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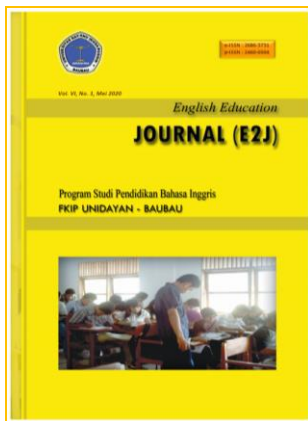
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STRATEGIES USED BY TEACHERS IN MOTIVATING STUDENTS TO LEARN ENGLISH AT THE TENTH GRADE OF SMA NEGERI 2 LASALIMU

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Abstract

The objective of this research is to find out the english teachers strategies to increase the students motivation in learning english. This research used descriptive qualitative research method. Sources of data in this research are the English teacher and the tenth grade students of SMA Negeri 2 Lasalimu. Instruments used in this research were observation and interview. In validating the data, the researcher used data source by comparing the result of observation and interview. This research is analyzed by using Miles and Huberman's interactive model of data analysis including reducing the data, displaying the data and taking conclusion and verification. The result of the research showed that the strategies used by the teacher in motivating students to learn English at the tenth grade of SMA Negeri 2 lasalimu are giving praise, giving suggestion, and playing motivation videos. Because by this technique it can attract the attention of students in teaching, students do not get bored quickly, more enthusiasm in learning English and increase knowledge they have. The strategies to increase motivation given by the English teacher to the students were extrinsic motivation (based on the source of motivation) in teaching English as media to arouse students of reaching the goal.

Keywords: students' motivation in learning English, teacher's strategy

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui strategi guru bahasa Inggris untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Sumber data dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas sepuluh SMA Negeri 2 Lasalimu. Instrumen yang digunakan dalam penelitian ini adalah observasi dan wawancara. Dalam memvalidasi data, peneliti menggunakan sumber data dengan membandingkan hasil observasi dan wawancara. Penelitian ini dianalisis dengan menggunakan model interaktif analisis data Miles dan Huberman termasuk mengurangi data, menampilkan data serta mengambil kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa strategi yang digunakan oleh guru dalam memotivasi siswa untuk belajar bahasa Inggris di kelas sepuluh SMA Negeri 2 Lasalimu adalah memberikan pujian, memberikan saran, dan memutar video motivasi. Karena dengan teknik ini dapat menarik perhatian siswa dalam mengajar, siswa tidak cepat bosan, lebih antusias dalam belajar bahasa Inggris dan menambah pengetahuan yang mereka miliki. Strategi untuk meningkatkan motivasi yang diberikan oleh guru bahasa Inggris kepada siswa adalah motivasi ekstrinsik (berdasarkan sumber motivasi) dalam mengajar bahasa Inggris sebagai media untuk membangkitkan siswa mencapai tujuan.

Kata kunci: motivasi siswa belajar bahasa Inggris, strategi guru

1. INTRODUCTION

Indonesia has various races, ethnic groups, culture and religions. There are many languages in this world and English is considered and applied as the international language. English is one of the most important key that opens the road of success in every area of life and it is the only language that truly links the world together. Therefore, most of people of this world is working very hard to study English. English is used for daily conversation, education, research and science. When someone is learning English, they will know the development of knowledge, science and technology because most of books, articles, journals of science are written in English. Considering those function

of English, learning English becomes more important. Language is one of the important concerned and students also should master English.

In education every students must have motivation because motivation is a psychological impulse that directs someone toward a goal. If the goal is set well, it will be very easy to succeed in achieving it. So, the students can be motivated to learn, work, and get achievement. According to Kamus Besar Bahasa Indonesia (KBBI), motivation is an impulse that arises in a person consciously or unconsciously carry out an action with a specific purpose. Motivation is a kind of internal drive which pushes the students to learn or master the subject followed. Without motivation, students will not be interested and serious in participating in classroom learning activity. Students who have high motivation will be interested and actively involved, even take the initiative in the learning process. As Mulyasa in Mussolikhah [1] stated that motivation is the driving force or the pick up causing someone conduct behaviour towards a specific purpose. Students will seriously study because they have high motivation. Each teacher has various ways or styles in teaching English. The ways are related to the teachers abilities to give motivation to the students. In general, motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic setting. Motivation is very important to make students like learning English process.

Teachers have to use an interesting instructional media, as well as teaching materials associate with things that are of interest to students. In this case the strategies are expected to increase the motivation of students, thus also increase student success in the English which is a foreign language. One of the ways is students frequently ask questions. Teacher tries to find out the problem of students and working to find solution. Knowing students' motivation can influence teacher role in the class. Therefore teacher must know what kinds of

motivation had by students and how the motivation can influence their learning in the class. Kilzer and Skinner [2] state that highly motivated children are easy to identify. They are enthusiastic, interested, involved, curious, they try hard and persist and they actively cope with challenges and setbacks. They are students who should stay in the school longer, learn more, feel better about themselves and continue their education after their High School”.

