

**MOTIVATIONAL STRATEGIES OF ENGLISH LANGUAGE TEACHERS
AT JUNIOR HIGH SCHOOLS IN KOTA SUNGAI PENUH**

A THESIS



Written By :

PARAS ADILA MUTIA
NIM : 1810203052

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

**MOTIVATIONAL STRATEGIES OF ENGLISH LANGUAGE TEACHERS
AT JUNIOR HIGH SCHOOLS IN KOTA SUNGAI PENUH**

A THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree at
English Education Program in Faculty of Education and Teacher Training

State Islamic Institute (IAIN) Kerinci

Written By :

PARAS ADILA MUTIA
NIM : 1810203052

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2022/2023**

CERTIFICATE OF ORIGINALITY

Researcher hereby declare that the thesis entitled “Motivational Strategies of English Language Teachers at Junior High Schools in Kota Sungai Penuh” is the researcher own work and taht, to the best of the researcher knowldage and belief, it contains no material previously published or written by another person, or material which to substantial extent has been accepted for the award of any another educational institution, except where due acknowledgment is made is the thesis. Any contribution made to the researchby others, with whom the researcher has worked as State Islamic Institute of Kerinci or elsewhere id fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, expect to the extent that assistance from others in the project’s design and conception or style, persentation, and linguistice expression is acknolgedged.

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Sungai Penuh, 01 March 2023

The Researcher



PARAS ADILA MUTIA
1810203052

Dr. Daflizar, S.Pd., M.A
Yelni Erniyati, M.Pd
LECTURERS OF IAIN KERINCI

To :
The Rector of IAIN Kerinci

At

AGENDA	
Sungai Penuh	
NOMOR :	122
TANGGAL :	05. 12. 2022

OFFICIAL NOTE

Assalamualaikum, Wr. Wb.

After guiding, analyzing, briefing and correcting the writing of Paras Adila Mutia thesis (The Student's Number is 1810203052) entitle : "Motivational Strategies of English Language Teachers at Junior High Schools in Kota Sungai Penuh", we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Intitute of Kerinci

Thus, we proceed this thesis to the Faculty for immediate administrative process for final examination.

ADVISORS

ADVISOR I

Dr. Daflizar, S.Pd., M.A
NIP. 197312262003121001

ADVISOR II

Yelni Erniyati, M.Pd
NIP. 158402112019032006



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS**

Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114
Kode pos. 37112. Website: www.iainkerinci.ac.id email: info@iainkerinci.ac.id

APPROVAL AND ACCEPTANCE

This thesis which entitled of **MOTIVATIONAL STRATEGIES OF ENGLISH LANGUAGE TEACHERS AT JUNIOR HIGH SCHOOLS IN KOTA SUNGAI PENUH** by **Paras Adila Mutia** with students' number **1810203052** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 2022

The Viva Voice

Dr. Suhaimi, S.Pd., M.Pd
NIP. 19690607 200312 1 002

Dr. Toni Indrayadi, M.Pd
NIP. 19770302 200710 1 001

Musdzal, M.Pd
NIDN. 2005028402

Dr. Daflizar, S.Pd., M.A
NIP. 19731226 200312 1 001

Yerni Erniyati M.Pd
NIP. 19840211 201903 2 006

**Dean Faculty of Education
And Teacher Training**

Dr. Hadi Candra, S.Ag., M.Pd
NIP. 19730605 199903 1 004

The Chairman

Examiner I

Examiner II

Advisor I

Advisor II

**Head of English
Education Program**

Arifendi Vintoni, M.Pd
NIP. 19900925 200912 1 003

DEDICATION

I dedicated this thesis for:

My beloved Allah SWT and prophet Muhammad SAW.

My great super hero, my father(Alm. Dahlan) and my mother (Kurnia Ningsih), because of you my life feel so easy and full of happiness. Thank you for their love, effort, support, and always praying for my success in the future.

My younger sister (Paiza Ramadani)

My big Family, thank you for their support, kindness, concern, and wisdom for telling me how to live honestly and happily.

I thanks very much to you all.

“Big love and huge”

(Qs. Al-Mujadalah :11)

النِّينَ اللهُ يَرْفَعُ فَاثْرُوَا انْشُرُوَا قِيَلْ وَاذَا لَكُمْ اللهُ يَفْسَحُ فَاثْرُوَا الْمَجْلِسِ فِي تَقْسُوَا لَكُمْ قِيَلْ إِذَا أَمْنُوَا النَّيْنِ يَأْتِيهَا
خَيْرٌ تَعْمَلُونَ بِمَا وَاللهُ تَرَجَّتْ الْجَلْمِ أَوْثُوَا وَالنِّينِ مِنْكُمْ أَمْنُوَا

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Wahai orang-orang yang beriman! Apabila dikatakan kepadamu, “Berilah kelapangan di dalam majelis-majelis,” maka lapangkanlah, niscaya Allah akan memberi kelapangan untukmu. Dan apabila dikatakan, “Berdirilah kamu,” maka berdirilah, niscaya Allah akan mengangkat (derajat) orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu beberapa derajat. Dan Allah Mahateliti apa yang kamu kerjakan.(Qs. Al-Mujadalah :11)

ABSTRACT

Paras Adila Mutia, 2018 : **MOTIVATIONAL STRATEGIES OF ENGLISH LANGUAGE TEACHERS AT JUNIOR HIGH SCHOOLS IN KOTA SUNGAI PENUH**

Advisors : **1. Dr. Daflizar, S.Pd., M.A**
2. Yelni Erniyati, M.Pd

The purpose of this study was to determine the motivational strategies of English teachers. This research was conducted on the junior high school students of Sungai Penuh City. This research is about "Strategies of Motivation for English Teachers at the SMPN Sungai Penuh City."

In this study, the researchers used mixed research methods with sequential explanations. Researcher chose junior high school students as a population consisting of 21 teachers. The researcher used a total sampling technique to determine the quantitative sample, and the use of the sampling technique aims to be qualitative. In collecting data, the researcher used a questionnaire for quantitative, and interviews for qualitative. Researcher analyzed the data using descriptive analysis. The researcher used SPSS (Statistical Program for Social Science) 20.0 for windows to analyze the questionnaire data. Meanwhile, to analyze the data, the researcher used three main phases, namely: data reduction, data presentation, and drawing conclusions.

From the data analysis, the researcher found the motivation strategies used by teachers in junior high schools, as follows: teacher motivation strategies that are widely used are indicators of maintaining and protecting motivation and few teachers using indicators of Creating basic conditions.

Keyword : *Motivation Strategy, Mixed Method Research.*

ABSTRAK

Paras Adila Mutia, 2018 : **Strategi Motivasi Guru Bahasa Inggris Tingkat SMPN Kota Sungai Penuh**

Pembimbing : **1. Dr. Daflizar, S.Pd., M.A**
2. Yelni Erniyati, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui strategi motivasi guru bahasa Inggris. Penelitian ini dilakukan pada siswa sekolah menengah pertama kota sungai penuh. Penelitian ini tentang "Strategi Motivasi Guru Bahasa Inggris Tingkat SMPN Kota Sungai Penuh."

Pada penelitian ini peneliti menggunakan metode penelitian campuran dengan jenis penjelasan berurutan. Peneliti memilih siswa SMP sebagai populasi yang terdiri dari 21 guru. Peneliti menggunakan teknik pengambilan sampel total untuk menentukan sampel kuantitatif, dan menggunakan teknik pengambilan sampel purposive untuk kualitatif. Dalam mengoleksi data, peneliti menggunakan angket untuk kuantitatif, dan wawancara untuk kualitatif. Peneliti menganalisis data dengan menggunakan analisis deskriptif. Peneliti menggunakan SPSS (*Statistical Program for Social Science*) 20.0 for windows untuk menganalisis data angket. Sedangkan, untuk menganalisis data wawancara peneliti menggunakan tiga fase utama, yaitu: reduksi data, penyajian data, dan penarikan kesimpulan.

Dari analisis data, peneliti menemukan strategi motivasi yang digunakan oleh guru di sekolah menengah pertama, sebagai berikut: strategi motivasi guru yang banyak di gunakan adalah indikator memelihara dan melindungi motivasi dan sedikit guru yang menggunakan indikator Menciptakan kondisi motivasi dasar.

Kata kunci: *Strategi Motivasi, Penelitian Campuran.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ بِالْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَيْنَا شَرَفًا لِنَبِيِّنَا وَعَافِيَةً لِمُرْسَلِينَ

وَعَلَيْهِمْ وَصَحْبِهِمْ أَجْمَعِينَ

Alhamdulillahirabbil'alamin first and foremost, the researcher would like to give high thankfulness to the one and the only Allah SWT for the mercy and opportunity given to the researcher to finish this thesis. Peace is upon prophet Muhammad SAW the idol of all Moeslem all over the world that has shown use the right way of Islam for happiness on the world and the hereafter.

The title of the thesis is **"MOTIVATIONAL STRATEGIES OF ENGLISH LANGUAGE TEACHERS AT JUNIOR HIGH SCHOOLS IN KOTA SUNGAI PENUH**

This thesis is made to fulfill the requirements to get undergraduate degree in English Teaching at English Education Program the State Islamic Institute of Kerinci.

Then researcher would like to express thanks to :

1. Dr. H. Asa'ari, M.Ag.as the rector of IAIN Kerinci.
2. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag.as the first rector assistant of IAIN Kerinci.
3. Dr. Jafar Ahmad, S.Ag., M.Si.as the second rector assistant of IAIN Kerinci.
4. Dr. Halil Khusairi, M.Ag. as the third rector assistant of IAIN Kerinciix
5. Dr. Hadi Chandra, M.Ag. as Dean Faculty of Education and Teacher Training of IAIN Kerinci
6. Aridem Vintoni, S.Pd, M.Pd as the leader of English Education Program.

7. Musdzal, M.Pd as the secretary of English Education Program.
8. Dr. Daflizar, S.Pd., M.A as the first advisor who giving me chance to consult and valuable suggestion, advices and recommendation in completing this thesis.
9. Yelni Erniyati, M.Pd as the second advisor who gave me the opportunity for consultation and valuable advice, suggestions and recommendations in completing this thesis.
10. Then, thanks to all lecture in IAIN Kerinci especially in English Education Program, who have educated since the first year of the study.
11. All of administration staff of IAIN Kerinci.

Finally, the researcher would like to express the great thank to his beloved parents, beloved sister, big family, the friends who have given support, love, suggestion, prayers, and everything that could not mentions one by one. The researcher awards this thesis still has much weakness because of the limination of knowledge and others. The researcher so expected and appropriate when there are some critics and suggestions to complete it.

Sungai Penuh, 01 March 2023

The Researcher

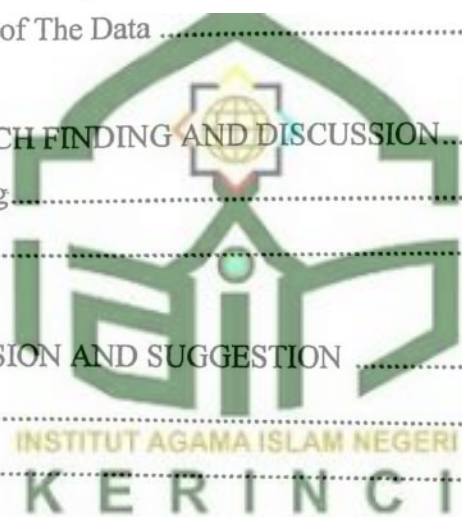


PARAS ADILA MUTIA
1810203052

TABLE OF CONTENTS

	Pages
TITLA PAGE	i
CERTIFICATE OF ORIGINALLY	ii
OFFICIAL NOTE	iii
APPROVAL AND ACCEPTENCE	iv
DEDICATION AND MOTTO	v
ABSTRACT	vi
ABSTRAK	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENTS	xi
CHAPTER I INTRODUCTION	1
A. Background of The Problem	1
B. Identification of The Problem	4
C. Limitation of The Problem.....	4
D. Research of The Questions	4
E. Purpose of The Research	5
F. Significant of The Research	5
G. Definition of Key Terms.....	6
CHAPTER II LITERATURE REVIEW	8
A. Review of Theories	8
1. The Nature of Motivation	8
2. Motivational Strategies	10
3. Teacher Motivation Strategy	14
B. Review Related Finding	15
C. Conceptual Framework.....	18
CHAPTER III RESEARCH METHOD	20
A. Kinds and Research Design	20
B. Location and Research Time.....	21

C. The Subject and Object of The Research	21
D. Technique of Data Collection	21
1. Interview	22
2. Questionnaire	22
E. Instruments of The Research	23
F. Technique of Data Analysis	24
1. Data Collection	24
2. Data Reduction	24
3. Data Display	25
4. Conclusion Drawing or Verifying	25
G. Trustworthiness of The Data	26
 CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	 28
A. Research Finding.....	28
B. Discussion	53
 CHAPTER V CONCLUSION AND SUGGESTION	 58
A. Conclusion.....	58
B. Suggestion	58
 BIBLIOGRAPHY	 59
CURRICULUM VITAE.....	62
APPENDIX.....	63





UNIVERSITI ISLAM KERINCI
K E R I N C I

CHAPTER I INTRODUCTION

A. Background of The Problem

The teacher's role in motivating students to learn foreign language in Junior High School is very important, especially English because English is an International language. Because motivation is one of the important factors that students need to learn English, motivating students is one way to make students interested in learning English.

Student's interest is closely related to the teacher's strategy in motivating students to learn English. In general teachers also have a responsibility to motivate students by finding ways that are late in the learning process. This is supported by Lai (2011) who states that motivation can be manipulated through instructional (certain motivation). Teachers who can play a role in building and developing student motivation in the classroom. This research purpose to understand the motivational strategies of teachers related to their characteristics and interests in the context of learning English with EFL. This research will latter obtained by questionnaires and interviews. Dörnyei(2001) worked on teaching motivation and identification of 102 strategies which were then grouped into 3 four phases namely : firstly creating a national component of motivation , secondly generating student motivation, thirdly maintaining motivation and lastly encouraging evaluation from a positive retrospective, of the four phases. It was found that the teachers behavior and beliefs had a direct influence on students. Yet

teachers are often unaware that their Motivational strategies have an impact on students. On the other hand Chang and Dörnyei (2007) revealed that some motivational strategies can be transferred across cultural and ethnolinguistic contexts, but some strategies are culturally sensitive or even culturally dependent.

Dörnyei(2001:33) states that the problem of motivation consists of the value placed on education, cultural beliefs about learning, social support for academic achievement, from family and peers. In this case the teacher has a role to manage the class and to achieve student goals. must realize that motivation will have an effect on these goals. The teacher is also one of the important figures to influence the quality of motivation in the learning process by providing assistance, guidance, nurturing, support and setting boundaries. and with this research it can provide insight to EFL teachers that motivational strategies are important to apply to motivate their students and this motivational strategy can help students achieve the subject goal, English as a Foreign Language. And consciously to generate and maintain a sustainable motivated behavior and protect it from the tendency of actions that interfere with students' learning of English, in the classroom the teacher must have a good relationship with students; fun and supportive class atmosphere In fact, it can be the teacher's authority to create motivational conditions in the classroom. fun and supportive; cohesive group of learners with appropriate group norms.

The teacher's role is to socialize and shape the motivation of his students through verbal and non-verbal 'immediate' behavior, personal characteristics, classroom management practices, and active motivational socialization behavior.

Students need motivation in learning, in other words, according to Ford (1992:202) that there is no magic motivational button or in other words, there is no simple way to make students want to learn, work hard, and act responsibly. in the learning process. Although it is no one's responsibility to increase learner motivation and teachers should teach curriculum rather than motivate students, the fact still shows that good EFL learning outcomes in learners cannot occur without learner motivation.

Today's teachers are not only expected to form motivation the subjects that students need to know, but are also expected to maintain students' interest in learning English in order to achieve lesson objectives. Therefore, teacher awareness to keep students motivated is important. This study aims to investigate teachers' perceptions of motivational teaching strategies in English as a Foreign Language (EFL), specifically about what motivational teaching strategies are considered important by students and what reasons they consider these strategies important.

English is growing and is know by everyone, therefore teachers must be able to teach students in more innovative and creative ways, so that from teaching methods In this way, students will be encouraged and motivated to study English more actively. Motivation has long been recognized as one of the key factors that determine learning achievement. Therefore, it is fair to say that without sufficient motivation, even the brightest learner is unlikely to stick around long enough to attain truly useful language proficiency.

The facts obtained from one of the schools in Sungai Penuh City, namely SMPN 13 Sungai Penuh, researchers observed on June 6, 2022, that students lack self-confidence because they feel afraid and embarrassed if they make mistakes in speaking English, students have difficulty in pronunciation of English and do not have friends to practice and an environment that does not use English daily.

Moreover, based that fact, the researcher was interested to conduct a research about the English teachers motivational strategies for the students of **Junior High Schools in Kota Sungai Penuh.**

B. Identification of The Problem

Based on the background of the problem, the researcher identified several problems, lack of self-confidence of students because they feel afraid and embarrassed if they make mistakes in speaking English, students have difficulty in pronouncing English and do not have friends to practice and an environment that does not use English every day.

C. Limitation of The Problem

The research was focused on motivational strategies of English Language teachers in teaching at Junior High Schools in Kota Sungai Penuh.

D. Research Question

What types of motivational strategies are used by English teachers at Junior High Schools in Kota Sungai Penuh?

E. Purpose of The Research

To find out the motivational strategies used by English Teachers at Junior High Schools in Kota Sungai Penuh .

F. Significant of The Research

1. Teacher

This research is very important for teachers to find out how students can increase motivation in learning English to be more interested, whether students have difficulties in learning, and whether students are enthusiastic to learn English, and whether students are motivated to learn.

2. Student

This research is very important for students to find out how teachers can increase students' motivation in learning English so that they are more interested, whether teachers have difficulty in generating, encouraging student motivation.

