (NA) focused on how she can help the learners to consider their own achievement in a more positive way. More spesifically, the applied strategies were described as follow :

a. Providing Motivational Feedback

Teacher 2 (NA) provided regular feedback about the progress of the students while they were reading the English passage. She also explained to students the things that should be concentrated on and be paid attention while reading the English text.

b. Offering Rewards in a Motivating Manner

The second English teacher used grades in a motivating manner. She made the assessment system completely transparent. It can be seen from the beginning of the classroom, she announced that she would be grading the students, so they have to read the English text as best they could. After finishing read the text, she told the students who get the high score.

Based on the data got from the observation, the researcher identified the motivational teaching stragies employed by the teacher 2 (NA) in the form of table as follow :

Table IV.4 Motivational Strategies used by Teacher 2 (NA)

No	Strategies	Percentage
1	Creating the basic motivational condition	66,7 %
2	Generating initial motivation	0 %
3	Maintaining and protecting motivation	50 %
4	Encouraging positive self-evaluation	75 %

Based on the data findings above, the researcher concluded that both the English teachers of the XI grade students of SMA N 4 Padangsidimpuan have many motivational teaching strategies in building students' English learning motivation that can be categorized into four main parts that are creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

2. **The Result of Interview**

The researcher held interview with the English teachers of SMA N 4 Padangsidimpuan. The researcher did the interview with the first teacher (PN) on Thursday, 11th of May 2023 and on Saturday, 13th of May 2023 for the second teacher (NA). There were five questions that have been asked to the teachers. The data were descibed as follow :

1. **Teacher 1 (PN)**

    The first English teacher used various teaching strategies in the classroom to build her students' English learning motivation. The followings are the data of interview gained from the first English teacher (PN) :

a. **Creating the Basic Motivational Condition**

    In creating the basic motivational condition strategy, the teacher 1 (PN) said that she has to know the students' character first. Then know their interests and talents. Next, find the learning method that suitable with them and the last is mingle with them.

    Teacher 1 (PN) said that nowadays students in the senior high school level are on the gen Z which is they prefer to interact with other people by using gadget. So, she herself often does the teaching and learning activities in the classroom by using handphone. Although the students are not allowed to bring handphone to the school, but the teacher has the right to ask the students bringing their phone and use that in the classroom while the teaching and learning are on process with that teacher. She sometimes teaches through quizziz, google drive, and so on to whet the students' appetite to follow the lesson.

    She also said that she provided various learning method to students. She suited the learning method in accordance with the students' interests and talents. The suitable and good learning method

can boost their excitement in the classroom and make them as active participants in the classroom.

b. Generating Initial Motivation

In applying this strategy, the teacher 1 (PN) presented an amplification to students at the beginning of the classroom. She stimulated the students with "AMBAG" or "What is the benefit of it for me". She explained why the students must learn English, she told and directed the students with the advantages that they will get in the future after learning English.

Then, teacher 1 (PN) announced the learning method that she would apply that day and provided the best one that make them happy and can boost their motivation. Next, she always appreciates them and the most important is when she came in to the classroom she must be fire up because if she is, the students will be fire up too.

c. Maintaining and Protecting Motivation

There were some efforts done by the teacher 1 (PN) to maintain and protect her students' motivation in the classroom, as follow : acquainted with them, master her teaching materials, made the students sit and listen her comfortably and do not forget to ask their opinion in learning, entered her students' world, and the last is made the learning environment as comfortable as possible.

d. Encouraging Postive Self-Evaluation

In this strategy, teacher 1 (PN) provided the students the benefit of the material that they would learn. She often says to her students that English is an international language and it is used in many kinds of profession, for example registering to the university, police, army, there will be the test of English. Wherever somenone works, English becomes valuable thing for her/him. She always reminds the students how important English is, and tell them the benefit of learning English.[35]

From the interview, it is clearly confirmed that teacher 1 (PN) applied the motivational teaching strategies in the classroom that has been proposed by Dornyei including creating the basic motivational condition, generating intial motivation, maintaining and protecting motivation, and the last in encouraging positive self-evaluation to build students English learning motivation.