3. Other researchers

This results of this research expected to be a reference for other research or further research with or further research with the same problem. And can support other research to enrich teacher motivation strategies for students in learning English.

G. Definition of Key Terms

There are some terms involved in this research. Thus, to avoid misunderstanding and misinterpreting toward the term used in this research, the following terms are defined as follows:

1. Motivational Strategies

According to Dornyei (2001 p. 28). Motivational strategies are techniques that promote the individual's goal-related behavior. In this research, researcher motivational strategies of English Language Teachers.

2. English Language Teacher

The teacher's role in the ICT-based English learning process includes his role as a facilitator, motivator, creator/programmer, mentor, evaluator, learning partner and role model for students. The teachers also plays an important role in motivating students, especially the English teacher because learning English is not easy, the teacher must be able to encourage students to apply English language skills in real life, but the teacher does forget to pay attention to students understanding.

3. Mixed Methods

Mixed method research is a method taht combines approaches and quantitative approaches in terms of methodology (such as in the data collection stage), and mixed model studies combine the two approaches in all stages of the research process. Meanwhile, according to Creswell

(2014:5)mix-methods is a research approach that combines or associates qualitative and quantitative forms. Meanwhile, according to Johnson and Cristensen (2007) Mix-Methods or combined research methods is an approach taht combines or connects qualitative and quantitative resaerch methods (covering philosophical foundations, using approaches and combining both approaches in research). So from the various definitions of the experts above, it can be said that mixed methods research is one that combines or combines qualitative and quantitative research approaches.



CHAPTER II REVIEW RELATED LITERATURE

A. Review of Theories

1. The Nature of Motivation

a. Definition of Motivation

Motivation is one of fundamental thing to build forcefull in self. Many expert in psychology given various definitions of motivation. Such as Dornyei (2001 p.1)

Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do. Its key or concept on human in do anything. This notion is supported by the other expert, Human motivation (Rosenberg, 1980 cited in Rudhumbu, 2014 p. 77) is a complex concept in the term of its structure, classification and hierarchical organization of motives. He also believes that it is difficult to define motivation precisely because its dynamic nature. Dynamic means that motivates may motivate and may not motivate the other.

According to Santrock (2011 p. 438), "motivation is the process that energize, direct and sustain behavior". It means that motivation is processing to pushes someone to do something and keep on the activity continuously.

b. Types of Motivation

There are two types of motivation that commonly namely Intrinsic motivation and extrinsic motivation. Mwamwenda (1996) cited

in Rudhumbu (2014 p .79) defined extrinsic motivation that results when somebody works hard because he/she wants to achieve something. For example qualification, recognition, or receive praise. Intrinsic motivation that urges a person to work hard because interest in do itself.

According to Saville & Troike (2006 p. 86) recognized types of motivation are integrative and instrumental. Integrative is interest in learning L2 because of a desire to learn about or associate with the people who use it (For example for romantic reason), or because of an intention to participate or integrate in the L2 using speech community (like emotional). Instrumental motivation involve perception of purely practical value in learning the L2, such as increasing occupational or business opportunities, enhancing prestige and power, accessing scientific and technical information, or just passing a course in school.

According to Deci & Ryan, 1985; 2000, Reeve: 1996 cited in Woolfolk & Margetts, (2017) also divided two types of motivation. They are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities. When we are intrinsically motivated, we do not need incentives or punishments, because we are feel that activities itself are rewards. Extrinsic motivation, when we do something in order to earn a guide, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself.

2. Motivational Strategies

According to Dornyei (2001 p. 28). Motivational strategies are techniques that promote the individual's goal-related behavior. In this research, researcher motivational strategies of English Language Teachers. This definition assumes teacher can apply some motivational strategies in order to raise learners' motivation.. Then Keller (1987), says "motivational strategies proposed a model teaching practice to make learner motivation". It's support by Dornyei & Ushioda (2010), motivational strategies for language classroom are situated at the interface of L2 motivation research and classroom practice.

There are four motivational strategies in practice based on Dornyei (2001) . Such as creating basic motivational conditions generating initial motivation, maintaining and maintaining motivation and maintaining a learning experience: encouraging positive self-evaluation.

a. Creating Basic Motivating Conditions

- 1) Proper teacher behavior Those are some important points for teacher preparation before entering the class: enthusiasm, commitment and expectation for student learning, relationship with students and relationship with parents.
- 2) A pleasant and supportive atmosphere in the classroom Ways to increase the fun and support atmosphere are important before starting the class. Keller (1987), deals with human characteristics such as reflex orientation, curiosity, and

sensation seeking. For example, Humor is one tool to improve it. However, we realized that the main point about having humor in the classroom is not so much about constantly making jokes but rather having a relaxed attitude about how seriously we take ourselves and also that we have to provide a physical environment, namely decoration.

b. Generating Initial Motivation

Dornyei (2001) is divided into five true even if the basic conditions of motivation are discussed in place. They increase students' language-related values and attitudes, increase students' expectations for success, increase student's goal-orientedness, make teaching materials relevant to learners and create realistic learner beliefs.

- 1) Increase values related to language and attitudes. They are three relatively separate value dimensions - attitudes and related values, below:
 - a. The actual process of learning the target language - intrinsic value. This means that students' intrinsic motivation can be raised by presenting interesting materials. The key issue in generating interest is to arouse the student's appetite. On the other hand, based on self-determination theory, intrinsic motivation can be built on extrinsic motivation such as various learning resources and activities.
- 2) The target language itself and its speakers – valueintegrative. That is, different cultures affect the social reality of the speaker.

3) .Consequences and benefits after learning the target language - instrumental value. That means the teacher provides an explanation of the benefits of a foreign language. Language training. For example, mastering a foreign language can get a good job, earning extra money.

In conclusion, efforts to increase values related to language and sufficient so that it can build students motivation from various learning sources and activities that affect social, reality and speakers. To provide an understanding of students, there are many advantages that can be obtained in learning English, for example in the world of work.

c. Maintaining and Protecting Motivation

This phase outlines eight categories such as making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting students' self-esteem and increasing their self-confidence, enabling students to maintain a positive social image, promoting cooperation among learners, creating learner autonomy and promoting self-motivated learning strategies. Among these strategies, this study will discuss the current issue among teachers is the importance of fun and enjoyable activities.

Maintaining and Protecting Motivation This phase outlines eight categories such as making learning stimulating and enjoyable, presenting tasks in a motivating way, setting specific learner goals, protecting students' self-esteem and increasing their self-confidence,

enabling students to maintain a positive social image, promoting cooperation among learners, creating learner autonomy and promoting self-motivated learning strategies. Among these strategies, this study was discuss the current issue among teachers is the importance of fun and enjoyable activities.

d. Rounding a Learning Experience: Encouraging Positive Self Evaluation

Dornyei (2001) is divided into four phases such as promoting motivational attribution, providing motivational feedback, increasing student satisfaction and offering rewards and values in a motivating way. Then, the researcher will discuss about offering rewards and value in a motivating way, because this stage shows that the teacher does not teach students to be able to identify the factors that encourage or hinder their learning. It is important to keep them motivated and self-motivated (Astuti, 2016 p. 18). Rewards and grades have an important role and extraordinary teachers do, then give them freely for good behavior and academic achievement. Gifts are tools that would be a real luxury to overlook. In exchange, special material gifts of privileges, opportunities and perks. The exact value of four letter words. Good judgment is an area where community-based attainment and the principles of student-centred teaching inevitably clash. Assessment is a way to correct mistakes and teachers will reward students for doing so with grades. The conclusion from the above theories is that motivational strategy is a technique by the

teacher to create a language classroom atmosphere that motivates students to learn, maintains student motivation and ensures that the course being studied is useful.

3. **Teacher Motivation Strategy**

Motivational techniques are based on the idealistic belief that all students are motivated to learn under the right conditions, and that teachers can provide these conditions in the classroom (McCombs & Pope 1994). p. 7). This assumption is not necessary in every case but with confidence as a teacher whose enthusiasm to work and increase was motivate students. The teacher's motivation strategy is closely related to the teaching materials in the classroom.

With respect to the various strategies for promoting classroom L2 learning, there are ways to organize them into separate 'themes', for example:

- a. Focus on the internal structure of a typical language classroom and group strategies according to various structural units (eg strategies for presenting new material, providing feedback, organizing communicative assignments or giving homework).
- b. Design a major problem-solving guide in which some particularly problematic aspects of classroom life motivation are listed and suggestions are offered on how to deal with these (e.g. how to deal with student lethargy; lack of participation; or anti-learning influences on deviant children).

- c. Focus on key motivational concepts such as intrinsic interest, self-confidence or student autonomy and use these as the primary organizing unit.
- d. Center the discussion on the main types of teacher behavior that have a motivating effect (eg setting a good example and modeling student behavior; communication and relationships with students; awareness raising about self-regulation strategies; or stage managing class events). Strategies promoting this class was be covered by a process-oriented organization including: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

B. Review Related Finding

According to Syafi'i (2019 p. 100), relevant research is needed to observe some previous researches conducted by other researchers. This relevant research overview from many experts.

The first relevant research, Astuti (2016) entitled "Exploring Motivational Strategies of Successful Teacher". This research conducted to find out the investigated how teacher implemented motivational teaching strategies with used case study design in qualitative method. The result of this study is there indicated main factor that made the process learning become interesting.

The second relevant research conducted by Hapsari (2013) entitled "Teachers Perceived Characteristics and Preferences of Motivational Strategies in the Language Classroom" . This research conducted to investigate teachers

motivational strategies in relation to their characteristics and preferences in Indonesian context of EFL. She used qualitative design in this study and the result of this research were critical view about teachers' references particular motivational strategies.

The third relevant research, Cho & Teo (2013) entitled "EIL Teacher's Motivational Strategies and Students Preference in the DeepSouthern Part of Thailand". It was conducted to investigate how teachers implemented motivational teaching strategies and impact of that strategies with use questionnaire in quantitative design. The findings was considering the positive dynamics among teachers' use of motivational strategies, students' L2 motivation and their achievement.

The fourth relevant research, Nugroho & Madya (2015) entitled "Motivational Strategies in Teaching English as Foreign Language: A Case Study in Junior High School 7 Kuningan". It was conducted to analyze motivational strategies in teaching English as foreign language with use there instrument in qualitative design such as classroom observation, interview, and questionnaires. The result of this research were the way the teachers applied motivational strategies in teaching EFL determined students' attitudes towards motivational strategies applied by teachers in teaching EFL.

The fifth relevant research, Moskovsky, Alrabai, Paolini & Ratcheva (2012) entitled "The Effects of Teachers' Motivational Strategies on Learners' Motivation: A Controlled Investigation of Second Language Acquisition". It was conducted to investigate effects of teachers' motivational are limited with use

quasi-experimental in qualitative design. This results provide compelling evidence that teachers' motivational behaviors cause enhanced motivation in second language learners.

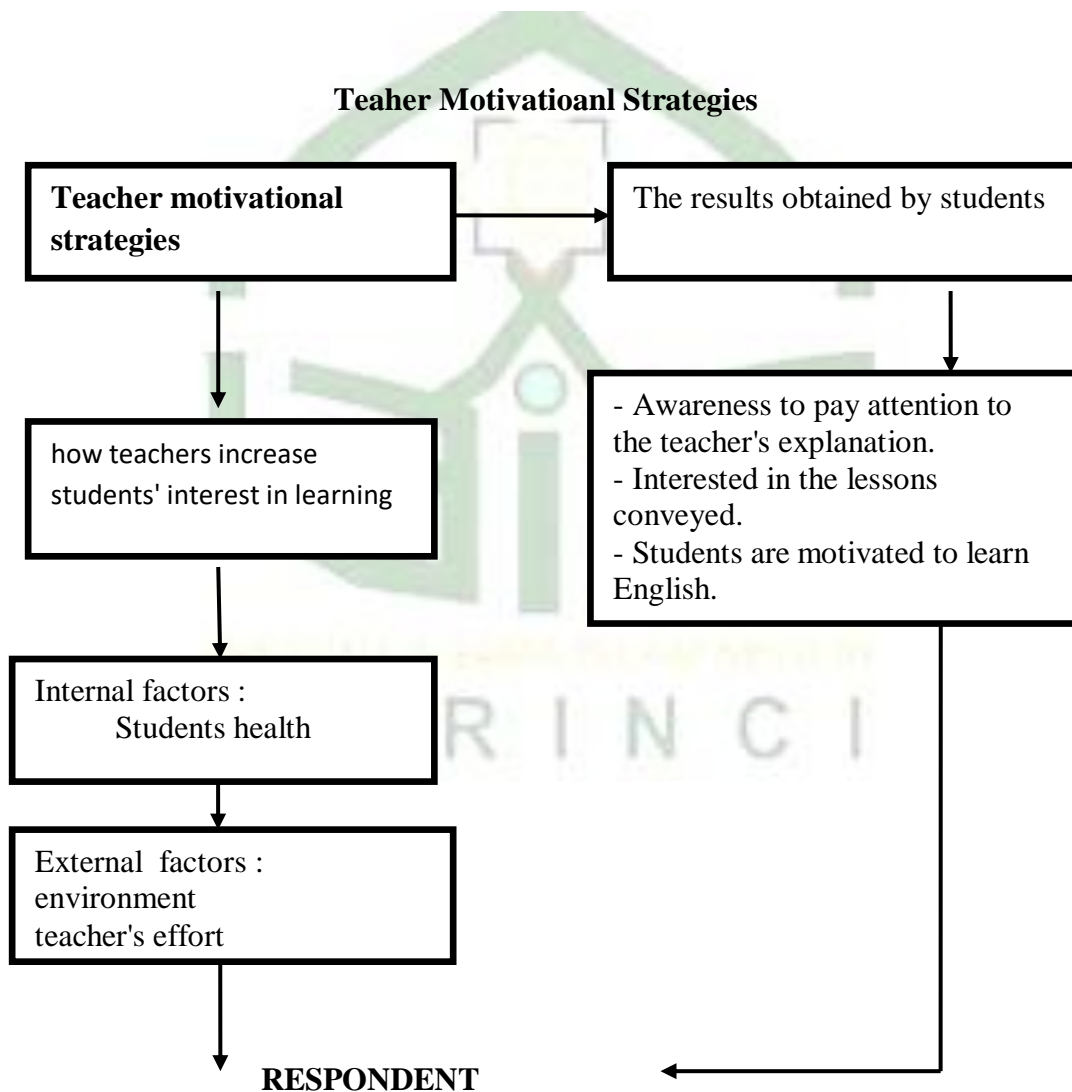
Sixth, Guilloteaux (2013) entitled "Motivational Strategies for the Language Classroom: Perceptions of Korean secondary School English Teacher". It was conducted to find out perceptions of English teacher with 268 samples and fill two questionnaires in quantitative design. The result of this research is unique because virtually all the examined strategies were underused relative to their perceived importance.

The seventh relevant, Kakar & Pathan (2017) entitled "Exploring the Motivational Strategies Practiced by Pakistani EFL Teachers to Motivate Students in learning Language. It was conducted to investigate strategies which EFL teacher employ to motivate students in learning English and use quantitative design and adopted questionnaire by (Cheng & Dornyei, 2007) This study have implications on effective English language teaching and enhancing teacher's experience and knowledge in order motivation.

The conclusion is that the similarities between previous research and this research are both examining how the role of the teachers is and how the teachers applies learning strategies in English so that it will be a motivation for students to learn English. Meanwhile, the difference from previous research with this research is in the research method. In this research, researchers used mixed methods, which it is hoped that the combination of the two can provide a better understanding of the research problem.

C. Conceptual Framework

Based on the theories and previous research, it is necessary a clarify the concept. Conceptual framework gave image about aim of study and to avoid the misunderstanding and misinterp`retation. The researcher conceptualized some of the ways in motivational strategies, following the below:



The teaching and learning process is a process carried out by participants. Students or students in order to achieve change for the better, from not knowing to knowing, from not being able to being able, so that it is formed personal benefits for themselves and the surrounding environment. Process influenced by factors that include subjects, teachers, media, delivery of materials, supporting facilities, and the surrounding environment. The teacher as the main role holder in learning is expected to be able to motivate students to learn English so that students are interested in learning English. In addition to teachers for learning resources, students, can also be influenced by the surrounding environment for the students to be motivated to learn English, because at this time English is very much needed because English is an international language. Media as a teaching aid is growing so rapidly in accordance with technological advances, the variety and types of media are quite large so that it can be utilized in accordance with the conditions, time, finances, as well as the material to be delivered. A teacher is required be able select and skillfully use media . in actual use learning media in schools is still lacking, even often forgotten. This is due to one of the reasons for the lack of teacher motivation to students in the use of learning media.

CHAPTER III METHODOLOGY OF RESEARCH

A. Kinds and Research Design

This research was a Mixed-methods approach with the sequential explanatory design.

Mixed methods is research that is applied if the researcher has questions that need to be tested in terms of results and processes and is related to the combination of qualitative and quantitative methods in one study. Mixed methods, namely the collection and mixing of qualitative and quantitative data so that it will obtain more comprehensive, valid, reliable, and objective data which is carried out in one study according to Sugiyono (2014: 475). For qualitative research using interview methods, while quantitative research using a questionnaire method. So that the combination of the two provides a better understanding of the research problem.

The Researcher used mixed methods because the combination of quantitative and qualitative approaches qualitative was result in a better understanding good for problems compared to when using only one approach. and to overcome weaknesses in the approach quantitative qualitative approach.

Sequential explanatory design are a combination research method that combines quantitative and qualitative research methods sequentially, where in the first stage the research was carried out using quantitative methods and in the second stage was carried out using qualitative methods Sugiyono (2014:486).

Sequential explanatory design is a mixed-methods research design in which the research is carried out at different times and sequentially, starting with quantitative research first, then qualitative research. More specifically, like this, quantitative research – qualitative research. Where the purpose of this sequential explanatory design aims to test hypotheses with facts in the field.

In this research, the researcher proved how the English teacher's strategy was to motivate and describe and explain the teacher's motivation in activities at Junior High Schools in Kota Sungai Penuh.

B. Location and Research Time

This research was conducted in Junior High Schools in Kota Sungai Penuh, Jambi Province. In addition, this research was at Junior High Schools in Kota Sungai Penuh consist of 13 schools and 59 English teachers but the sample is taken only 4 schools consisting of 21 English teachers due to the limitations of the researcher.

C. The Subject of Object the Research

Subject of this research were the 21 English teachers and Object of the research was the teachers motivational strategies in teaching English at Junior High Schools in Kota Sungai Penuh, with 13 schools and 4 schools as samples taken.

D. Technique of Data Collection

In this research, the researcher used the techniques of collecting data. They are three types of techniques in collecting data as the Following :

1. Questionnaire

Questionnaire is data collection by asking written questions to be answered in writing by respondents. This is in accordance with the opinion of Sugiyono (2014;142) which states that the questionnaire is a data collection technique carried out by giving a set of questions or written statements to respondents to answer, the researcher used the questionnaire adopted arranged by Esen Sucuoglu (2017)the items are 47 statements about Motivational strategies. Indicator of the items as the following :

NO	Indicator of motivational strategies	Number of item	Total
a.	Creating Basic Motivating Conditions	1-9	9
b.	Generating Initial Motivation	10-19	10
c.	Maitaining and Protecting Motivation	20-40	21
d.	Rounding a Learning Experience : Encouraging Positive Self Evaluation.	41-47	7
	Total		47

2. Interview

Interview was used as the second technique in collecting data. It is used the data to identify motivational strategies interview was best help to

understand the central phenomenon and answer the question related to the study (Creswell 2012 p. 218). The data of interview in qualitative research provided useful detail information. And researcher can ask specific question to obtain information (Creswell, 2012 p. 218).

This research used one on one interviews, it means that data collection process in which the author asks the English teacher questions about motivational strategies and records answers from only one participant in the study at that time.

E. Instruments of the Research

This research used a tool that is used in a research activity, especially as a means of data collection of data. This research used two methods, namely quantitative. and qualitative. There are two ways of while quantitative research was done by distributing questionnaires, while qualitative research, namely interviews.

1. Questionnaire

The results of the questionnaire was obtained by giving a questionnaire sheet to the English teacher, the researcher used the questionnaire adopted arranged by Esen Sucuoglu (2017) the items are 47 statements about Motivational strategies at Junior High Schools in Kota Sungai Penuh.

2. Interview

The results of the interview was obtained by interviewing English teachers at Junior High Schools in Kota Sungai Penuh using the teacher's

tools, book and pens to record answers and explanations obtained and using handphone to record every answer and explanation from the teachers.

F. Technique of Data Analysis

The researcher analyzed the data by the using both quantitative and qualitative data analyses. The quantitative data were analyzed using descriptive statistics such as frequency, percentage, and mean scores. The qualitative data were analyzed following 4 steps proposed by Miles & Huberman (1994 p. 10)

1. Data Collection

The data from observations and interviews were collected first. By means of researcher to directly interview the English Teacher at Junior High Schools in Kerinci and Kota Sungai Penuh and wrote down every answer and explanation from the resource person. This recording consists of description by see, hear and experiences by samples.

2. Data Reduction

Data reduction refers to process of selecting, focusing, simplifying, abstracting and transferring the data that appear in written-up field note or transcriptions. The researcher decided which data chunk to code and which pull out, with patterns best summarize a number of chunks. The data reduction is analyzing that sharpens, sorts, focuses, discards and organizations such a way conclusion could be drawn and verified. Researchers are looking for more specific data so that they was get good results according to the research

method. It means researcher made data more specific to easy in draw some of data based on the data collection.

3. Data Display

Data display are designed to assemble organized information into an immediately accessible, compact form so that they can see what is happening and either draw justified conclusions. It means, researcher led of complex data into simple or selective form, so it was easy to understand.

4. Conclusion Drawing or Verifying.

The last stage is conclusion. After, regularities, patterns, explanations, possible configurations, causal flows and propositions. The next conclusion was drawn by looking review field note record data and comparing the data.

Quantitative data obtained by questionnaire. The researcher used a Likert scale to calculate the questionnaire score by calculating how many percent use motivational strategies indicators, namely, Creating Basic Motivating Conditions, Generating Initial Motivation, Maintaining and Protecting Motivation, and Rounding a Learning Experience : Encouraging Positive Self Evaluation, So of the four indicators of motivational strategies, the teacher used a lot.

Quantitative data were gotten by questionnaire. The researcher used a Likert scale to calculate the questionnaire score.

NO	SCORE	DESCRIPTION
1	5	Always
2	4	Often
3	3	Sometimes
4	2	Rarely
5	1	Never

After obtaining the result of the assessment from the experts, the scores obtained were calculated using the formula according to Arifin (2010:137) as follows :

$$P = \frac{\epsilon R}{N} \times 100$$

Notes:

P : Percentage of responses

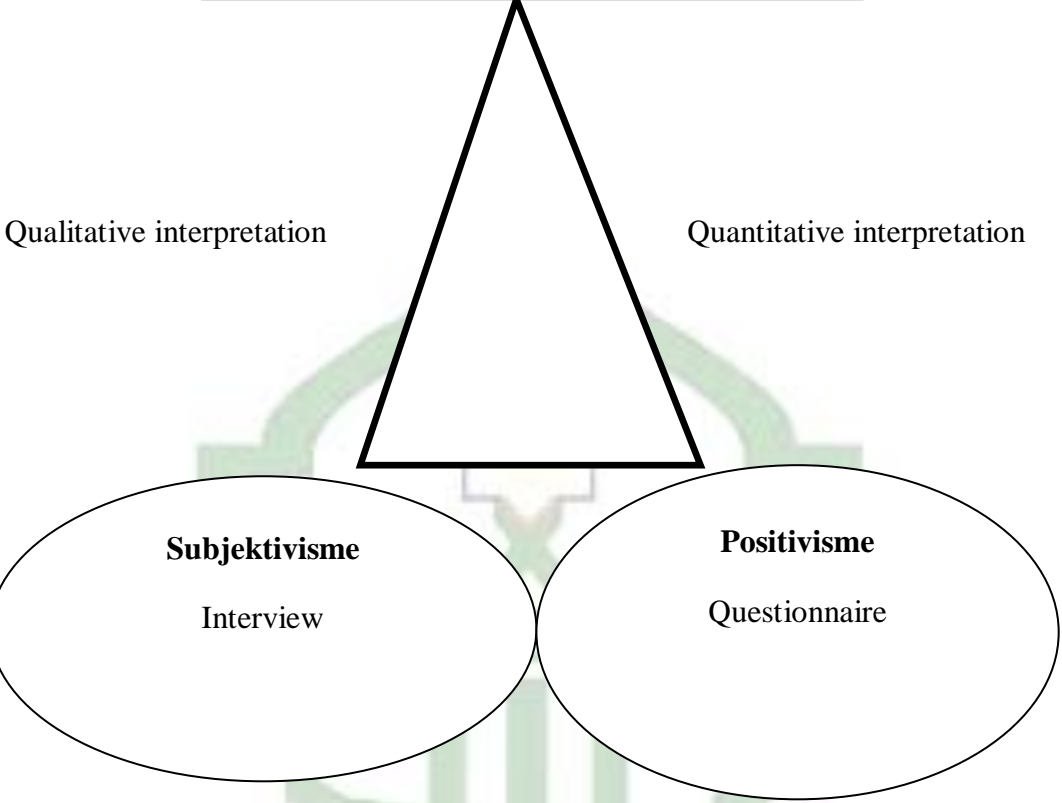
εR : The number of answer given by the respondent

N : the maximum orideal number of scores.

G. Trustworthiness of The Data

To determine the validity of the data, the researcher combined two research styles and the data between quantitative and qualitative (triangulation of methods). Cresswell et al. (2002) suggests that triangulation has evolved into a new research method discipline, although it still leaves a (*frontier*) that allows science to explain a significant percentage of existing phenomena, which is also still open to exploring inherent critical issues.

Object of research
The research result is the result of the integration of the two methods





UNIVERSITI ISLAM KERINCI
K E R I N C I

**CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION**

A. Research Findings

1. Questionnaire Results

The results of the questionnaires are divided based on the four indicators of teachers' motivational strategies, i.e. creating basic motivating conditions, generating initial motivation, maintaining and protecting motivation, rounding a learning experience: encouraging positive self-evaluation.

a. Creating basic motivating conditions

Table 4.1 Teachers' motivational strategies regarding creating basic motivating conditions

No	Statement	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
1	I indicate my mental and physical availability for all things academic.	0	0	4.76	38.10	57.14
2	I keep parents regularly informed about their children's progress.	4.76	0	23.81	47.62	23.81
3	I ask for their assistance in performing certain supportive tasks at home.	9.52	14.29	19.05	42.86	14.29
4	I encourage risk-taking and have mistakes accepted as a natural part of learning.	4.76	0	9.52	42.86	42.86

5	I encourage learners to personalise the classroom environment according to their taste.	0	9.52	19.05	33.33	38.10
6	I try and promote interaction, cooperation and the sharing of genuine personal information among learners.	0	0	9.52	57.14	33.33
7	I regularly use small-group tasks where students can mix.	0	0	4.76	71.43	23.81
8	I encourage and if possible organise extracurricular activities and outings.	4.76	9.52	42.86	28.57	14.29
9	I try and prevent the emergence of rigid seating patterns.	4.76	4.76	14.29	42.86	33.33

As can be seen in table 4.1, the teachers' responses with respect to creating basic motivating conditions were clustered in the categories of the 'often' and 'always' scales. In the 'often' category, the statement “I regularly use small group assignments where students can mix” was chosen by 71.43% of the teachers. is a very high proportion and Another Statement in this category that receives a high percentage of this category is “I try and promote genuine interaction, collaboration, and sharing of personal information among students” voted by (57.14%) teachers. In the category 'always', “I demonstrate my mental and physical readiness for all academic matters”. voted by 57.14% of teachers, followed

by “I encourage risk-taking and accept mistakes as a natural part of learning”. in second place (42.86 %).

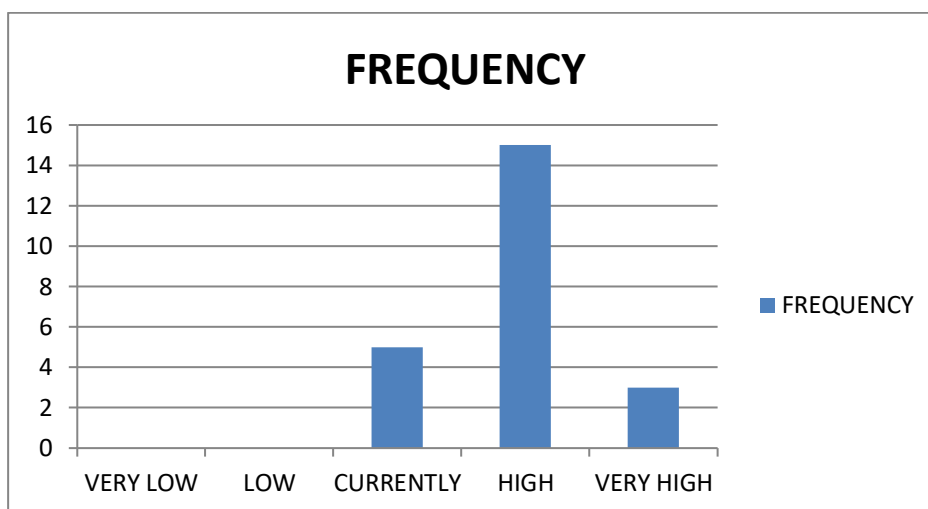


Figure 4.1 Diagram in English creating basic motivational conditions.

Based on Figure 4.1, it can be seen that of 21 teachers 3 people had very high confidence, 13 teachers had high confidence, and 5 teachers had moderate confidence in creating basic motivational conditions before starting English language learning.

b. Generating initial motivation

Table 4.2 Teachers' motivational strategies regarding generating initial motivation

No.	Statement	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
10	I highlight and demonstrate aspects of second language learning that my students are likely to enjoy.	0	4.76	28.57	19.05	47.62
11	I make the first encounters with second language a positive experience.	0	4.76	4.76	66.67	23.81

12	I quote positive views about language learning by influential public figures.	4.76	0	28.57	52.38	14.29
13	I encourage learners to conduct their own exploration of the second language community (e.g.on the internet).	0	0	23.81	52.38	23.81
14	I make sure that they receive sufficient preparation and assistance.	0	0	14.29	42.86	42.86
15	I make sure that there are no serious obstacles to success.	0	0	14.29	42.86	42.86
16	I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.	0	4.76	9.52	42.86	42.86
17	I relate the subject matter to the everyday experiences and backgrounds of the students.	0	0	9.52	66.67	23.81
18	I positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.	0	4.76	19.05	42.86	33.33
19	I raise the learners' general awareness about the different ways languages are learnt and the number of factors that can contribute to success.	0	0	14.29	61.90	23.81

As can be seen in table 4.2, the teachers' responses regarding generating initial motivation were clustered in the categories of the 'often'

and 'always' scales. In the 'often' category, the statements “I make the first encounters with second language a positive experience” and “I relate the subject matter to the everyday experiences and backgrounds of the students” were both selected by 66.67% of the teachers. Other statements in this category that receive a higher percentage was ‘I raise the learners' general awareness about the different ways languages are learned and the number of factors that can contribute to success’ (61.90%).

In the 'always' category, ‘I highlight and demonstrate aspects of second language learning that my students are likely to enjoy’ was chosen by 47.62% of teachers, followed by three other statements in the second place (42.86%). They:

- I make sure that they receive sufficient preparation and assistance.
- I make sure that there are no serious obstacles to success.
- I use needs analysis techniques to find out about my students' needs, goals and interests, and then build these into my curriculum as much as possible.

Similar to the trend in the first indicator above, very few teachers chose the 'never' or 'rare' scale category and sometimes the second indicator.

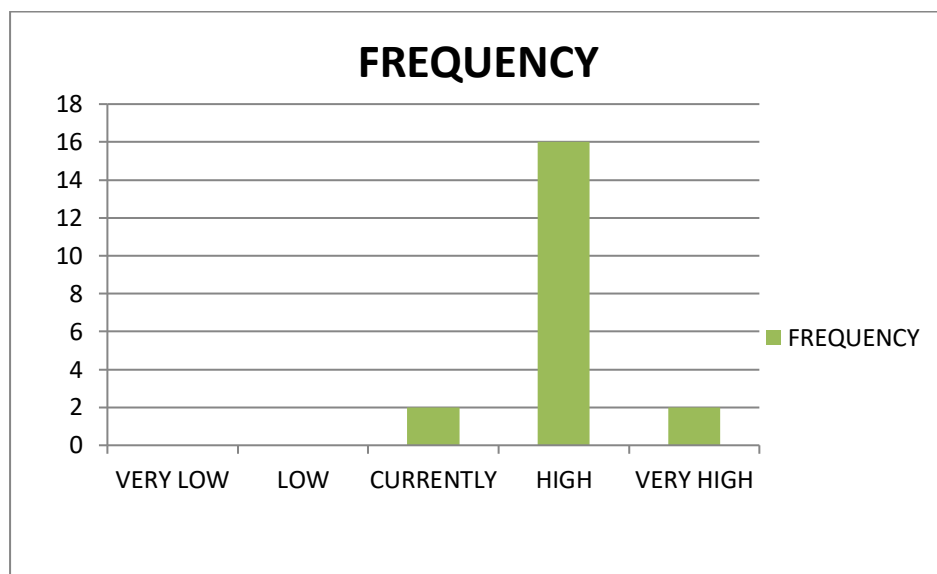


Figure 4.2 Generating initial motivation

Based on Figure 4.2, of 21 teachers, 2 teachers had very high confidence, 16 teachers had high confidence, and 3 teachers had moderate confidence in generating initial motivation before starting English lessons.

c. Maintaining and protecting motivation

Table 4.3 Teachers' motivational strategies regarding maintaining and protecting motivation

No	Statement	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
20	I vary the learning tasks and other aspects of your teaching as much as I can.	4.76	4.76	14.29	28.57	47.62
21	I focus on the motivational flow and not just the information flow in your class.	0	0	23.81	28.57	47.62
22	I make tasks challenging.	4.76	4.76	23.81	38.10	28.57
23	I personalise learning tasks.	4.76	4.76	33.33	28.57	28.57

24	I monitor student progress.	0	0	4.76	47.62	47.62
25	I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.	0	0	4.76	61.90	33.33
26	I draw my learners' attention to their strengths and abilities.	4.76	0	4.76	52.38	38.10
27	I indicate to my students that I believe in their effort to learn and their capability to complete the tasks.	0	0	14.29	42.86	42.86
28	I promote cooperation instead of competition.	0	0	19.05	47.62	33.33
29	I help learners accept the fact that they will make mistakes as	0	0	9.52	61.90	28.57
30	I set up tasks in which teams of learners are asked to work	0	0	19.05	42.86	38.10
31	I raise my students' awareness of the importance of self-motivation.	0	0	4.76	28.57	66.67
32	I encourage students to adopt, develop and apply self-motivating strategies.	0	0	14.29	47.62	38.10
33	I occasionally do the unexpected.	9.52	4.76	23.81	42.86	19.05
34	I create specific roles and personalised assignments for everybody.	0	4.76	19.05	42.86	33.33
35	I draw up a detailed written agreement with individual students, or whole groups, that specifies what they will learn and how, and the	4.76	0	23.81	23.81	47.62

	ways by which I will help and reward them					
36	I design tests that focus on what learners can rather than cannot do.	0	0	9.52	76.19	14.29
37	I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.	9.52	0	4.76	61.90	23.81
38	I take into account team products and not just individual products in my assessment.	0	4.76	19.05	52.38	23.81
39	I adopt the role of a facilitator.	0	0	14.29	33.33	52.38
40	I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.	0	9.52	4.76	66.67	19.05

As can be seen in table 4.3, teachers' responses regarding maintaining and protecting motivation clustered in the 'often' and 'always' scale categories. In the 'often' category, the statement "I design tests that focus on what learners can rather than cannot do" was chosen by (76.19%) teachers, this is a very high percentage and the other statement in this category that received a high percentage was "I make task content attractive by adapting it to the students' natural interests by including novel, whimsical, exotic, humorous, competitive or fantasy elements." Chosen by 66.67% of teachers.

followed by three other statements in second place (61.90%, namely:

- I adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.
- I help learners accept the fact that they will make mistakes as
- I make tests and assessment completely 'transparent' and involve students in the negotiation of the final mark.