2. Teacher 2 (NA)

The second English teacher used various teaching strategies in the classroom to build her students' English learning motivation. The followings are the data of interview gained from the second English teacher (NA) :

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[35] Siregar, Interview with the English teacher of SMA N 4 Padangsidimpuan, May 11, 2023.

a. Creating the Basic Motivational Condition

There were some efforts done by the teacher 2 (NA) in creating the basic motivational strategy in the classroom, as follow : giving them motivation, giving some interesting and different ways of study, do not make them feel bored with a way of lesson, asking them to be active in teaching and learning process, the last is giving task personally or by group.

b. Generating Initial Motivation

In this strategy, teacher 2 (NA) initiated her students motivation by asking about their condition, asking about the sudents preparation to study, asking about the previous materials they have studiied, asking whether they finish their homework or not, and checking the students' understanding about the materials.

c. Maintaining and Protecting Motivation

Teacher 2 (NA) applied maintaining and protecting the students' motivation strategy. She increased the learners' confidence and satisfaction by announcing the best among the students after finishing one of the teaching and learning activities in the classroom and giving them some rewards at the end of the lesson.

d. Encouraging Positive Self-Evaluation

In this strategy, teacher 2 (NA) encouraged students to be able to speak English for the future. She told the students that English is

very important for them although they will not be an English teacher but they can use English in their daily life, for example to get a job.[36]

From the second interview, it can be concluded that teacher 2 (NA) applied the motivational teaching strategies in the classroom that has been proposed by Dornyei including creating the basic motivational condition, generating intial motivation, maintaining and protecting motivation, and the last in encouraging positive self-evaluation to build students English learning motivation.

B. Discussion

Based on data description above, the researcher found that the English teachers of XI grade students of SMA N 4 Padangsidimpuan used various teaching strategies to build students' English learning motivation. The result shows that the first English teacher (PN) applied the four motivational teaching strategies in the classroom as follow : creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. It seems that the teacher 1 (PN) was good in building students' English learning motivation. She could make the students feel motivated in learning English. The students' motivation can be seen from their interest and excitement in learning. They were very excited to compete answering the questions given by the teacher. The students' desire to be successful, resilient in facing the

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[36] Nurainun Waruwu, Interview with the English teacher of SMA N 4 Padangsidimpuan, May 13, 2023.

difficulties, the existence of activities in the classroom, and their existence of a conductive learning environment.[37]

Whereas, the result of observation shows that the second English teacher (NA) just applied the three motivational strategies in the classroom as follow : creating the basic motivational condition, maintaining and protecting motivation, and encouraging positive self-evaluation, while the result of interview shows that teacher 2 (NA) employed the four motivational teaching strategies in the classroom that are : creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. It seems that the teacher 2 (NA) was sufficient in building students' motivation in learning English. Teachers' effort is one of the factors that can influence students' learning motivation. The teacher should provide teaching strategies, prepare themselves in teaching students starting from the material, how t deliver it, what teaching method will be applied, keep students' attention, organize classroom discipline, provide the related teaching media and so on.

This research is in line with the previous study that has been conducted by Rahmalia. The English teachers applied the four teaching strategies that has been proposed by Dornyei in the classroom to build students' motivation in learning English. The motivational teaching strategies used by the English teachers are creating the basic motivational

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[37] Hamzah B. Uno, *Teori Motivasi dan Pengukurannya*.

condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive-self evaluation.[38]

Unlike the previous study that has been conducted by Yandi that shows there were six teaching strategies applied by the English teacher in increasing students' motivation in learning English. The six motivational teaching strategies used by the English teachers at MTsN 6 Tanah Datar are giving video material, accepting the students' assignment anytime, using concise and dense material, using learning games, giving students the praise/reward, and give evaluating learning process.[39]

From my research and others, it can be concluded that teacher's strategy in teaching can boost students motivation in learning English.