In the 'always' category," I raise my students' awareness of the importance of self-motivation chosen by 66.67% of teachers, and another statement in this category that received a high percentage was "I adopt the role of a facilitator" chosen by 52.38% of teachers.

followed by four other statements in second place (47.62%). that is:

- I vary the learning tasks and other aspects of your teaching as much as I can.
- I focus on the motivational flow and not just the information flow in your class.
- I monitor student progress.
- I draw up a detailed written agreement with individual students, or wholegroups, that specifies what they will learn and how, and the ways by which I will help and reward them

Similar to the trend in the first and second indicators above, very few teachers chose the 'never' or 'rare' scale category and sometimes the third indicator.

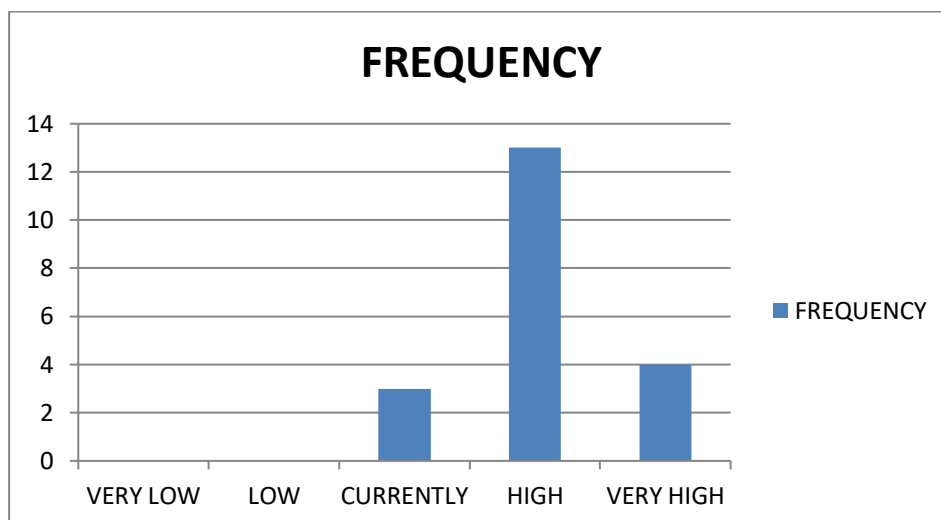


Figure 4.3 diagram of maintainig and protecting motivation in English

Based on Figure 4.3, of 21 teachers, 4 teachers had very high confidence, 14 teachers had high confidence, and 3 teachers had moderate confidence in Maintaining and Protecting Motivation in English.

The conclusion of the data above shows that most of the initial motivation in English is seen from the beliefs about teaching English in the High category.

d. Rounding a Learning Experience : Encouraging Positive Self Evaluation.

Table 4.4 Teachers' motivational strategies regarding rounding a learning experience : Encouraging positive self evaluation

No.	Statement	Never (%)	Rarely (%)	Sometimes (%)	Often (%)	Always (%)
41	I encourage learners to apply their second language proficiency in real-life situations.	0	4.76	4.76	42.86	47.62
42	I provide regular feedback about the progress my students are making and about	0	4.76	4.76	57.14	33.33

	the areas which they should particularly concentrate on.					
43	I monitor student accomplishments and progress, and take time to celebrate any victory.	4.76	0	4.76	57.14	33.33
44	I make sure that even non-material rewards have some kind of lasting visual representation.	4.76	0	19.05	57.14	19.05
45	I make the assessment system completely transparent	0	0	4.76	33.33	61.90
46	I make sure that grades also reflect effort and improvement and not just objective levels of achievement.	0	0	9.52	61.90	28.57
47	I encourage accurate student self-assessment by providing various self-evaluation tools	0	4.76	4.76	47.62	42.86

As can be seen in table 4.4, teachers' responses regarding rounding of learning experiences: Encourage positive self-evaluation in the 'often' and 'always' scale categories. In the 'often' category, the statement “I make sure that grades also reflect effort and improvement and not just objective levels of achievement” was chosen by 61.90% of teachers. followed by three other questions in second place (57.14%) namely:

- I provide regular feedback about the progress my students are making and about the areas which they should particularly concentrate on.

- I monitor student accomplishments and progress, and take time to celebrate any victory.
- I make sure that even non-material rewards have some kind of lasting visual representation.

In the 'always' category, “I make the assessment system completely transparent” was chosen by (61.90%) this teacher is a very high percentage and another statement in this category that receives a high percentage is “I encourage learners to apply their second language proficiency in real-life situations. Chosen by (47.62%) teachers.

Similar to the trend in the first, second and third indicators above, very few teachers chose the 'never' or 'rare' scale category and sometimes on the fourth indicator.

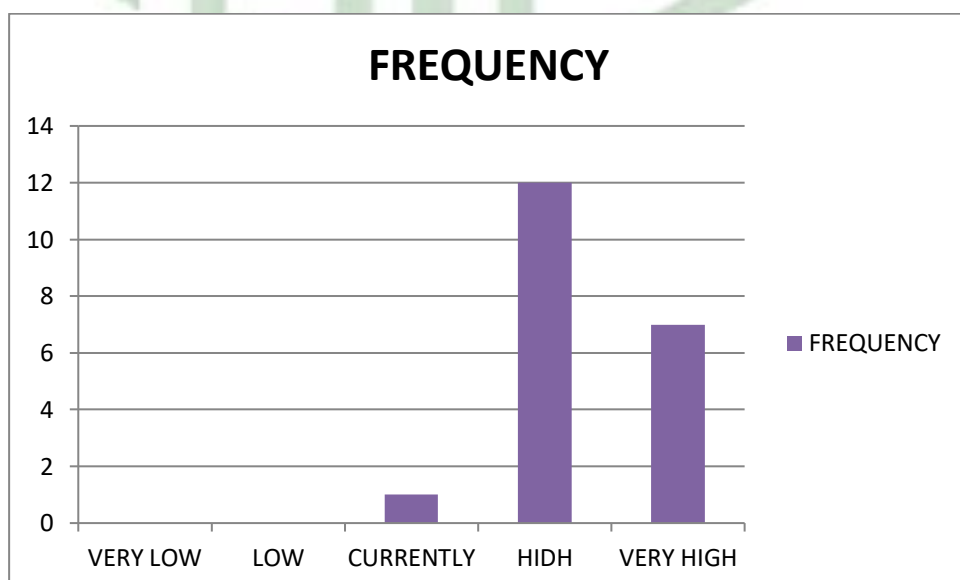


Figure 4.4 Diagram Rounding a Learning Experience : Encouraging Positive Self Evaluation in English

Based on Figure 4.4, 21 teachers 7 people had very high confidence, 12 teachers had high confidence, and 1 teachers had moderate confidence in Rouding a Learning Experience : Encouraging Positive Self Evaluation in English.

2. Interview Results

The results obtained from interviewing teachers regarding teacher motivation strategies are as follows:

1. What are your Preparations before teaching in class ?

The first question asked teachers' preparation before teaching in class. Various answers were given by the teacher, as reflected in the following quotations.

I always see the situation and condition of the class first, then I make preparations for the students I will face, and make general learning goals in class. (Mrs. E)

Prepare learning tools such as lesson plans, laptops, package books, student worksheets, and other supporting tools that are suitable for learning. (Mrs. I)

It is certain to prepare lesson materials before teaching, also prepare what methods will be used later in class so that students do not get bored with the material we provide and also prepare learning support tools. (Mrs. Ir)

At first, prepare the material that will be brought tomorrow, study the material in advance, arrive on time to class, prepare awards or prizes for students who are active or give added value. (Mr. J)

I preparation, before teaching, always prepare learning tools first, make varied learning methods, always prepare the material to be

presented, approach students so as not to create a comfortable atmosphere for all students or for myself. (Mrs. Ju)

RPP is certain, but let's see what class I teach, for example today I teach in class VII D, so I have to prepare materials and assignments if they are later in class in groups, and every class there is preparation specifically depending on the student. (Mrs. Ra)

Yes, one of them, according to me, must be mentally prepared, to deal with students in class, prepare teaching materials, determine learning objectives, generate student interest in learning and make lesson plans (RPP) (Mrs. T)

Before teaching I have to know Student Characteristics, Make Learning devices, Making Learning Media, Designing Assessments / Evaluations for students before leaving the class there must be activities to get additional value or prizes. (Mrs. U)

Prepare the intention to study first, even though the intention may still feel weak at first. Don't ignore the importance of setting a strategy in learning. Planning and managing your time as best you can is one important preparation that should not be missed. (Mr. A)

Lesson plan, before teaching I have to prepare materials and assignments in class, so that it remains structured in the teaching and learning process. (Mrs. Ye)

In brief, the teachers always make preparation before they teach in the classroom. The preparation include, among others, lesson plans, the material to be taught, and assignments in class or assignments at home.

2. In your opinion, is student motivation important?

When asked whether student motivation is important, some of the teachers said it is very important and some others said it is important along with a number of reasons.

Very important, if students are not motivated in learning, the material we convey will be in vain. (Mrs. A)

It's very important, because if students are not motivated, it's useless for us to do teaching and learning. (Mrs. E)

Motivation plays a very important role. With that motivation, students can develop activities and initiatives that can direct and maintain perseverance in carrying out learning activities. (Mrs. In)

Motivation plays an important role in achieving optimal student learning outcomes. Thus motivation can provide direction and activities for students (students) that must be done in accordance with these goals. (Mrs. Ir)

Motivation is very important especially in the teaching and learning process the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning outcomes. Motivation to learn is also a need to develop self-ability optimally so as to be able to do better, excel, and be creative. (Mr. Ja)

It's very important, because if students are not motivated, it's useless for us to teach and teach, especially English according to the my students, it is difficult because they are in seventh grade, because in elementary school there is no learning English, so we have to increase their learning motivation first. , that English is very important in today's life. (Mrs. Ra)

Motivation is very important because if learning is not accompanied by motivation it is difficult to achieve optimal success. To generate motivation itself, a student must have a clear goal to be able to achieve and strive for. (Mrs. S)

It's very important, because if students are not motivated, it's useless for us to do teaching and learning, so we have to increase learning motivation. (Mrs. W)

The conclusion of the second question regarding the importance of motivating students to be enthusiastic about learning English, by continuing to motivate students, if students are not motivated in learning it will be useless to convey material with students who do not respect.

3. How do you keep student in learning English to always stay focused ?

when asked how to get students to learn English to stay focused, some teachers answered making learning interesting and so on, which is reflected below :

In order for students to stay focused, we must make the material we teach very interesting for students. (Mrs.A)

Always control students by conducting material checks or sudden quizzes regarding the learning that has been conveyed to students 1 by 1 in order to maintain student focus during teaching and learning activities. (Mrs. In)

To always stay focused Good teaching materials are able to attract students' attention, so that they can make learning activities more effective .(Mrs. Ja)

Learning English will be more fun if you don't just focus on theory. In the classroom especially we can do more practice. We can invite students to always speak i English at every hour of learning English. Use simple conversation first. In learning languages, this technique will make students fluent in English more quickly because the surrounding environment is supportive, so inevitably every student has to practice it.(Mrs.N)

Usually on that day we as teachers have to be quick to respond, for example there are students who are already bored by taking notes, so we have to change the learning method, either in groups, or we give games related to the subject matter when teaching so that time is not wasted - in vain, because according to my mother 2 hours is very valuable for mothers teaching in the kls. (Mrs.Ra)

Usually on that day we as teachers have to be quick to respond, for example there are students who are already bored by taking notes, so we have to change the learning method, either in groups, or we give games related to the subject matter when teaching so that time is not wasted. (Mrs.T)

So we have to change the learning method, either in groups, or we give games related to the subject matter when teaching so that time is not wasted. -drain. (Mrs.Ti)

By continuing to interact actively, it can be through questions and answers, games or icebreaking so that students don't feel bored and bored. (Mrs.U)

We give games related to the subject matter when teaching so that time is not wasted. (Mrs.V)

Usually on that day we as teachers have to be quick to respond, or we give games related to the subject matter when teaching so that time is not wasted. (Mrs.Y)

Conclusions from the third question regarding how to keep students focused in learning English the teacher gives interesting material, gives quiz related to the material, makes a group system or makes in the teaching learning process so that students don't borrow.

4. Have you ever involved students in direct practice in class ? for example, giving them directions to make sentences directly ?

when I asked the teachers if they always did hands-on practice in class, several teachers answered always and often in their own way as follows:

Always, because it's very important.(Mrs. A)

Often, because by involving students in direct practice in class, students understand more easily and quickly than students who only hear explanations and examples.(Mrs.In)

Every time I study, I always involve students in direct practice.(Mrs.Ir)

Often. (Mrs. Mu)

always, because there we can see how students are progressing in learning English, is there any progress? (Mrs.Ra)

Maybe, that's what I do can make students fluent and brave.
(Mrs.Su)

Often, because there we can see how students are progressing in learning English, there is always progress.(Mrs.T)

Often because this is a form of keeping students focused.(Mrs.U)

Always .(Mrs.Y)

Always involve students to focus(Mrs.Yu)

The conclusion of the fourth question is whether the teacher has ever involved students in direct practice. the average teacher has done this because there is direct practice for students to understand learning material more easily and makes it easier for us to assess students' progress in the lesson.

5. Have you ever given a gift ? or the simplest , giving A plus when students are active or can answer questions .

Interview question this time is whether the teacher has ever given gifts or added value to students and here are some of the teacher's opinions

Often, when doing quizzes suddenly, students who can answer are given rewards such as plus grades to motivate other students.(Mrs.In)

Always, by giving additional value to students, students are motivated(Mrs.Ir)

Award is a way to reward someone for doing the right thing, so that the person receiving the award is more enthusiastic about doing the right thing. In relation to students, appreciation also means a skill in giving a positive response to student behavior as reinforcement so that positive behavior can be repeated or increased.(Mrs.Ja)

Praise. We know, praise is an act of expressing approval or admiration. Praise can increase self-esteem, independence, interest in learning, and learning achievement of students. Compliments are the easiest awards to make. Usually done with words like yes, good, improve, and so on.(Mrs.Ju)

Always, with a plus or a prize, they compete to ask questions.(Mrs.M)

Controlling and changing counter-productive learning behavior towards productive learning behavior. Regulating and developing students in learning. Directs higher-order thinking, and Strengthens positive behavior.(Mrs.Ri)

Reward (prize) and Punishment (punishment) are used by teachers as a form of reinforcement, a stimulus in educating students. Rewards are given by teachers to students by giving gifts for positive things done by students.(Mrs.Vi)

Ever, it must be so that students ask a lot of questions and are motivated to learn.(Mrs.Wa)

Gifts are closely related to making other people (recipients) feel happier, Gifts are also a form of kindness to others(Mr.Afrizal)

\Rewards or awards given to students can increase self-confidence, foster motivation to learn, and develop themselves. Practically, appreciation means as an act of appreciating or respecting. Reward can also be called a reward that is like a gift. (Mrs. Ye)

The conclusion of the fifth question is about whether the teacher has ever given a gift or plus value to students who are diligent in asking questions, and it turns out that teachers always give additional values or gifts as a reference so that students are motivated in learning.

6. According to you, what are the characteristics of students who are eager to learn English for next week?

There are several teacher opinions about the characteristics of students who are enthusiastic about learning English next week as follows:

The characteristics of students who are enthusiastic about learning are one of them asking a lot of questions and focusing on listening to the material conveyed by the teacher.(Mrs.A)

Students who are active in asking questions, and have high curiosity and don't complain much are examples of students who are passionate about learning and waiting for the next week's learning.(Mrs.In)

Students can be said to have high learning motivation if they have the characteristics of being diligent in facing assignments, tenacious in facing difficulties, not requiring external encouragement to achieve, high learning enthusiasm (happy, studious, and full of enthusiasm), like new knowledge.(Mrs.Ja)

Oh, it can be seen from the character of Iubia's character, then from the look on her face she is interested in today's material, happy when you deliver the material, and when students answer questions from student, they give them enthusiasm.(Mrs.Ra)

Who is excited can be seen from the character of Iubia, then from the look on her face she is interested in today's material, happy when Mother conveys the material(Mrs.T)

Students are excited, it can be seen from the week we teach, happy when you deliver the material, and when students answer questions from your mother, they are enthusiastic(Mrs.Ti)

They always ask or want to know high.(Mrs.Su)

Have a strong curiosity, think creatively, always try to complete their tasks and think critically.(Mrs.Vi)

Passionate with sparkling views Students who have the enthusiasm to learn can be seen from the behavior of these students. When students' eyes light up when explaining, when they compete to answer questions from the teacher, children always ask a lot of things about the subject matter they receive, it is certain that our students are eager to receive lessons. It means that teaching activities have been successful. If there is no behavior as stated, it means that it is very necessary to reflect on how we teach. (Mr.Ag)

Children who are enthusiastic in receiving lessons can be seen from their attitude when the assignments given are always completed with the best. When children experience mistakes doing

their assignments they are willing to correct and improve their assignments.(Mrs.Ye)

The conclusion from the sixth question about the characteristics of students who are excited to learn next week are students who are excited to learn this week, actively ask questions, and enjoy learning, their facial expressions are happy. And focus on learning. Diligent in dealing with assignments, tenacious in the face of difficulties, does not need external encouragement to excel.