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[38] Rahmalia, "Lecturer's Motivational Strategies in Teaching English," 124.
[39] Yandi, "Teachers' Strategies in Increasing Students' Motivation in on-Line English Learning at MtsN 6 Tanah Datar," 47.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concluded that the English teachers of the XI grade students of SMA N 4 Padangsidimpuan applied some strategies to build students' English learning motivation while teaching in the classroom that are categorized into four parts including creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation.

The first strategy that is used by both the English teachers is creating the basic motivational condition by presenting appropriate teacher behaviors. The second strategy is generating initial motivation by making the teaching materials relevant for the learners by using need analysis techniques to find out abut students' needs, goal, interest and build these into curriculum or lesson plan. The third strategy is maintaning and protecting motivation by making learning stimulating and enjoyable, presenting task in a motivating way, protecting the learners' self esteem, increasing their self confidence and promoting cooperation among the learners. The last strategy is encouraging positive self-evaluation by providing motivational feedback and attributions, increasing learner satisfaction, and offering rewards in a motivating manner.

B. Implication

Based on the result of this study, the implications can be stated as follow :

1. The selection of appropriate learning method, techniques, teaching media, and the way the teacher deliver learning material to students can affect the students' learning outcome.

2. The students' motivation has an influence in learning English. The motivated students certainly have better learning outcome in than the demotivated students. It is hoped that the teacher can foster the students' motivation to learn English by applying any motivational teaching strategies in the classroom.

C. Suggestion

After completing this research, the researcher gathered a lot of informations and experiences in learning English. The researcher wanted to make suggestions, as follow :

1. For the English teachers of SMA N 4 Padangsidimpuan, keep applying these strategies, keep doing creativity during using these strategies in teaching English.

2. For the other English teachers, these strategies can be implemented in the classroom while teaching English to build students' English learning motivation.

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APPENDIXES

Appendix 1 Observation Lists

Motivational Strategies used by the English Teacher

No	Lists of Motivational Teaching Practice	Checklist		Criteria	Notes
		Yess	No		
1	Appropriate teacher behaviours			1. Share own personal interest in English with the students 2. Show students that you accept and care about their progress 3. Have sufficiently high expectations for what the students can achieve 4. Ask for their assistance in performing certain supportive task at home 5. Pay attention and listen to each of them	
2	A pleasant and supportive atmosphere in the classroom			1. Establish a norm of tolerance 2. Encourage risk taking and have mistakes accepted as a natural part of learning 3. Encourage learners to personalise the classroom environment according to their taste	
3	A cohesive learner group with appropriate group norms			1. Try and promote interaction, cooperation, and the sharing of genuine personal information among the learners 2. Use ice breakers at the beginning of a course 3. Explain the importance of the mandated norms and how they enhance learning, and ask for students' agreement 4. Put the group rules and never let any violations go unnoticed	

4	Enhancing the learner's values and attitudes			1. Invite senior students to talk to the class about their positive experiences 2. Highlight and demonstrate aspects of learning that the students are likely to enjoy 3. Encourage the learners to apply their English proficiency in real-life situation	
5	Increasing the learner's expectancy of success			1. Make sure they receive sufficient preparation and assistance 2. Make sure they know exactly what success in the task involves 3. Make sure that there are no serious obstacles to success	
6	Increasing the learner's goal-orientedness			1. Have the students negotiate their individual goals and outlines a common purpose, and display the final outcome in public 2. Draw attention for time to the class goals and how the particular activities help to attain them 3. Keep the class goal achieveable by re-negotiating if necessary	
7	Making the teaching materials relevant for the learners			1. Use need analysis techniques to find out about students' need, goal, interest and build these into curriculum as much as possible 2. Relate the subject matter to everyday experiences and background of the students 3. Enlist the students in designing ang running the course	

8	Creating realistic learner belief			1. Positively confront the possible erroneous beliefs, expectations, and assumption that learners may have 2. Raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success	
9	Making learning stimulating and enjoyable			1. Vary the learning tasks and other aspects of the teaching as much as possible 2. Focus on the motivational flow and not just the information flow 3. Make tasks challenging, and contents task attracting by adapting it into the students' natural interest or by including novel, humorous, or fantasy element 4. Select task that yield tangible, finished products	
10	Presenting task in a motivating way			1. Explain the purpose and utulity of a task 2. Whet the students' appetite about the content of the task 3. Provide appropriate strategies to carry out the task	
11	Setting specific learner goals			1. Encourage learners to select spesific, short-term goals for themselves 2. Emphasise goal completion deadlines and offer ongoing feeback 3. Monitor student progress and make sure that details of contract	

				are observed by borh parries	
12	Protecting the learners' self esteem and increasing their self confidence			1. Provide multiple opportunities for success in the language class 2. Draw the learners' attention to their strengths and abilities 3. Indicate the students that you believe in their efforts to learn and their capabiliy to complete the task 4. Avoid social comparison, even in subtle forms 5. Promote cooperation instead of competition	
13	Allowing learner to maintain a positive social image			1. Select activities that contain good roles for the participants 2. Avoid face-threadtening acts such as humiliating criticism or putting students in the spotlight unexpectedly	
14	Creating learner autonomy			1. Allow learners real choices about as many aspects of the learning process as possible 2. Hand over as much as you can of the various leadership/teaching roles and functions to the learners 3. Adopt the role of facilitator	
15	Promoting self-motivating strategies			1. Raise the students' awareness of the importance of self-motivation 2. Share with each other strategies that you have found useful in the past 3. Encourage students to adopt, develop and apply self-motivating strategies	

16	Promoting cooperation among the learners			1. Set up task in which teams of learners are asked to work together towards the same goal 2. Provide students with some social training to learn best to work in a team	
17	Promoting motivational attributions			1. Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability 2. Refuse to accept ability attributions and emphasise that the curriculumis within the learners ability range	
18	Providing motivational feedback			1. Notice and react to any positive contributions from the students 2. Provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on	
19	Increasing learner satisfaction			1. Monitor student accomplishments and progress, and take time to celebrate any victory 2. Make student progress tangible by encouraging the prodution of visual records and arraging the regular events 3. Regularly include tasks that involve the public display of the sudents' skill	
20	Offering rewards in a motivating manner			1. Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behaviour and offer	

				novel experiences and consistent success	
				2. Make sure that students do not get too preoccupied with the rewards	
				3. Make the assessment system completely transparent and incorporate mechanisms	

Appendix 2 Instrument Interview

Interview Guidelines

1. How do you describe your students' motivation in the English classroom?

2. According to you, what are the things that can motivate students and what are the motivational strategies that should be used in English classroom?

3. At the beginning of the English class or task, how can you initiate your students' motivation?

4. How can you keep your students motivated during the classroom or during doing a task?

5. Do you encourage the students to imagine the future situation where they will need English? How?

Appendix 3 Motivational Strategies Used by Teacher 1 (PN)

No	Lists of Motivational Teaching Practice	Checklist Yes	Checklist No	Criteria	Notes
1	Appropriate teacher behaviours	✓		Pay attention and listen to each of them	1. Teacher 1 (PN) developed a personal relationship with the students. 2. At the beginning of the class while checking the students' atttendance, she checked the students whether they bring dictionary or not. 3. She also asked the reason why the students who are absent that day.
2	A pleasant and supportive atmosphere in the classroom	✓		Encourage learners to personalise the classroom environment according to their taste	1. Teacher 1 (PN) asked them to make their own group name. The names were King, Smart, Star, Angel, Famous and Sun. 2. Students can choose the location of their group would be. Then, 3. She asked her students the round would be started from.
3	A cohesive learner group with appropriate group norms	✓		Try and promote interaction, cooperation among the learners	1. Teacher 1 (PN) gave the opportunity to students to collaborate within the group. 2. If one student in that group can not answer the question given by the teacher, the other friends in the same group can help her/him to answer the question so that they can get the score.
4	Enhancing the learner's values and attitudes		✓	-	
5	Increasing the learner's expectancy of success		✓	-	
6	Increasing the learner's goal-orientedness		✓	-	
7	Making the teaching materials	✓		Made the lesson plan and the teaching materials	1. She give the suitable teaching method to them. 2. She taught by using gamified approach.