7. Are students actively asking questions ?

This question is about whether active asking in class and some students answer with their respective criteria as follows:

If they are active they are active in asking questions.(Mrs.E)
Sometimes according to the situation and conditions of learning, because students will actively ask questions when they find learning interesting.(Mrs.In)

The characteristics of active students are that students always ask questions or ask for explanations from their teachers if there is material/problems that they cannot understand and solve and students in expressing ideas and discussing other people's ideas with their own ideas.(Mrs.Ja)

Not all students actively ask questions , but we really invite students to ask lots of questions.(Mrs.Ju)

Yes, they must be very active in asking questions.(Mrs.Ra)

Students are mostly quiet, rather difficult to ask, many are still shy.(Mrs.Ri)

Junior high school students, let alone class 7, are on average still shy because they still know their surroundings.(Mrs.Su)

My guidance students are still shy in asking.(Mrs.Ti)

Ask, yes, there are students here who actively ask questions, some are still shy.(Mr.Ag)

Not all students are active in asking questions, because maybe they are still shy and limited in vocabulary(Mrs.W)

The conclusion from the seventh question is that there are several teachers who answer students who are active in asking questions, especially when they don't understand our explanation, and there are also those who comment that students are still shy about asking questions and some have limited vocabulary.

8. How do you maintain student motivation in learning ?

This question is about how the teacher maintains student motivation in learning. There are several teacher criteria in answering the question as follows:

Interspersed with games, singing, but still related to learning. Sometimes Using examples according to issues that are currently viral so that students are interested.(Mrs.In)

That is, the teacher must make them interested in the material that you give and motivate that the material you convey is very important to them.(Mrs.Ir)

Using appropriate and diverse learning methods, making students active learners and making optimal use of media.(Mrs.Ja)

Creating competition, holding regular evaluations, conveying motivation directly, generous will be praised.(Mrs.Ju)

Making students active in teaching and learning activities, Creating a conducive classroom atmosphere, Creating a variety of learning methods, Increasing teacher enthusiasm and passion in teaching.(Mrs.N)

Giving rewards. Creating activities that involve all students in the class.(Mrs.Ra)

That is, you must make them interested in the material that you provide, motivating that the material you convey is very important to them.(Mrs.Yu)

Improving the quality of teachers. It is certain that the teacher is a figure who becomes a pioneer in the process of teaching and learning activities.(Mrs.T)

Keep students focused, follow the flow of students in receiving learning, make the class atmosphere more fun and definitely motivate through new things(Mrs.U)

Maximizing learning facilities and choosing the right learning method.(Mrs.V)

The conclusion from the eighth question is how teachers can maintain student motivation in learning by always motivating students, creating a conducive and not stressful class atmosphere so that students are enthusiastic and enjoy the teaching and learning process. and provide motivation to students that English is very important in today's life.

9. What is the right solution regarding the decrease in student motivation ?

The interview question this time is how the solution is related to decreased student motivation, and the various answers from respondents are as follows:

If there is a decrease in motivation, according to you, that's what the teacher is for to give them motivation that way, the learning atmosphere is fun or another way to keep them excited about learning.(Mrs.A)

As teachers as much as possible we should always trying to be able to increase motivation to learn, especially for students who experience difficulties in learning by using various efforts that can be carried out by the teacher namely Clarify the goals to be achieved and Awakening student motivation.(Mrs.Ri)

First find out the problems and interests of students who have decreased motivation, then help them overcome and solve them because usually these students are experiencing mood changes.(Mrs.In)

Guiding and supporting Student Learning, Giving Appreciation for the Efforts That Have Been Made by Students.(Mrs.Ir)

That is, we have to know why their learning motivation has decreased, then we can find out why students' motivation has decreased.(Mrs.J)

Invite students to talk asking what hell wants and bring the atmosphere of talking like a friend (Mrs.U)

If there is a decrease in motivation, according to you, that's what the teacher is for to motivate them in that way, the learning atmosphere is fun or another way to keep them motivated in learning.(Mrs.T)

Create a pleasant atmosphere in learning, Using a variety of interesting presentation method, Give reasonable praise every student's success and Give an assessment. (Mrs.Ti)

Choose the right learning method, make use of learning media, carry out learning evaluations and clarify the goals to be achieved. (Mrs.Ye)

Improving the quality of our teachers as teachers must evaluate ourselves as well as why there has been a decrease in student motivation and we must find solutions by maximizing learning facilities.(Mrs.Yu)

The conclusion from the ninth question is that in every lesson we must always change teaching methods so students don't get bored, such as giving prizes to students who answer our questions and giving plus points or praise to students who ask questions. And don't forget to look for solutions.

10. According to you , why should every student be motivated to learn?

The question this time is to discuss why students should be motivated in learning below there are several answers from respondents:

If students are not motivated, they will be noisy and lazy in studying.(Mrs.E)

Because if they are not motivated, the teaching and learning process cannot be carried out, because they are not motivated, they will be noisy, playing games like that.(Mrs.A)

Because students are motivated to learn KBM will run smoothly and Conducively, Learning materials will be delivered well and can be accepted by students.(Mrs.In)

Students who are motivated in learning will carry out learning activities well so that the learning objectives that have been set can be achieved. Motivation has an important position in achieving the learning objectives that have been set.(Mrs.Ja)

The purpose of motivation in the student learning process is to make students enthusiastic about learning. Motivation is closely related to the stimulus that makes students become motivated, compelled to do something.(Mrs.Ju)

Motivation is able to provide positive stimulation for students' way of thinking, the right motivation/reinforcement will make students more visionary and optimistic in realizing their dreams. For example, simple motivations like the words "you can do it, you can win, you can win.(Mrs.N)

Motivation is able to provide positive stimulation for students' way of thinking, the right motivation/reinforcement will make students more visionary and optimistic in realizing their dreams. For example, simple motivations like the words "you can do it, you can win, you can win.(Mrs.W)

Motivation that is conveyed properly will trigger students to explore their talents and potential. Of course, with the direction or application of the teacher's questioning skills, it will make students find a picture of the dream they want to make come true.(Mrs.U)

The goal of motivation in the student learning process is to minimize boredom in the learning process.(Mrs.T)

Motivation is very important and serves as a driving force for effort and goal achievement. Someone makes an effort because of

motivation. The existence of good motivation will show better results.(Mrs.Ra)

The conclusion from the tenth question about teachers must always maintain student motivation in learning on average the teacher answered if students are not motivated then the teaching and learning process cannot be carried out, it is useless to study without motivation, to minimize boredom in the learning process and students are enthusiastic in learning.

B. Discussion

From the results of the study using the interview method to determine the motivation strategy of the English teacher in the junior high school in Kota Sungai Penuh. This research was conducted on 21 respondents for the English teacher motivation strategy questionnaire and 21 respondents for interviews about the English teacher motivation strategy more deeply or directly.

Based on the results of the study, the researchers found that among the 4 indicators in the questionnaire of motivation strategies for English teachers at the junior high school level in Sungai Penuh, namely, the strategy of creating basic motivating conditions, generating initial motivation, maintaining and protecting motivation, and rounding a learning experience: Encouraging positive self-evaluation. There is one strategy that is always used by teachers, namely maintaining and protecting motivation with a high average percentage (85,35). The rounding a learning motivation experience : encouraging positive self evaluation strategy which is often used by English teachers with an average percentage (84,49). And generating initial motivation strategy which is sometimes used with

an average percentage (82.00). Meanwhile, the strategy that is rarely used by English teachers is the strategy of creating basic motivating conditions with an average percentage (73.37) in the Enough Category, a total score of 4046 with an overall average percentage (82.40).

This is in accordance with the opinion (Ramire, 2010) about creating basic motivating conditions which states that the ability of teachers to motivate is important because it can create a stress-free atmosphere, build a relationship of mutual trust and motivation. From this statement it is clear that a teacher, especially a language teacher, must have the ability to create a positive classroom atmosphere and good relationships with students in the classroom, because when all elements of the class can support each other, it will build student motivation to learn.

The importance of motivation in the teaching and learning process makes teachers aware that one of the roles that must be carried out in the teaching and learning process is as a motivator for students. Every teacher has a different way of motivating students; Even what the teacher does unconsciously in the teaching and learning process, it can be a form of motivational strategy. Dornyei (2001) defines the term motivational strategy as a technique that promotes behavior related to individual goals. He also stated that motivational strategy refers to the influence of motivation that is consciously exerted to achieve some systematic and lasting positive effect. According to Wlodkowski (1999, p. 67), "A motivational strategy is an instructor's intentional action that increases one's motivation to learn". He also stated that strategies contribute to stimulating or

creating conditions of motivation: mental/emotional states in which learners want information, knowledge, insights and skills.

This is in accordance with the opinion (Dornyei, 2001) about generating initial motivation defines the term motivational strategy as a technique that promotes behavior related to individual goals. He also stated that motivational strategy refers to the influence of motivation that is consciously exerted to achieve some systematic and lasting positive effect. According to Wlodkowski (1999, p. 67), "A motivational strategy is an instructor's intentional action that increases one's motivation to learn". He also stated that strategies contribute to stimulating or creating conditions of motivation: mental/emotional states in which learners want information, knowledge, insights and skills.

Teachers also try to protect students' self-esteem and increase their self-confidence by giving persuasive expressions of belief that students can have good abilities. "Self-esteem grows from the trust of others. When teachers believe in students, students believe in themselves. When people you respect think you can, you think you can" (Raffini, 1993, p. 147) about maintaining and protecting motivation

One way to encourage positive retrospective self-evaluation, teachers should try to provide motivational feedback by giving positive feedback, then reward students' work by accepting students' answers or opinions even if they are not appropriate. This is in accordance with the opinion (Dornyei, 2001, p. 124). About rounding a learning experience: encouraging positive self evaluation the

data above shows that most of the initial motivation in English is seen from beliefs about teaching English in the High category.

After conducting interviews with English teachers, researchers found their problems in motivating students to learn English, namely: lack of vocabulary, in general they still have difficulty distinguishing vocabulary that has the same meaning. In addition, speaking speed is also a factor that affects students' speaking ability. Not only that, they are still afraid, anxious, and embarrassed in speaking English.

In addition, the teacher always motivates students to learn English and raises students' motivation to learn English. This is supported by (Richards, 2008), which states that students mostly face some problems in speaking English, their problems in speaking English are difficulty in getting meaning or understanding of conversation, vocabulary, pronunciation, shyness, and fear of making mistakes. in the meaning or content of them. speak.

Furthermere , Juhana stated that there are several factors that are included in the psychological factors related to second language learning, including; fear of being wrong, shame, anxiety, lack of confidence, and lack of motivation.¹⁰ Based on the findings in the research above, it can be concluded that Richards and Juhana's theory is in accordance with the actual conditions.

From the questions above, it is really concerning because teachers still have problems in teaching English, especially in motivating students as well as the students concerned. The lack of vocabulary that students have makes them shy

and hesitant in speaking English. This is mostly found by grade VI students because when they were in elementary school not all schools had English lessons and not all teachers who taught were English teachers. And students still have difficulty in making sentences in English.

From the results of research with the method of distributing questionnaires, there are data with low values. This is in accordance with the opinion (McCombs and Whisler, 1997) which states that teachers should know that one of the most demotivating factors for students is when they have to learn something they cannot understand because it seems irrelevant to their lives. In line with the above opinion (Dornyei, 2001) states that motivational strategies cannot be used successfully in a "motivational vacuum". This means that teachers should try to apply motivational strategies sequentially based on the stages from the first stage to the last stage because teaching is not only a knowledge transfer process but teachers must know how to get students' minds involved and ready to accept.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the questionnaire, it can be concluded that a vast majority of the teachers frequently employed all the four indicators of teachers' motivational strategies, namely: creating basic motivating conditions, generating initial motivation, maintaining and protecting motivation, rounding a learning experience: encouraging positive self-evaluation. In addition, the data from the interviews showed that although some of the teachers had various views on the issue of student motivation, all emphasized the importance of motivational strategies in the process of teaching and learning English, and the importance of motivational strategies for interest and significant progress for students in learning English.

B. Suggestions

Based on the findings of the present study, several suggestions could be made. The researcher hopes that this thesis can be used as a reading material or a reference for further research. After the researcher analyzed the research findings, it is hoped that the researcher will contribute to the research in a better direction. Motivation to students must be supported by several things, namely: different learning methods so that students do not get bored and always want to learn English.



BIBLIOGRAPHY

- Astuti, S. P. (2016). *Exploring motivational strategies of successful teachers*. TEFLIN Journal. Vol. 27. Retrieved June 13, 2022.
- Arifin, z, 2010. *Pengaruh salinitas dan konsentrasi CO2 terhadap pertumbuhan dan kadar lipid mikrolga Nannochloropsis sp*. Bioteknologi
- Cheng, H. F., & Dornyei, Z. (2007). *The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan*. *International Journal of Innovation in Language and Teaching*. Vol 1(1). Retrieved June 14, 2022
- Cho, E. Y., & Teo, A. (2013). *EIL teachers' strategies and students' preference*.
- Creswell, J. W., Trout, S and Barbutto, J. E. (2002) , A decade of mixed methods writings: A retrospective.
- Creswell, J. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research*. Washington: Pearson Education.
- Creswell, J.W. (2014) *Penelitian Kualitatif dan desain Riset 3/E Memilih di antara lima Pendekatan*, Yogyakarta : Pustaka Pelajar.
- Deci, E. L., & Ryan, R. M. (2000). *Intrinsic and extrinsic motivation: Classic definitions and new directions*. *Contemporary Educational Psychology*.
- Denzin, N. K., & Lincoln, Y. S. (2005). *The SAGE handbook of qualitative research*. Washington: Sage Publication. Retrieved June 12, 2022,.
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press. Retrieved June 13, 2022,
- Dornyei, Z., & Ushioda, E (2010). *Teaching and researching motivation*. London: Pearson Education. Retrieved June 12, 2022,
- Dornyei, Z., 2003. *Motivational Strategies in the language Classroom*. 3rd. Edition. Cambridge, Cambridge University Press.
- Ford, M. E. (1992). *Motivating Humans : Goals, Emotions and Personal Agency Beliefs*, Sage, Landon.
- Guilloteaux, M. J. (2013). *Motivational strategies for the language classroom: Perceptions of Korean secondary school English teachers*. Elsevier. Vol. 41. Retrieved June 20, 2022,
- Hapsari, W. (2013). *Teacher's perceived characteristics and preferences of motivational strategies in the language classroom*. TEFLIN Journal. Vol. 24. Retrieved June 15, 2022,

- Johnson, R B., & (Christencsen, L, B, 2014, *Educational research : quantitative, qualitative and mixed approaches*.
- Kakar, S. K., & Pathan, Z. H. (2017). *Exploring the motivational strategies practiced by Pakistan EFL teacher to motivate students in learning English language. International Journal of English Linguistics*. Vol. 7(2). Retrieved June 15, 2022,
- Keller, J. M. (1987). *Strategies for stimulating the motivation to Learn.Tallahasee: Performance and Instruction*. Retrieved July 2,2022,.
- Lai, E. R. (2011). *Motivation: A literature review*. Pearson. Retrieved July 12, 2022,
- McCombs, B. L., & Pope, J. E. (1994). *Motivating hard to reach students. Washington: American Psychology Association*. Retrieved June 19, 2022.
- Miles, M. B., & Huberman, A. M. (1994). *An expanded sourcebook qualitative data analysis*. Thousand Oaks: SAGE Publications. Retrieved June 13, 2022,
- Moskovsky, C., Arabai, F., Paolini, S., & Ratcheva, S. (2012). The effects of teachers' motivational strategies on learners' motivation: A controlled investigation of second language acquisition. *Language Learning a Journal of Research in the Language Studies*. Vol. 20. Retrieved July 13, 2022
- Nuardi, (2013). *Research methodology how to conduct a good research*.Pekanbaru: Foma Binding.
- Nugroho, M. A., & Mayda, N. (2015). *Motivational strategies in teaching English as foreign language: A case study in junior high school 7 Kuningan*. *Journal of English Education*. Vol. 4(1). (Retrieved June 1, 2022)
- Raffini, J. P. (1996). *150 ways to increaseintrinsic motivation in the classroom*.Needham Heights, MA: Allyn and Bacon.
- Ramirez, A. C. V. (2010). Students' perception about the development oftheir oral skills in an English as foreign language teacher training program.Retrieved from<http://www.researcharchive.edu.tw> (at september 20, 2022.)
- Richards, Jack C. (2008).*TeachingListening and Speaking from Theory to Practice*. Cambridge: University Press.
- Richards and Renandya. (2002). *Methodology in Language Teaching: An Anthology ofCurrent Practice*. Cambridge: University Press.
- Rudhumbu, N. (2014). *Motivational strategies in the teaching of primary school*
- Santrock, J. W. (2011). *Educational Psycology* (5th ed.). New York: McGrawHill. Retrieved June 2,2022.
- Saville, M., & Troike. (2006). *Introducing second language acquisition*.