	relevant for the learners			relevant to students	3. She used and applied the "Spinning Wheel" game while teaching the material in the XI MIPA 1 class
8	Creating realistic learner belief		✓	-	
9	Making learning stimulating and enjoyable	✓		Breaking the monotony of classroom events	1. Teacher 1 (PN) varied the learning method. 2. She increased the attractiveness of the students by making the learning contents into students' interest. 3. Students were competing answering the question, then get the score if the answer is right.
10	Presenting task in a motivating way	✓		Explain the purpose and utulity of a task	At the beginning of the classroom teacher 1 (PN) explained the benefit of learning passive voice so that the students can arrange the sentences by using both active and passive form in the future
11	Setting specific learner goals		✓	-	
12	Protecting the learners' self esteem and increasing their self confidence	✓		Avoid social comparison between the group who has gained the higher score and the group who are in behind	1. Teacher 1 (PN) accepted the students' mistakes 2. She sometimes gives the clues to the students if nobody can answer the question. 3. At the end of the lesson, she told the researcher that XI MIPA 1 is one of her best classes in SMA N 4 Padangsidimpuan because they are so active, excited, and smart
13	Allowing learner to maintain a positive social image		✓	-	
14	Creating learner autonomy		✓	-	
15	Promoting self-motivating strategies		✓	-	

16	Promoting cooperation among the learners	✓		Let the group discussing to answer the question	1. Teacher 1 (PN) gave the students time of what the best answer to the question. 2. She gave the opportunity to the students to find the correct answer even they gave the wrong one . 3. Let them worked together to get the right answer.
17	Promoting motivational attributions	✓		Explained to students that they can not answer the question because of the lack of effort	Teacher 1 (PN) asked the students to keep practicing
18	Providing motivational feedback	✓		Provide students with positive information feedback	1. Teacher 1 (PN) noticed and reacted to the contributions of the students. 2. Gave more explanation about the structure of past continuous tense in passive form.
19	Increasing learner satisfaction	✓		Monitor students' accomplishment and progress	1. Teacher 1 (PN) motivated the students. 2. She praised and celebrated them by giving applause to the group who gave the correct answer.
20	Offering rewards in a motivating manner	✓		Offer rewards for participating in learning activities	Teacher 1 (PN) offered rewards and would give it in the next meeting.

Appendix 4 Motivational Strategies Used by Teacher 2 (NA)

No	Lists of Motivational Teaching Practice	Checklist		Criteria	Notes
		Yes	No		
1	Appropriate teacher behaviours	✓		Show students that you accept and care about their progress	1. Teacher 2 (NA) developed a personal relationship with the students. 2. She remembered their names. 3. She smiled at them. 4. Moved around in the class.
2	A pleasant and supportive atmosphere in the classroom	✓		Encourage risk taking and have mistakes accepted as a natural part of learning	While the students made some mistakes in reading and pronouncing the English words, teacher 2 (NA) reteach them to read that again in the correct one.
3	A cohesive learner group with appropriate group norms		✓	-	
4	Enhancing the learner's values and attitudes		✓	-	
5	Increasing the learner's expectancy of success		✓	-	
6	Increasing the learner's goal-orientedness		✓	-	
7	Making the teaching materials relevant for the learners		✓	-	
8	Creating realistic learner belief		✓	-	
9	Making learning stimulating and enjoyable	✓		Create the learning situations where the students are required to become active participants	The students were so excited to fulfill the whiteboard with the words they read and grouping it according to its part of speech.

10	Presenting task in a motivating way	✓		Whet the students' appetite about the content of the learning	1. Teacher 2 (NA) added a twist to their activities in the classroom. 2. She asked them to find and mention the meaning of vocabulary very fast.
11	Setting specific learner goals		✓	-	
12	Protecting the learners' self esteem and increasing their self confidence	✓		Draw the learners' attention to their strengths and abilities	1. Teacher 2 (NA) announced the students' name who passed the grading after reading the English passage. 2. Say good to students after doing any positive contributions. 3. Made her thumb was up.
13	Allowing learner to maintain a positive social image		✓	-	
14	Creating learner autonomy		✓	-	
15	Promoting self-motivating strategies		✓	-	
16	Promoting cooperation among the learners	✓		Set up task in which teams of learners are asked to work together towards the same goal	When one of the students wrote the wrong word class in the whiteboard, teacher 2 (NA) then asked the other students to help their friend to write the correct words based on their part of speech.
17	Promoting motivational attributions		✓	-	
18	Providing motivational feedback	✓		Provide regular feedback about the progress of the students while they were reading the English passage	Teacher 2 (NA) explained to students the things that should be paid attention while reading the English text.
19	Increasing learner satisfaction	✓		Draw the learners' attention to their	1. Teacher 2 (NA) announced the students' name who passed the grading after reading the English passage.

				strengths and abilities	2. Say good to students after doing any positive contributions. 3. Made her thumb was up.
20	Offering rewards in a motivating manner	✓		Use grades in a motivating manner	1. Teacher 2 (NA) made the assessment system completely transparent. 2. She announced that she would be grading the students at the beginning of the classroom. 3. She told the studnets who get the high score

Appendix 5 Result of Interview with Teacher 1 (PN)

Q   : How do you describe your students' motivation in the English classroom?

A   : Cara mendeskripsikan minatnya siswa ini, kita petakan dulu karena setiap siswa itu berbeda minatnya, intinya pembelajaran Bahasa Inggris itu bisa kita variasikan sesuai dengan minat dan bakat siswa. Guru tidak boleh monoton pada satu metode pembelajaran saja apalagi hanya metode pembelajaran ceramah, karena ketika kita monoton disitulah anak merasa jenuh untuk belajar Bahasa Inggris. Jadi, kita sebagai guru harus bisa menyediakan / menyajikan berbagai macam metode pembelajaran yang baik untuk anak anak, yang menarik untuk mereka, dan bisa membuat mereka aktif, bukan hanya sebagai pendengar tetapi juga sebagai pelakon yang aktif dalam kegiatan pembelaran.

(To describe the students' interest, we make the chart first, because the students' interest are different so we have to vary the English learning in accordance with the students' interests and talents. If the the teacher make the monotonous learning, the students will feel bored, so we have to provide various learning method that suits them, that can interest them, that can make them active not just as the listeners but as active participants in learning activities)

Q   : According to you, what are the things that can motivate your students and what are the motivational strategies that should be used in English classroom?

A   : Hal hal yang bisa memotivasi anak anak itu, 1) harus mengetahui karakter mereka, anak zaman sekarang tingkat usia SMA itu berada pada generasi Z yaitu generasi dimana mereka lebih suka berinteraksi melalui gawai (gadget). Jadi disinilah, ibu sendiri sering melakukan kegiatan ujian dengan menggunakan handphone walaupun disekolah ini tidak diperbolehkan membawa handphone tapi guru diperkenankan untuk menyuruh anak anak membawa handphone dengan konsekuensi guru yang

bersangkutan mau menanggung jawabi handphone anak anak. Sesekali kita belajar juga dengan gawai, seperti menggunakan Quiziz, google drive, dll agar anak anak semakin tertarik dan semakin bisa mengikuti pembelajaran. Jadi, mereka tidak merasa ketakutan saat dihadapkan dengan ujian karena jika mereka ujian dengan menggunakan Quiziz merasa seperti bermain game. 2) Kita kenali minat dan bakat mereka, 3) kita cari metode pembelajaran yang sesuai dengan minat mereka, 4) dan kita berbaur dengan mereka.