- Sucouglu ,(2017). Analysis of motivational strategies used by English language teachers teaching at secondary schools.
- Sugiyono. (2014). Metode Penelitian Kuantitatif Kualitatif dan R & D. Bandung : Alfabeta.
- Syafi'i, M. (2019). From paragraphs to a research report: A writing for academic purposes. Pekanbaru: Kreasi Edukasi.
- Woolfolk, A., & Margetts, K. (2017). Educational psychology. Sydney: Pearson Prentice Hall.
- Wlodkowski, R. J. (1999). *Enhancing aduItmotivation to learn*. San Fransisco:Jossey-Bass.
- Yin, R. K. (2011). Qualitative research from start to finish. New York: The Guilford Press.Retrieved July 2,2022



CURRICULUM VITAE

I. Personal Information

Name : PARAS ADILA MUTIA
Place/Date of Bith : Desa Baru Debai / APRIL 24th, 2000
Address : Desa Baru Debai
Religion : MOSLEM
Nationality : INDONESIAN
Marital Status : SINGLE
Father's Name : Alm. DAHLAN
Mother's Name : KURNIA NINGSIH
Phone Number : +6282287191140
Email : parasadilamutia@gmail.com



II. Educational Background

2006-2012 : Elementary School
SDN 065/IX Desa Baru Debai
2012-2015 : Junior High School
MTsN 3 Kerinci
2015-2018 : Senior High School
MAN 2 Sungai Penuh
2018-2022 : Institute State Islamic Institute of
Kerinci

Sungai Penuh, 01 March 2023

PARAS ADILA MUTIA
NIM: 1810203052



Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	SKOR				
Gr.1	4	4	3	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	184			
Gr.2	5	5	4	4	4	4	5	3	3	4	4	4	4	5	5	4	4	4	4	4	4	5	3	3	4	4	4	4	4	4	4	4	5	4	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	188		
Gr.3	5	4	1	5	5	4	4	1	2	3	5	3	4	3	4	4	4	3	4	5	4	4	3	5	4	4	5	5	5	4	5	5	3	4	5	4	4	4	5	4	4	4	4	4	4	5	3	4	187			
Gr.4	5	3	4	4	5	5	4	5	4	5	4	3	4	5	3	5	5	4	4	4	5	5	5	5	4	4	5	4	5	4	5	4	2	4	3	4	5	3	5	4	5	5	3	3	5	4	5	200				
Gr.5	4	4	3	4	5	4	5	4	4	4	4	5	4	4	4	4	5	4	5	3	5	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	4	4	4	4	5	5	5	5	5	5	5	4	203			
Gr.6	5	5	4	5	5	4	5	4	5	3	5	4	5	5	4	5	5	4	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	5	5	4	5	5	4	5	5	5	4	5	5	220		
Gr.7	5	4	5	3	2	5	5	2	5	5	5	4	4	5	5	5	5	3	3	5	4	3	5	3	5	1	5	4	4	4	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	4	205			
Gr.8	4	5	4	5	5	4	4	4	5	5	5	4	5	5	5	5	4	5	4	3	4	4	3	4	5	5	4	5	4	5	4	5	5	4	5	4	4	5	4	4	5	4	4	5	4	4	4	205				
Gr.9	5	4	2	4	2	4	4	3	4	5	5	4	3	3	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	4	4	4	4	4	4	4	5	4	5	4	5	4	5	5	203			
Gr.10	5	3	2	4	4	5	4	3	4	3	4	3	3	3	4	4	5	4	4	5	3	4	4	5	4	4	3	4	4	4	5	4	3	4	1	4	1	4	5	5	4	4	4	3	5	4	4	179				
Gr.11	4	4	5	5	5	5	4	4	5	5	4	1	5	4	3	5	3	5	5	5	5	5	5	5	4	4	4	5	5	4	3	4	3	4	4	5	4	4	5	5	4	4	4	5	4	4	5	5	203			
Gr.12	5	3	4	5	5	5	4	4	5	5	4	4	5	4	5	5	4	5	5	4	5	4	4	5	5	5	5	4	5	5	5	5	5	5	5	5	4	4	4	4	4	4	5	4	4	5	5	5	214			
Gr.13	5	5	5	4	5	4	4	5	5	5	4	4	4	5	5	4	4	5	5	5	5	5	4	5	5	4	5	5	4	5	5	4	5	5	5	5	5	4	5	4	5	5	5	4	4	5	4	5	218			
Gr.14	4	5	4	5	3	5	4	5	4	5	4	5	4	5	3	5	4	5	3	4	5	2	5	5	4	5	5	3	5	5	5	4	5	5	4	5	4	5	4	5	3	5	4	5	4	4	5	3	4	203		
Gr.15	4	3	2	3	3	4	4	3	5	3	4	4	4	5	5	3	4	3	4	3	3	3	3	4	4	4	4	3	3	3	4	3	3	4	3	4	3	4	3	4	3	2	2	4	4	3	4	4	4	165		
Gr.16	4	4	4	4	3	4	3	4	1	2	3	4	3	4	4	2	4	3	4	2	3	3	1	5	3	4	4	3	4	3	3	3	1	2	4	4	4	5	3	4	3	4	3	4	3	4	3	4	156			
Gr.17	4	4	3	5	4	4	5	3	4	3	4	5	5	4	5	5	4	4	4	4	4	4	4	3	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	5	4	4	4	5	197			
Gr.18	3	1	1	1	3	3	4	2	3	3	2	3	3	4	4	3	3	2	3	1	3	1	2	4	4	3	4	4	3	3	4	4	1	3	3	3	1	2	3	2	3	2	1	1	5	4	2	127				
Gr.19	5	4	4	5	4	5	4	3	4	5	4	4	3	4	5	4	4	5	4	5	3	5	4	4	4	5	3	3	5	4	5	4	4	5	5	4	5	4	5	4	5	4	5	4	5	4	3	200				
Gr.20	5	4	4	4	4	3	4	3	3	4	4	3	4	5	4	5	4	5	4	5	4	5	3	4	4	5	3	4	4	4	4	4	4	4	5	5	4	5	4	5	4	5	4	5	5	5	4	5	198			
Gr.21	5	3	3	5	4	4	4	3	4	5	4	4	4	4	4	4	4	4	4	4	5	5	4	3	4	5	4	4	5	4	5	5	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	191			
SKOR	9	8	7	8	8	8	8	7	8	8	8	7	8	9	9	8	8	8	8	8	8	8	8	7	9	9	8	9	8	8	8	9	8	7	8	8	8	8	8	8	9	8	9	8	8	8	9	8	9	8	9	
	5	1	1	8	4	9	8	1	3	6	6	8	4	0	0	9	7	5	6	6	9	0	8	3	0	8	0	7	8	8	7	9	5	5	6	5	2	3	2	3	1	8	7	1	6	8	0					

WAWANCARA 1

Peneliti : Assalamualaikum bu

Ibu Ade : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu Ade : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu Ade : Ade Puspita Maya Sari,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu Ade : siapkan RPP dulu, siapkan bahan dan tugas di kelas atau kerjakan di rumah.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu ade : sangat penting, jika siswa tidak termotivasi dalam belajar maka materi yang kita sampaikan akan sia-sia.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu ade : Agar siswa tetap fokus, kita harus membuat materi yang kita ajarkan sangat menarik bagi siswa.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu ade : selalu, karena itu sangat penting.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu ade : selalu, agar siswa semangat dalam belajar dan bertanya.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu ade : ciri-ciri siswa yang semangat belajar salah satunya banyak bertanya dan fokus mendengarkan materi yang di sampaikan olrh guru nya.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu ade : aktif.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu ade : dengan selalu memotivasi siswa setiap hari.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu ade : kalau ada penurunan motivasi menurut bapak itu gunanya guru memberikan motivasi seperti itu, suasana belajarnya menyenangkan atau cara lain agar mereka tetap semangat belajar.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu ade : karena kalau tidak termotivasi maka proses belajar mengajar tidak bisa terlaksana, karena tidak termotivasi akan ribut, main game gitu.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu ade : ya terimakasih kembali.



WAWANCARA 2

Peneliti : Assalamualaikum buk

Ibu eka: walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 11 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu eka : insyaallah

Peneliti : sebelumnya nama ibu siapa ?

Ibu eka : Eka Apriyana,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu eka : Saya selalu melihat dulu situasi dan kondisi kelas, kemudian saya membuat persiapan untuk siswa yang akan saya hadapi, dan membuat tujuan pembelajaran umum di kelas.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu eka : Ini sangat penting, karena kalau siswa tidak termotivasi, percuma kita belajar mengajar.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu eka : : Kita sebagai guru harus melakukan yang terbaik untuk membuat siswa fokus ke masa depan .

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu eka : selalu

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu eka : tidak pernah, dengan memberikan nilai tambah

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu eka : mereka selalu bertanya atau ingin tahu tinggi.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu eka : kalau aktif mereka aktif dalam bertanya.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu eka : dengan terus memotivasi siswa

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu eka : kami membuat belajar menjadi menyenangkan

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu eka : Jika siswa tidak termotivasi, mereka akan ribut dan malas belajar.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu eka : ya terimakasih kembali.



WAWANCARA 3

Peneliti : Assalamualaikum buk

Ibu indria : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu indria : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu indria : Indria Juwita,S.Pd

Peneliti :Apa saja persiapan bapak/ibu sebelum mengajar di kelas?

Ibu indria : Siapkan alat-alat pembelajaran seperti RPP, laptop, buku paket, LKS, dan alat pendukung lainnya yang sesuai untuk pembelajaran.

Peneliti :Menurut bapak/ibu, apakah motivasi siswa itu penting?

Ibu indria : motivasi memegang peranan yang sangat penting. Dengan motivasi itu, siswa dapat mengembangkan kegiatan dan prakarsa yang dapat mengarahkan dan memelihara ketekunan dalam melaksanakan kegiatan belajar.

Peneliti :Bagaimana bapak/ibu menjaga siswa dalam belajar bahasa Inggris untuk selalu tetap fokus ?

Ibu indria : Selalu mengontrol siswa dengan melakukan pengecekan materi atau kuis mendadak terkait pembelajaran yang telah disampaikan kepada siswa 1 per 1 guna menjaga fokus siswa selama kegiatan belajar mengajar.

Peneliti: Apakah bapak/ibu pernah melibatkan siswa dalam praktik langsung di kelas? Misalnya, memberi mereka arahan untuk membuat kalimat secara langsung?

Ibu indria : Seringkali karena dengan melibatkan siswa dalam praktik langsung di kelas, siswa lebih mudah dan cepat mengerti dibandingkan dengan siswa yang hanya mendengar penjelasan dan contoh saja.

Peneliti : Apakah bapak/ibu pernah memberikan hadiah? Atau yang paling sederhana ,memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu indria : Seringkali saat mengerjakan kuis secara tiba-tiba, siswa yang bisa menjawab diberikan reward seperti nilai plus untuk memotivasi siswa lainnya.

Peneliti : Menurut bapak/ibu, apa ciri-ciri siswa yang bersemangat belajar bahasa Inggris untuk minggu depan ?

Ibu indria : Siswa yang aktif bertanya, dan memiliki rasa ingin tahu yang tinggi serta tidak banyak mengeluh adalah contoh siswa yang semangat belajar dan menunggu pembelajaran minggu depan.

Peneliti : Apakah siswa aktif bertanya?

Ibu indria : Kadang-kadang sesuai dengan situasi dan kondisi pembelajaran, karena siswa akan aktif bertanya ketika mereka menemukan pembelajaran yang menarik

Peneliti : Bagaimana cara bapak/ibu menjaga motivasi siswa dalam belajar?

Ibu indria : Diselingi dengan permainan, menyanyi, tapi masih berhubungan dengan pembelajaran. Terkadang Menggunakan contoh sesuai isu yang sedang viral agar siswa tertarik.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu indria : Cari tahu dulu masalah dan minat siswa yang motivasinya menurun, kemudian bantu mereka atasi dan selesaikan karena biasanya siswa tersebut sedang mengalami perubahan suasana hati.

Peneliti : Menurut bapak/ibu mengapa setiap siswa harus termotivasi untuk belajar?

Ibu indria : Karena siswa termotivasi untuk belajar KBM akan berjalan lancar dan Kondusif, materi pembelajaran akan tersampaikan dengan baik dan dapat diterima oleh siswa.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu indria : ya terimakasih kembali

WAWANCARA 4

Peneliti : Assalamualaikum buk

Ibu irianti : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu irianti: insyaallah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu irianti: Irianti ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu irianti : Sudah pasti menyiapkan bahan pelajaran sebelum mengajar, juga menyiapkan metode apa yang akan digunakan nanti di kelas agar siswa tidak bosan dengan materi yang kita berikan dan juga menyiapkan alat penunjang belajar.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu irianti : motivasi memegang peranan penting dalam mencapai hasil belajar siswa yang optimal. Dengan demikian motivasi dapat memberikan arah dan kegiatan bagi siswa (siswa) yang harus dilakukan sesuai dengan tujuan tersebut.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu irianti : Ketika kita ingin mengajar tentunya kita perlu menyiapkan bahan pembelajaran bukan? Karena itu, penting untuk diperhatikan. Kita perlu menyiapkan bahan pembelajaran yang berkualitas.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu irianti : Setiap kali saya belajar, saya selalu melibatkan siswa untuk praktek langsung.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu irianti : selalu dengan memberikan nilai tambah kepada siswa, siswa termotivasi

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu irianti: siswa senang belajar minggu ini.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu irianti : Alhamdulillah sudah aktif

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu irianti : yaitu guru harus membuat mereka tertarik dengan materi yang anda berikan dan memotivasi bahwa materi yang anda sampaikan sangat penting bagi mereka.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu irinati : Membimbing dan mendukung Belajar Siswa, Memberikan Apresiasi atas Usaha Yang Telah Dilakukan Siswa.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu irianti : karena kalau tidak termotivasi maka proses belajar mengajar tidak bisa terlaksana.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu irianti: ya terimakasih kembali.

K E R I N C I

WAWANCARA 5

Peneliti : Assalamualaikum bu

Ibu jawaher : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 11 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu jawaher: insyaallah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu jawaher : Jawaher ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu jawaher : Mula-mula siapkan materi yang akan dibawa besok, pelajari materi terlebih dahulu, datang tepat waktu ke kelas, siapkan penghargaan atau hadiah bagi siswa yang aktif atau memberi nilai tambah.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu jawaher : Motivasi sangat penting terutama dalam proses belajar mengajar kecenderungan siswa untuk melakukan kegiatan belajar yang didorong oleh keinginan untuk mencapai prestasi atau hasil belajar yang sebaik mungkin. Motivasi belajar juga merupakan kebutuhan untuk mengembangkan kemampuan diri secara optimal sehingga mampu berbuat lebih baik, berprestasi, dan kreatif.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu jawaher : agar selalu fokus Bahan ajar yang baik mampu menarik perhatian siswa, sehingga dapat membuat kegiatan pembelajaran menjadi lebih efektif.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu jawaher : setiap belajar ibu selalu melibatkan siswa dalam praktik langsung.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu jawaher : Penghargaan adalah suatu cara untuk memberikan penghargaan kepada seseorang karena melakukan hal yang benar, sehingga orang yang menerima penghargaan tersebut lebih bersemangat untuk melakukan hal yang

benar. Dalam kaitannya dengan siswa, apresiasi juga berarti suatu keterampilan dalam memberikan respon positif terhadap tingkah laku siswa sebagai penguatan agar tingkah laku yang positif itu dapat diulangi atau ditingkatkan.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu jawaher: Siswa dapat dikatakan memiliki motivasi belajar yang tinggi apabila memiliki ciri-ciri tekun dalam menghadapi tugas, ulet dalam menghadapi kesulitan, tidak memerlukan dorongan dari luar untuk berprestasi, semangat belajar yang tinggi (gembira, rajin belajar, dan penuh semangat) , seperti pengetahuan baru.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu jawaher : Ciri-ciri siswa aktif adalah siswa selalu bertanya atau meminta penjelasan dari gurunya jika ada materi/masalah yang tidak dapat mereka pahami dan selesaikan dan siswa dalam mengungkapkan ide dan mendiskusikan ide orang lain dengan idenya sendiri.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu jawaher : Menggunakan metode pembelajaran yang tepat dan beragam, menjadikan siswa pembelajar aktif dan memanfaatkan media secara optimal.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu jawaher : Siswa yang belajar tanpa motivasi (atau kurang motivasi) tidak akan bekerja maksimal. Siswa akan terdorong untuk belajar jika mereka memiliki motivasi untuk belajar. 1) Niat yang kuat untuk dilakukan, 2) Banyaknya waktu yang disediakan untuk belajar, 3) Kesiediaan untuk meninggalkan kewajiban atau tugas lain.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu jawaher : siswa yang termotivasi dalam belajar akan melaksanakan kegiatan belajar dengan baik sehingga tujuan pembelajaran yang telah ditetapkan dapat tercapai. Motivasi memiliki kedudukan yang penting dalam mencapai tujuan pembelajaran yang telah ditetapkan.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu jawaher: ya terimakasih kembali.

WAWANCARA 6

Peneliti : Assalamualaikum buk

Ibu Joni : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu Joni: insyaallah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu joni : Joni Hartati ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu joni : Persiapan saya, sebelum mengajar selalu menyiapkan alat pembelajaran terlebih dahulu, membuat metode pembelajaran yang variatif, selalu menyiapkan materi yang akan disampaikan, mendekati siswa agar tidak menimbulkan suasana nyaman bagi semua siswa maupun bagi saya sendiri.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu Joni : memotivasi siswa untuk giat belajar itu tidak mudah. Tidak bisa instan, butuh waktu terus menerus. Selain itu pengkondisian berbagai hal agar siswa tertarik untuk mempelajari sesuatu perlu banyak diujicobakan. Orang tua dan guru harus kreatif dalam mengarahkan mereka.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu joni :membiasakan siswa dengan kosa kata bahasa Inggris terlebih dahulu. Jika siswa melakukan kesalahan saat berbicara, kita sebagai guru tidak perlu terus menerus membenarkannya. Hal ini bertujuan untuk membiasakan siswa agar berani berekspresi dan tidak kehilangan minat untuk belajar bahasa Inggris.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu joni : Setiap kali saya belajar, Ibu selalu melibatkan siswa dalam praktik langsung.

Peneliti : apakah ibu pernah memberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu joni : Pujian. Kita tahu, pujian adalah tindakan mengungkapkan persetujuan atau kekaguman. Pujian dapat meningkatkan harga diri, kemandirian, minat belajar, dan prestasi belajar siswa. Pujian adalah penghargaan yang paling mudah dibuat. Biasanya dilakukan dengan kata-kata seperti ya, bagus, tingkatkan, dan sebagainya.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu joni: Siswa senang belajar minggu ini dan banyak bertanya

Peneliti : apakah siswa aktif bertanya bu ?