(The things that can motivate students, 1) know their character, todays' high school students are now in Z generation which is the generation where they prefer to interact using gadget, so this is where I often do the teaching and learning activity by using handphone. 2) we know their interests and talents, 3) we know the suitable learning method for them, 4) and we mingle with them).

Q : At the beginning of the English class or task, how can you initiate your students' motivation?

A : Di kelas, kan ada yang namanya opening, di pembukaan kelas ini kita ada yang namanya motivasi. Di motivasi ini, 1) kita memberikan beberapa penguatan kepada mereka kenapa mereka harus mempelajari Bahasa Inggris. Kalau di Quantum Teaching itu namanya "AMBAG" atau "apa manfaatnya bagiku". Metode ambag ini kita berikan kepada anak anak. Kita berikan kepada mereka kenapa mereka harus pintar berbahasa Inggris. Nah, disini kita ceritakan dan kita arahkan kalau mereka berbahasa Inggris, keuntungan apa saja yang akan mereka dapatkan dimasa depan. 2) Kita juga bisa mengumumkan metode pembelajaran yang akan kita gunakan hari itu dan kita pilihkan metode yang membuat mereka senang agar mereka termotivasi. 3) Kita hargain mereka, 4) ketika kita masuk ke kelas kita harus bersemangat karena

ketika kita bersemangat, mereka juga pasti akan bersemangat; dan sebaliknya kalau kita loyo dan tidak bersemangat mereka juga akan tidak bersemangat.

(In the opening of the classroom, there is a motivation that will be given to them, I give them amplification why they must learn English. In the Quantum teaching we called it as AMBAG or "apa manfaatnya bagiku". We give this method to them, we tell what the advantages they will get in the future. 2) we announce the learning method that will be applied, 3) we appreciate them, 4) when I come in to the class, I have to be fire up).

Q : How can you keep your students motivated during the classroom or during doing a task?

A : Ada satu prinsip yang harus dipegang menurut ibu, kelas yang baik itu bukan kelas yang diam, apalagi kalau pelajaran Bahasa Inggris namanya belajar Bahasa ya harus bicara, bukan pelajaran seperti Matematika harus diam dan berpikir. Tapi kalau pelajaran bahasa harus ribut dan ngomong. Seperti tadi yang ibu bilang, student centre, pembelajaran berpusat pada siswa. Jadi kalau siswa tidak ngomong bagaimana pembelajaran akan berpusat pada mereka. Dari prinsip itualh ibu angkat, ketika siswa aktif, siswa bersemangat, siswa ribut (dalam arti positif yang menggambarkan semangat mereka dalam belajar), disitulah ibu rasa untuk penguasaan kelas. Jangan kita rasa anak anak itu diam berarti guru menguasai kelas, tidak. Tapi apa sebenarnya penguasaan kelas ini? Keika anak anak bisa terarah pada satu tujuan. 1) kenali mereka, 2) kita harus menguasai materi, 3) membuat anak anak tetap duduk baik atau mendengarkan kita tetap bersemangat dalam belajar dengan menanyakan apa pendapat mereka dalam belajar, 3) menguasai metode, 4) masuki dunia mereka, tidak ada salahnya kita berperan sebagai teman mereka karena guru itu kan bukan hanya

sebagai pendidik, tetapi bisa juga sebagai teman bagi mereka. 5) membuat suasana kelas senyaman mungkin.

(There is one pinciple that I hold : a good class is not a silent class, but the class that is loud and have to talk in a positive way. I dominate the class in such a way that they should be directed towards one goal; 1) acquaire them, 2) know the material, 3) make them sit and listen you comfortably and do not forget to ask their opinion in learning, 4) enter their world, sometimes we have to be their friend, 5) make the learning environment as comfortable as possible).