Ibu joni : alhamdulillah aktif.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu joni : Membuat kompetisi, mengadakan evaluasi rutin, menyampaikan motivasi secara langsung, dermawan akan dipuji.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu joni : yaitu kita harus tau kenapa motivasi belajar mereka menurun baru kita bisa kenapa motivasi siswa turun.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu joni : tujuan motivasi dalam proses belajar siswa adalah membuat siswa bersemangat dalam belajar. Motivasi erat kaitannya dengan rangsangan yang membuat siswa menjadi termotivasi, terdorong untuk melakukan sesuatu.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu joni: ya terimakasih kembali.

WAWANCARA 7

Peneliti : Assalamualaikum buk

Ibu muniarti : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu muniarti: insyaallah sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu muniarti : Muniarti,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu muniarti : Pertama RPP sudah jelas, sebelum mengajar saya harus menyiapkan materi, agar tetap terstruktur dalam proses belajar mengajar

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu muniarti : Pentingnya motivasi belajar merupakan dorongan bagi siswa untuk mencapai cita-citanya. Banyak sekali siswa yang malas atau acuh tak acuh terhadap kewajibannya sebagai siswa yang berakibat pada menurunnya prestasi belajar siswa.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu muniarti : kita harus mengajar dengan membuat siswa tertarik pada pembelajaran

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu muniarti : sering.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu muniarti : selalu, dengan plus atau hadiah, mereka berlomba-lomba untuk bertanya.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu muniarti : mereka senang dan bersemangat dengan pelajaran minggu ini.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu muniarti : tidak semua aktif karena mereka malu.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu muniarti: yaitu beliau selalu memotivasi siswa untuk belajar setiap saat.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

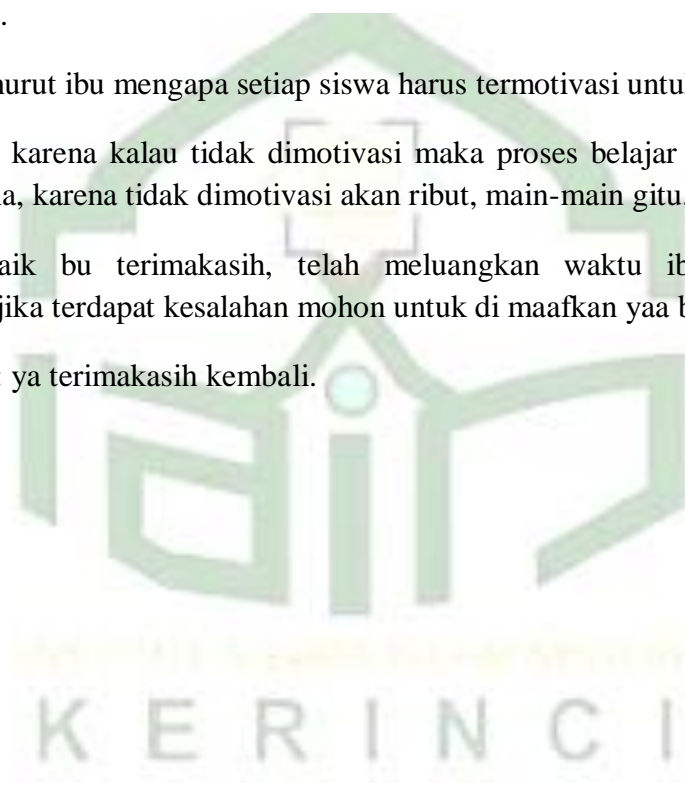
Ibu muniarti : kita harus terus meningkatkan motivasi siswa agar tetap semangat dalam belajar.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu muniarti: karena kalau tidak dimotivasi maka proses belajar mengajar tidak bisa terlaksana, karena tidak dimotivasi akan ribut, main-main gitu.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu muniarti : ya terimakasih kembali.



WAWANCARA 8

Peneliti : Assalamualaikum buk

Ibu nur : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu nur: insyaallah sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu nur : Nur Desmadewi,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu nur : : Pertama-tama, RPP, materi dan tugas sudah jelas.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu nur : sangat penting.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu nur : belajar bahasa inggris akan lebih menyenangkan jika tidak hanya fokus pada teori saja. Di dalam kelas khususnya kita bisa melakukan lebih banyak latihan. Kita bisa mengajak siswa untuk selalu berbicara dalam bahasa Inggris di setiap jam pembelajaran bahasa Inggris. Gunakan percakapan sederhana terlebih dahulu. Dalam pembelajaran bahasa, teknik ini akan membuat siswa fasih berbahasa Inggris lebih cepat karena lingkungan sekitarnya mendukung, sehingga mau tidak mau setiap siswa harus mempraktekkannya.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu nur : selalu di lakukan

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu nur : Meningkatkan perhatian, Memudahkan siswa dalam proses pembelajaran

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu nur : selalu bertanya.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu nur : tidak semua aktif karena mereka malu.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu nur : Membuat siswa aktif dalam kegiatan belajar mengajar, Menciptakan suasana kelas yang kondusif, Menciptakan variasi metode pembelajaran, Meningkatkan semangat dan gairah guru dalam mengajar.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu nur : Ketekunan dalam mengerjakan tugas. Menumbuhkan motivasi siswa merupakan salah satu teknik dalam mengembangkan kemampuan dan kemauan belajar..

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu nur : motivasi mampu memberikan rangsangan yang positif bagi cara berpikir siswa, motivasi/reinforcement yang tepat akan membuat siswa lebih visioner dan optimis dalam mewujudkan impiannya. Misalnya motivasi sederhana seperti kata-kata “kamu bisa, kamu bisa menang, kamu bisa menang..

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu nur : ya terimakasih kembali.

WAWANCARA 9

Peneliti : Assalamualaikum buk

Ibu Rahmi : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ining memewancarai ibu sebagai guru bahasa inggris di SMPN 2 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu Rahmi : sudah siap

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu Rahmi : rpp itu pasti, tapi di lihat dulu ngajar di kelas berapa, minsal nya hari ini saya ngajar di kls VII D, maka saya harus menyiapkan materi dan tugas-tugas apabila seandainya mereka nanti di kls di kelompokkan, dan setiap kelas ada persiapan khusus tergantung kepada siswa.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu Rahmi : Ini sangat penting, karena kalau siswa tidak termotivasi, percuma kita mengajar dan mengajar, apalagi bahasa Inggris menurut ibu anak-anak, itu sulit karena mereka kelas tujuh, karena di SD tidak ada pembelajaran. Bahasa Inggris, jadi kita harus meningkatkan motivasi belajar mereka terlebih dahulu. , bahwa bahasa Inggris sangat penting dalam kehidupan sekarang ini.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu Rahmi : biasanya pada hari itu kita sebagai guru harus cepat tanggap, misal ada siswa yang sudah bosan dengan mencatat, maka kita harus mengubah metode pembelajaran, baik secara berkelompok, atau kita berikan permainan yang berhubungan dengan materi pelajaran saat mengajar agar waktu tidak terbuang percuma, karena menurut ibu saya waktu 2 jam sangat berharga bagi ibu mengajar di kls..

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu Rahmi : Tidak pernah, karena disana kita bisa melihat bagaimana kemajuan siswa dalam belajar bahasa Inggris, apakah ada kemajuan?

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu Rahmi : dulu, sebelum menyelesaikan pelajaran di kelas, dia selalu memberikan kuis kepada siswa yang bisa menjawab akan mendapat nilai harian..

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu Rahmi : oh itu bisa dilihat dari sifat karakter Iubia, lalu dari raut wajahnya dia tertarik dengan materi hari ini, senang saat ibu menyampaikan materi, dan saat siswa menjawab pertanyaan dari siswa memberikan semangat. .

Peneliti : apakah siswa aktif bertanya bu ?

Ibu Rahmi : iya pasti mereka sangat aktif dalam bertanya.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu rahmi : Memberikan hadiah. Membuat kegiatan yang melibatkan seluruh siswa di kelas.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu rahmi : kalau ada penurunan motivasi menurut bapak itu gunanya guru, memberikan motivasi seperti itu, suasana belajarnya menyenangkan, cara kita tetap teguh.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu Rahmi : Motivasi sangat penting dan berfungsi sebagai pendorong usaha dan pencapaian tujuan. Seseorang melakukan usaha karena adanya motivasi. Adanya motivasi yang baik akan menunjukkan hasil yang lebih baik pula.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu rahmi : ya terimakasih kembali.

WAWANCARA 10

Peneliti : Assalamualaikum buk

Ibu rita: walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 13 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu rita: insyaallah sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu rita : Rita Putma,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu rita : RPP , sebelum mengajar saya harus mempersiapkan materi dan tugas di kelas, agar tetap terstruktur dalam proses belajar mengajar.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu rita : Penting , karena jika siswa tidak termotivasi maka pemebelajaran tidak bisa di lanjutkan.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu rita : kita harus mengajar dengan membuat siswa tertarik dgn pembelajar itu.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu rita : sering.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu rita : Mengendalikan dan mengubah perilaku belajar yang kontraproduktif menuju perilaku belajar yang produktif. Mengatur dan mengembangkan siswa dalam belajar. Mengarahkan pemikiran tingkat tinggi, dan Memperkuat perilaku positif

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu rita : dengan siswa aktif bertanya

Peneliti : apakah siswa aktif bertanya bu ?

Ibu rita : tidak semua aktif karena mereka malu.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu rita: Tetapkan dan tulis tujuan. Tetapkan tujuan atau target yang spesifik, jelas, objektif dan realistis untuk dicapai dalam hidup

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu rita : Selaku guru sedapat mungkin kita harus selalu berusaha untuk dapat meningkatkan motivasi belajar khususnya bagi siswa yang mengalami kesulitan dalam belajar dengan menggunakan berbagai upaya yang dapat dilakukan oleh guru yaitu 1) Memperjelas tujuan yang ingin dicapai. 2) Membangkitkan motivasi siswa.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu rita: karena kalau tidak dimotivasi maka proses belajar mengajar tidak bisa terlaksana, karena tidak dimotivasi akan ribut, main game gitu .

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu rita : ya terimakasih kembali.

K E R I N C I

WAWANCARA 11

Peneliti : Assalamualaikum bu

Ibu surya: walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu surya : insyaallah

Peneliti : sebelumnya nama ibu siapa ?

Ibu surya : surya darnawati,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu surya : RPP , menyiapkan materi dan tugas di kelas.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu surya : Motivasi itu sangat penting karena jika belajar tidak disertai dengan motivasi sulit untuk mencapai keberhasilan yang optimal. Untuk membangkitkan motivasi itu sendiri, seorang siswa harus memiliki tujuan yang jelas untuk dapat dicapai dan diperjuangkannya.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu surya : kita sebagai guru harus melakukan yang terbaik untuk membuat siswa fokus ke masa depan .

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu surya : sering,.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu surya : : pernah, dengan memberikan nilai tambah

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu surya : mereka selalu bertanya atau ingin tahu tinggi.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu surya : kalau aktif mereka aktif dalam bertanya.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu surya : Rencanakan dengan baik dan sengaja dan atasi rasa takut akan kegagalan.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu surya : kami membuat belajar menjadi menyenangkan.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu surya : : jika siswa tidak termotivasi, mereka akan ribut dan malas belajar.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu surya : ya terimakasih kembali.



WAWANCARA 12

Peneliti : Assalamualaikum bu

Ibu teni : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 2 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu teni : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu teni : Teni suhartini,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu Teni : Diperlukan persiapan yang matang sebelum guru mengajar siswa di kelas agar tujuan pembelajaran dapat tercapai secara maksimal. Salah satunya adalah membuat rencana pelaksanaan pembelajaran (RPP).

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu teni : Motivasi sangat penting dan berfungsi sebagai pendorong usaha dan pencapaian tujuan. Seseorang melakukan usaha karena adanya motivasi. Adanya motivasi yang baik akan menunjukkan hasil yang lebih baik pula.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu teni : biasanya pada hari itu kita sebagai guru harus cepat tanggap, misal ada siswa yang sudah bosan dengan mencatat, maka kita harus mengubah metode pembelajaran, baik secara berkelompok, atau kita berikan permainan yang berhubungan dengan materi pelajaran saat mengajar agar waktu tidak terbuang sia-sia.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu teni : Seringkali, karena disana kita bisa melihat kemajuan siswa dalam belajar bahasa Inggris, selalu ada kemajuan .

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu teni : Reward atau penghargaan yang diberikan kepada siswa dapat meningkatkan rasa percaya diri, menumbuhkan motivasi belajar, dan mengembangkan diri.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu teni : yang semangat itu terlihat dari sifat Iubia, kemudian dari raut wajahnya tertarik dengan materi hari ini, senang ketika Ibu menyampaikan materi.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu teni : kalau aktif mereka aktif dalam bertanya.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu teni : Bersikaplah positif, istirahat yang cukup dan berikan hadiah untuk dirimu sendiri.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu teni : kalau ada penurunan motivasi menurut ibu itu gunanya guru untuk memotivasinya dengan cara, suasana belajar yang menyenangkan atau cara lain agar mereka tetap semangat dalam belajar.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu teni : Tujuan motivasi dalam proses belajar siswa adalah untuk meminimalisir kebosanan dalam proses belajar.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu teni : ya terimakasih kembali.

WAWANCARA 13

Peneliti : Assalamualaikum buk

Ibu titin : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 2 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu titin : insyaallah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu titin : titin sumarni,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu titin : iya salah satunya menurut ibu harus siap mental, menghadapi siswa di kelas, menyiapkan bahan ajar, menentukan tujuan pembelajaran, membangkitkan minat belajar siswa dan membuat rencana pembelajaran (RPP).

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu titin : Penting Sekali, karena jika siswa tidak termotivasi percuma kita melakukan belajar mengajar, apalagi bahasa inggris itu adalah bahasa internasional jadi sayang sekali jika kita abaikan , jadi kita harus meningkatkan motivasi belajar nya dulu , bahwa bahsa inggris itu sangat penting dalam kehidupan sekarang .

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu titin : Sangat penting, karena motivasi bisa menjadi bagian dari acuan keberhasilan dalam proses pembelajaran.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu titin : jadi kita harus merubah metode belajarnya, baik secara berkelompok, atau kita memberikan permainan yang berhubungan dengan materi pelajaran saat mengajar agar waktu tidak terbuang sia-sia. -mengeringkan.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu titin : sering, karena disitu kita bisa melihat bagaimana kemajuan siswa dalam belajar bahasa Inggris, apakah ada kemajuan.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu titin : Dulu, sebelum kelas selesai, ibu saya selalu memberikan kuis kepada siswa yang bisa menjawab akan mendapat nilai harian.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu titin : siswa senang, terlihat dari minggu kami mengajar, senang ketika ibu menyampaikan materi, dan ketika siswa menjawab pertanyaan dari ibu ibu, mereka antusias.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu titin : Meningkatkan kualitas guru. Guru merupakan sosok yang menjadi pionir dalam proses kegiatan belajar mengajar.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu titin : Ciptakan suasana belajar yang menyenangkan, Menggunakan berbagai metode penyajian yang menarik. 5) Berikan pujian yang wajar keberhasilan setiap siswa dan memberikan penilaian.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu titin : karena kalau mereka tidak termotivasi maka proses belajar mengajar tidak bisa dilakukan.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu titin : ya terimakasih kembali.

WAWANCARA 14

1. Peneliti : Assalamualaikum buk

Ibu umi : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 13 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu umi : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu yenti : Yenti,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu Yenti : : RPP, sebelum mengajar saya harus mempersiapkan materi dan tugas di kelas, agar tetap terstruktur dalam proses belajar mengajar.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu yenti : Ini sangat penting, karena kalau siswa tidak termotivasi, percuma mengajar dan belajar, apalagi bahasa Inggris adalah bahasa internasional, jadi sayang kalau kita abaikan.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu yenti : biasanya pada hari itu kita sebagai guru harus cepat tanggap, misal ada siswa yang bosan mencatat, maka kita harus mengubah metode pembelajaran, bisa berkelompok, atau kita berikan permainan yang berhubungan terhadap materi pelajaran saat mengajar agar waktu tidak terbuang sia-sia

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu yenti : sering, karena disitu kita bisa melihat bagaimana kemajuan siswa dalam belajar bahasa Inggris, apakah ada kemajuan?

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu yenti : Reward atau penghargaan yang diberikan kepada siswa dapat meningkatkan rasa percaya diri, menumbuhkan motivasi belajar, dan mengembangkan diri. Secara praktis, apresiasi berarti sebagai tindakan

menghargai atau menghormati. Reward juga bisa disebut sebagai reward yang seperti hadiah.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu Yenti : Aktif di dalam proses pembelajaran dan selalu ingin tahu terhadap hal2 yg baru mereka temui

Peneliti : apakah siswa aktif bertanya bu ?

Ibu yenti : Tidak semua siswa tapi setiap pembelahan pasti ada, karena mungkin masih malu dan terbatas dengan kosa kata

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu yenti : yaitu anda harus membuat mereka tertarik dengan materi yang anda berikan dan memotivasi bahwa materi yang anda sampaikan sangat penting bagi mereka.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu yenti : Memilih metode pembelajaran yang tepat, memanfaatkan media pembelajaran, melakukan evaluasi pembelajaran dan memperjelas tujuan yang ingin dicapai.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu yenti : karena kalau tidak termotivasi maka proses belajar mengajar tidak bisa terlaksana, karena tidak termotivasi akan ribut, main game gitu.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu yenti : ya terimakasih kembali.

WAWANCARA 15

Peneliti : Assalamualaikum buk

Ibu violet : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 11 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu violet : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu violet : Violet Puspaneti ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu violet : yang pasti RPP itu untuk pembelajaran terstruktur, sebelum mengajar saya harus mempersiapkan materi dan tugas di kelas, agar tetap terstruktur dalam proses belajar mengajar.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu violet: Ini sangat penting, karena motivasi bisa menjadi bagian dari acuan keberhasilan dalam proses belajar tanpa motivasi, percuma saja melakukan proses belajar mengajar.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu violet : kami memberikan permainan yang berhubungan dengan materi pelajaran saat mengajar agar waktu tidak terbuang percuma.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu violet : selalu, karena disitu kita bisa melihat bagaimana kemajuan siswa dalam belajar bahasa Inggris.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu violet : Reward (hadiah) dan Punishment (hukuman) digunakan guru sebagai bentuk penguatan, stimulus dalam mendidik siswa. Reward diberikan oleh guru kepada siswa dengan memberikan hadiah atas hal-hal positif yang dilakukan oleh siswa.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu violet : Memiliki rasa ingin tahu yang kuat, berpikir kreatif, selalu berusaha menyelesaikan tugas dan berpikir kritis.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu violet : kalau aktif mereka aktif dalam bertanya.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu violet : Memaksimalkan fasilitas belajar dan memilih metode belajar yang tepat.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu violet : Silahkan komentari hasil karya siswa dan Ciptakan kompetisi dan kerjasama.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu violet : Menumbuhkan Optimisme pada Siswa Motivasi diri dalam proses pembelajaran siswa juga akan mampu menumbuhkan sikap optimis yang tertanam dalam diri mereka.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu violet : ya terimakasih kembali.

WAWANCARA 16

1. Peneliti : Assalamualaikum bu

Ibu wahidah : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 11 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu wahidah : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu wahidah : Wahidah, S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu wahidah : Persiapkan materi apa yang akan diberikan dan RPP

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu Wahidah : . Ini sangat penting, karena jika siswa tidak termotivasi, percuma kita belajar mengajar, jadi kita harus meningkatkan motivasi belajar.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu Wahidah : Dengan terus berinteraksi secara aktif bisa melalui tanya jawab, permainan agar siswa tidak merasa jenuh dan bosan

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu wahidah : selalu

Ibu wahidah : . Pernah , itu harus agar siswa banyak bertanya dan termotivasi untuk belajar.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu wahidah : Pernah, harus agar siswa banyak bertanya dan termotivasi untuk belajar.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu wahidah : Tidak semua siswa aktif dalam bertanya, karena mungkin mereka masih malu-malu dan kosa kata yang terbatas.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu wahidah : Memanfaatkan media pembelajaran dan melaksanakan evaluasi pembelajaran.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

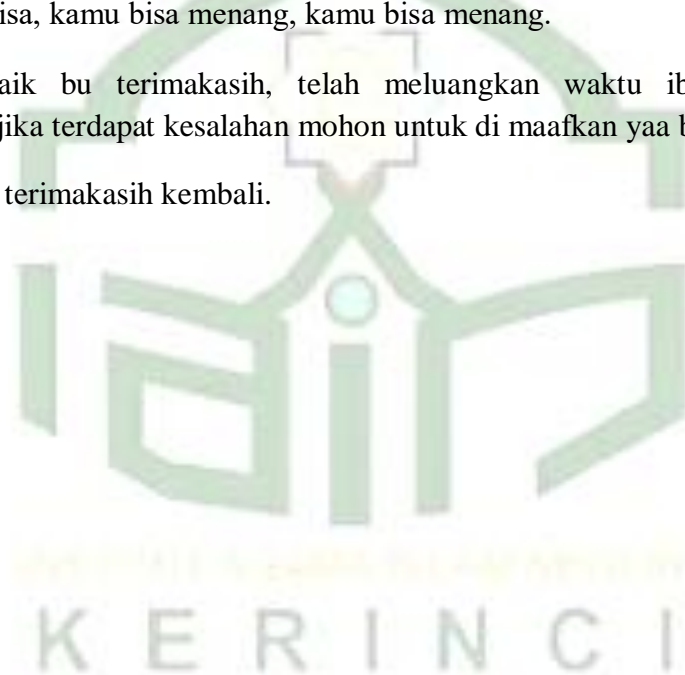
Ibu wahidah : Menggunakan metode pembelajaran yang tepat dan beragam, menjadikan siswa pembelajar yang aktif.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu wahidah : Motivasi mampu memberikan stimulasi positif bagi cara berpikir siswa, motivasi/penguatan yang tepat akan membuat siswa lebih visioner dan optimis dalam mewujudkan impiannya. Misalnya motivasi sederhana seperti kata-kata “kamu bisa, kamu bisa menang, kamu bisa menang.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu yenti : ya terimakasih kembali.



WAWANCARA 17

Peneliti : Assalamualaikum bu

Ibu yan : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 2 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu yan : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu yan : Yan Shaumi ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu yan : Menyiapkan Dan Mempelajari Materi Atau Bahan Ajar, Guru Harus Menyiapkan RPP, Memahami Karakter Siswa, Guru Mempersiapkan Media Pembelajaran, Dan Kembali Meningkatkan Minat Mental Siswa Yang Kuat.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu yan : Ini sangat penting, karena jika siswa tidak termotivasi, percuma kita mengajar dan mengajar, apalagi bahasa Inggris adalah bahasa internasional, jadi sayang jika kita mengabaikannya.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu yan : Biasanya pada hari itu kami sebagai guru harus cepat tanggap, atau kami memberikan permainan yang berhubungan dengan materi pelajaran saat mengajar agar waktu tidak terbuang sia-sia.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu yan : selalu.

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu yan : Reward ini bisa dijadikan sebagai motivasi bagi yang melaksanakannya agar setiap usaha yang dilakukan memiliki target dalam hidupnya. Sementara itu, punishment juga dapat dijadikan sebagai motivasi agar seseorang tidak terjerumus pada hal-hal yang dilarang oleh suatu lembaga, khususnya dalam dunia pendidikan.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu yan : Tekun dalam menghadapi tugas, Ulet dalam menghadapi kesulitan, siswa Menunjukkan minat terhadap berbagai masalah untuk orang dewasa dan lebih suka bekerja secara mandiri

Peneliti : apakah siswa aktif bertanya bu ?

Ibu yan : kalau aktif mereka aktif dalam bertanya.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu yan : dengan selalu memotivasi siswa..

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu yan : Memanfaatkan media seoptimal mungkin dan menciptakan persaingan.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu yan : karena kalau tidak termotivasi maka proses belajar mengajar tidak bisa terlaksana, karena tidak termotivasi akan ribut, main-main

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu yan : ya terimakasih kembali.

K E R I N C I

WAWANCARA 18

Peneliti : Assalamualaikum buk

Ibu yenti : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 13 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu Rahmi : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu Umi :Umi ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu Umi : ebelum mengajar saya harus mengenal Karakteristik Siswa, Membuat Perangkat Pembelajaran, Membuat Media Pembelajaran, Merancang Asesmen/Evaluasi untuk siswa sebelum keluar kelas harus ada kegiatan untuk mendapatkan nilai tambah atau hadiah.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu Umi : Sangat penting, karena jika siswa tidak termotivasi, percuma kita mengajar dan belajar, jadi kita harus meningkatkan motivasi belajar mereka dulu, bahwa bahasa Inggris itu sangat penting.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu Umi : Bu Umi : Sering karena ini adalah bentuk agar siswa tetap fokus

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu Umi : sekali sekali atau jarang

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu Umi : Aktif dalam proses belajar dan selalu penasaran dengan hal-hal baru yang mereka temui.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu Umi :.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu Umi : Tidak semua siswa tapi setiap divisi pasti ada, karena mungkin mereka masih malu dan keterbatasan kosa kata.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu Umi : Menjaga agar siswa tetap fokus, mengikuti alur siswa dalam menerima pembelajaran, membuat suasana kelas menjadi lebih menyenangkan dan pastinya memotivasi melalui hal-hal baru

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu Umi : Ajaklah siswa berbicara menanyakan apa sih yang diinginkan dan membawa suasana berbicara layaknya seorang tema Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu Umi : Motivasi yang disampaikan dengan baik akan memicu siswa untuk menggali bakat dan potensinya. Tentunya dengan arahan atau penerapan keterampilan bertanya guru akan membuat siswa menemukan gambaran tentang mimpi yang ingin diwujudkan..

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu Umi : ya terimakasih kembali.

K E R I N C I

WAWANCARA 19

Peneliti : Assalamualaikum buk

Ibu yulya : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai ibu sebagai guru bahasa inggris di SMPN 2 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Ibu yulya : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Ibu yulya : yulya kartika sary ,S.Pd

Peneliti : baik bu, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

Ibu yulya : kita harus menyiapkan RPP terlebih dahulu agar pembelajarannya terstruktur, sebelum mengajar saya harus menyiapkan materi dan tugas di kelas.

Peneliti : menurut ibu, apakah motivasi siswa itu penting ?

Ibu yulya : Ini penting, makanya kita harus tingkatkan dulu motivasi belajarnya, biar siswa semangat belajarnya.

Peneliti : bagaimana ibu menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

Ibu yenti : Salah satu cara kita bisa memberikan permainan yang berkaitan dengan materi pelajaran saat mengajar agar waktu tidak terbuang sia-sia.

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

Ibu yenti : selalu libatkan siswa untuk fokus

Peneliti : apakah ibu pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

Ibu yenti : Hadiah bisa berupa uang, barang atau jasa. Dalam hubungan sosial, tindakan memberi dan bertukar hadiah berfungsi untuk meningkatkan dan menjalin kedekatan. Hadiah erat kaitannya dengan membuat orang lain (penerima) merasa lebih bahagia. Hadiah juga merupakan bentuk kebaikan kepada orang lain.

Peneliti : menurut ibu , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Ibu Yenti : Ketekunan dalam belajar, Ulet dalam menghadapi kesulitan, Minat dan perhatian yang tajam dalam belajar, Prestasi dalam belajar dan Mandiri dalam belajar.

Peneliti : apakah siswa aktif bertanya bu ?

Ibu yulya: kadang- kadang soalnya bnayak yang masih malu-malu.

Peneliti : bagaimana cara ibu menjaga motivasi siswa dalam belajar ?

Ibu yulya : yaitu anda harus membuat mereka tertarik dengan materi yang anda berikan, motivasi bahwa materi yang anda sampaikan sangat penting bagi mereka.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Ibu yulya : Meningkatkan kualitas guru kita sebagai guru harus mengevaluasi diri kita sendiri juga kenapa terjadi penurunan motivasi siswa dan kita harus mencari solusinya dengan memaksimalkan fasilitas belajar.

Peneliti : menurut ibu mengapa setiap siswa harus termotivasi untuk belajar ?

Ibu yulya : siswa harus semangat dalam belajar agar semangat dalam belajar.

Peneliti : baik bu terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa bu,,

Ibu yulya : ya terimakasih kembali.

K E R I N C I

WAWANCARA 20

Peneliti : Assalamualaikum pak

Pak afrizal : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai bpk sebagai guru bahasa inggris di SMPN 2 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Pak afrizal : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Pak afrizal : Afrizal,S.Pd

Peneliti : baik bpk, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

bpk afrizal : menyiapkan materi yang akan diajarkan (sesuai dengan RPP), menyiapkan alat peraga yang akan digunakan jika diperlukan, menyiapkan pertanyaan dan pengarahannya untuk merangsang siswa aktif belajar, mempelajari kondisi siswa.

Peneliti : menurut bpk, apakah motivasi siswa itu penting ?

bpk afrizal : Penting

Peneliti : bagaimana bpk menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

bpk afrizal : Istirahatkan pikiran sejenak, jauhkan semua gangguan saat belajar, tetapkan target atau tujuan

Peneliti : apakah ibu pernah melibatkan siswa dalam praktik langsung di kls ?

bpk afrizal : pernah

Peneliti : apakah ibu pernah memberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

bpk afrizal : Hadiah sangat erat hubungannya dengan membuat orang lain (penerima) merasa lebih bahagia. Hadiah juga merupakan bentuk kebaikan kepada orang lain

Peneliti : menurut bpk , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Bpk afizal : Selalu ingat pelajaran dan pelajari lagi. Tertarik dengan mata pelajaran yang diajarkan. Memiliki rasa ingin tahu yang kuat. Selalu ingat pelajaran dan pelajari lagi.

Peneliti : apakah siswa aktif bertanya bu ?

Bpk afrizal : kadang-kadang

Peneliti : bagaimana cara bpk menjaga motivasi siswa dalam belajar ?

Bpk afrizal : dengan memberikan permainan, atau belajar berkelompok dan memberikan pengarahan

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

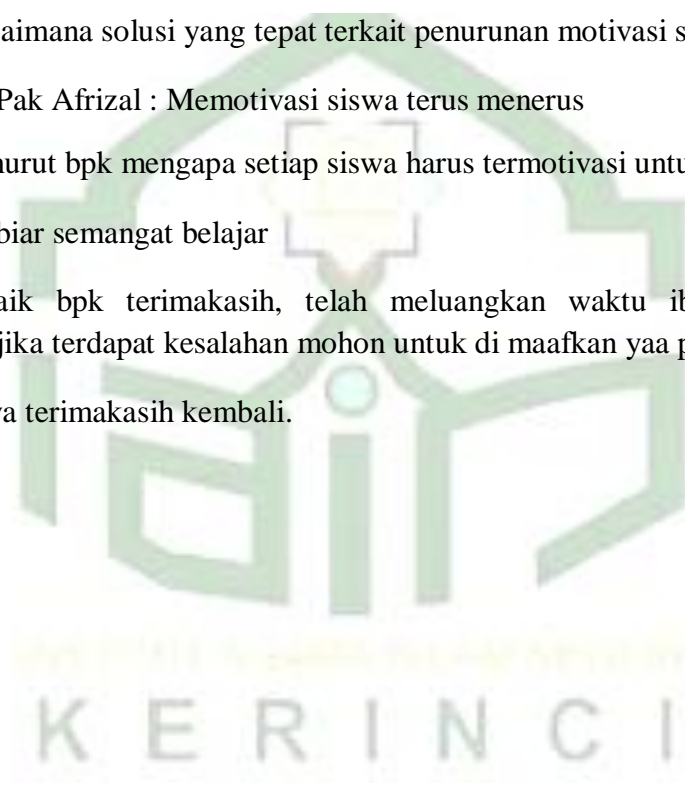
Bpk afrizal : Pak Afrizal : Memotivasi siswa terus menerus

Peneliti : menurut bpk mengapa setiap siswa harus termotivasi untuk belajar ?

Bpk afrizal : biar semangat belajar

Peneliti : baik bpk terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa pak,,

Bpk afrizal: ya terimakasih kembali.



WAWANCARA 21

Peneliti : Assalamualaikum pak

Pak agus : walaikmsallam, wr.wb.

Peneliti : perkenalkan saya PARAS ADILA MUTIA, di sini saya ingin memewancarai bpk sebagai guru bahasa inggris di SMPN 3 sungai penuh.apakah ibu sudah siap untuk di wawancarai ?

Pak agus : sudah siap

Peneliti : sebelumnya nama ibu siapa ?

Pak agus : Agus Piyadi,S.Pd

Peneliti : baik bpk, pertanyaan pertama, apa saja persiapan ibu sebelum mengajar ?

bpk agus : Persiapkan niat untuk belajar dulu, walaupun niat mungkin masih terasa lemah di awal. Jangan abaikan pentingnya pengaturan strategi dalam belajar. Merencanakan dan mengatur waktu sebaik mungkin merupakan salah satu persiapan penting yang tidak boleh dilewatkan.

Peneliti : menurut bpk, apakah motivasi siswa itu penting ?

bpk agus : Yang penting, siswa harus selalu termotivasi.

Peneliti : bagaimana bpk menjaga siswa dalam belajar bahasa inggris untuk selalu tetap fokus ?

bpk agus : Dengan menciptakan suasana belajar yang menarik perhatian mereka.

Peneliti : apakah bpk pernah melibatkan siswa dalam praktik langsung di kls ?

bpk agus : pernah, karena dengan melibatkan siswa di kelas mereka bisa fokus belajar.

Peneliti : apakah bpk pernah memeberikan hadiah ? atau yang paling sederhana, memberi nilai plus saat siswa aktif atau bisa menjawab pertanyaan.

bpk agus : Nilai tambahan atau hadiah

Peneliti : menurut bpk , apa ciri-ciri siswa yang bersemangat belajar bahasa inggris untuk minggu depan ?

Bpk agus : Semangat dengan pandangan gemerlap Siswa yang memiliki semangat untuk belajar dapat dilihat dari tingkah laku siswa tersebut. Saat mata siswa berbinar saat menjelaskan, saat berlomba menjawab pertanyaan dari guru, anak selalu banyak bertanya tentang materi pelajaran yang diterimanya, sudah pasti siswa kita bersemangat menerima pelajaran. Hal ini berarti kegiatan pembelajaran telah berhasil. Jika tidak ada perilaku seperti yang dinyatakan, berarti sangat perlu untuk merefleksikan bagaimana kita mengajar.

Peneliti : apakah siswa aktif bertanya bu ?

Bpk agus : kadang-kadang , dan terkadang mereka daam bertanya.

Peneliti : bagaimana cara bpk menjaga motivasi siswa dalam belajar ?

Bpk agus : yaitu dengan selalu memotivasi siswa sebelum pembelajaran berlangsung.

Peneliti : Bagaimana solusi yang tepat terkait penurunan motivasi siswa ?

Bpk agus : Melakukan evaluasi berkala, menyampaikan motivasi secara langsung.

Peneliti : menurut bpk mengapa setiap siswa harus termotivasi untuk belajar ?

Bpk agus : Biar semangat belajar dan menyerap ilmu yang kita berikan.

Peneliti : baik bpk terimakasih, telah meluangkan waktu ibu untuk saya wawancarai, jika terdapat kesalahan mohon untuk di maafkan yaa pak,,

Bpk agus: ya terimakasih kembali.

K E R I N C I

DOCUMENTATION
SMPN 2 SUNGAI PENUH



SMPN 3 SUNGAI PENUH



SMPN 11 SUNGAI PENUH



SMPN 13 SUNGAI PENUH