Q : Do you encourage the students to imagine the future situation where they will need English? How?

A : Jelas, kembali ke yang ibu katakan sebelumya, di Quantum teaching analaisis "AMBAG" itu sangat ditekankan. Bagaimana seorang guru bisa meningkatkan motivasi anak anak dengan memberikan analisis kepada anak anak tentang manfaat yang akan dipelajarinya. Karena kalau anak anak tidak mengetahui manfaat dari apa yang dipelajarinya, tidak mungkin dia akan bersemangat belajar. Kita harus sering sering bilang di dalam kelas, Bahasa Inggris itu adalah Bahasa Internasional, kemudian Bahasa inggris itu dipake di semua lini profesi, ketika ujian masuk perguruan tinggi, masuk polisi, tentara pasti ada ujian Bahasa Inggrisnya, dan dimanapun dia bekerja, Bahasa Inggris itu menjadi nilai plus bagi dia. Makanya guru harus sering sering mengingatkan kepada siswa betapa pentingnya Bahasa Inggris itu, dan memberitahu manfaat dari apa yang mereka pelajari itu, karena bagaimanapun kan anak anak itu berinteraksi dengan teman-temannya, mungkin ada suatu kala mungkin dia merasa drop, semangatnya unutuk belajar Bahasa Inggris juga menurun, nah disinilah fungsinya seorang guru untuk mengingatkan siwanya untuk senantiasa

belajar dengan giat karena apa yang akan dipelajarinya itu pasti bermanfaat di masa yang akan datang.

(Yes, like in the previous explanation, the "AMBAG" is very emphasized. We have to increase the students' motivation by giving them an analysis about the advantages and the benefits of learning English. I often say in the classroom that English is an international language, it is used in many kinds of profession like registering the university, police, army, and wherever someone works the English is becoming his plus value. That is why I am as a teacher always remind them how important English is, and tell them the benefits to learn English).

Appendix 6 Result Interview with Teacher 2 (NA)

Q : How can you describe your students' motivation in the English classroom?

A : Actually the students can be motivated if we are able to give a motivation for them by giving some interesting way of study in order not to make them boring with a way of lesson so we must have some way of lesson for them.

Q : According to you, what are the things that can motivate students and what are the motivational strategies that should be used in English classroom?

A : Giving a different way of lesson in every subject or topic. Asking them to be active in learning by giving a task personally or by group.

Q : At the beginning of the English class or task, how can you initiate your students' motivation?

A : Asking about their condition, about their preparation, about last subject before, do they finish their homowork or not, and do they understand the last lesson.

Q : How can you keep your students motivated during the classroom or doing a task?

A : Sometimes we can announce the best among of them or giving some rewards.

Q : Do you encourage he students to imagine the future situation where they will need English? How?

A : Yes of course, we must encourage our students to be able to speak English for the future. English is very important for them although they will not be an English teacher but they can use English in their daily life for example to get a job.

Appendix 7 Research Documentation

Observation in Ms. PN's Class

Observation in Ms. NA's class

Interview with Ms. NA

Interview with Ms. PN

Nomor : B3299 /In.14/E.1/PP.009/10/2022   25 Oktober 2022
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan**
          Pembimbing Skripsi

Yth.
1. Fitri Rayani Siregar, M.Hum.   **(Pembimbing I)**
2. Sokhira Linda Vinde Rambe, M.Pd.   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Saima Putri Harahap
NIM   : 19 203 00026
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : Teacher's Strategy in Building Students' English
                  Learning Motivation at the Grade XI Students of
                  SMA N 4 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
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benar telah melaksanakan Riset Skripsi di SMA Negeri 4 Padangsidimpuan pada tanggal 27 Maret s/d 31 Mei 2023 dengan judul skripsi :

"Teacher's Strategy in Building Students' English Learning Motivation at the Grade XI Students of SMA N 4 Padangsidimpuan"

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 03 Juni 2023
Kepala SMA Negeri 4 Padangsidimpuan

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