The observation conducted by the researcher toward the students of SMA Negeri 2 Lasalimu showed that most students have low motivation and low ability in learning English. They think foreign language especially English is complicated because there are many rules on it. Moreover, different background of students become another problem of learning English at Tenth Grade SMA Negeri 2 Lasalimu. That’s why the researcher is interested in doing this research to find out how the process of teaching learning English is and to know the types of strategies the teacher used to teach English. The success of teaching-learning process depends on several factors. Larsen-Freeman in Richards [3] said everyone knows that being a good teacher means give positive feedback to students and being concerned about their affective side or their feelings. Moreover, the most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways to make the teaching learning process effective is the teacher should have a good classroom management which can stimulate the students to be active in following the system of teaching learning process. Learners usually try to judge the first impression of the lesson in the pre-activity phase. They will engage in the teaching and learning process when the teacher raises their interest up.

The objective of the research is to find out the English teacher’s strategies used to increase the students’ motivation in learning English.

2. METHODS

2.1 Design of The Research

This is a qualitative and descriptive research. Maxwell [4] stated that the strength as qualitative research derives primarily from its inductive approach, its focus on specific situation or people, and its emphasis on words rather the numbers. Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. This research is descriptive qualitative research because the data are in the written form. Therefore, researcher visited to the setting to do observation and distribute a questionnaire to collect the data. Elliot and Kratochwill [5] state that descriptive study is a research in which the investigator examines and reports thing as the way are in an attempt to understand and explain them.

2.2 Source of the Data

The source of the data in this research include events, information, and documents.

1. Event

The event in this research is in the form of teaching and learning activities of English in the classroom especially in the tenth grade of SMA Negeri 2 Lasalimu in 2019/2020 academic year.

2. Informants

Informant is considered as a person who gives information about something. In other words, informant is a person who becomes the source of the data. In this research, the informant is one English teacher and 20 tenth grade students of SMA Negeri 2 Lasalimu in the academic year 2019/2020.

3. Documents

The documents used in this research is all available written documents which concern on the teaching and learning process of English subject including syllabus and lesson plans.

2.3 Data Collection

a. Observation

In this research, the researcher conducted naturalistic observation. The research did three observation in teaching English to the tenth grade students of SMA Negeri 2

Lasalimu in June in 2019/2020 academic year. This observation is the way to investigate the sequence of activities in the teaching learning process and also the implementation of strategies to motivate students in learning English.

b. Interview

One of the most popular techniques for obtaining information in research by asking respondent orally is interview. The information is obtained directly from the respondents while talking face to face. There are some factors which influence interaction in an interview i.e. situation, interviewer, respondents, and contents.

In this research the researcher used structured interview in order that process was effective and efficient. By this technique, the researcher made an interview to one English teacher of SMA Negeri 2 Lasalimu. The topic of interview was about English teacher strategies in motivating students in learning English at the tenth grade of SMA Negeri 2 Lasalimu in 2019/2020 academic year.

2.4 Data analysis

According to Miles and Huberman in Lisa [6], they stated in analyzing the data the researcher needs through some steps that are data reduction, data display, conclusion, and verification.

1. Data reduction

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. In this case, the researcher reduced the information from the research activities if the data were unimportant or did not support the data the researcher needed.

2. Data Display

Display of the data is a description of the data. As the second component in analyzing the data, this technique is used in arranging information, description or narration in order to draw conclusion.

3. Conclusion and Verification

The researcher draws the conclusion of data after describing and interpreting the

data continuously and throughout in the course of study as the outcome of interpretation. The conclusion drawing is started after the data were collected by making temporary conclusion. In other words, it can be said that conclusion is analyzed continuously and the validity is verified to get the perfect conclusion.

3. RESULT AND DISCUSSION

3.1 Result

The researcher performed the research on 1 October 2019 to 15 October 2019. On 1 October 2019 it is the first time the researcher met the administration staff and English teacher to convey the purpose of the research. Then the researcher observed teacher activity to the classroom for the first time. On 8 October 2019, the researcher observed teacher's classroom activity for the second time. And the last activity in 15 October 2019 did interview and took documentary to fill the data.

a. Descriptive analysis of Observation

Based on the observation and interview conducted, the strategies used by the teacher in teaching are playing motivation video, giving suggestion, and giving praise all of situation because with those strategies it can increase students' motivation in learning English. Based on the explanation above the teacher always give praise regardless whether the students' work is good or bad. The teacher also inserted nice words in her command to the students who got less good works. The way had purpose to keep their mood in learning English.

The teacher in SMA Negeri 2 Lasalimu said that there are some strategies that she used in teaching English to increase students motivation in learning English, they are playing video motivation, giving suggestion, and giving praise all of situation as stated by the teacher as follows :

"Ada beberapa strategi yang saya gunakan, diantaranya adalah , play video motivation, give suggestion, dan give praise all of situation".

The detail of observation process which the has done can be seen from the teaching learning process as followed :

a. First meeting

Table 1. The teacher’s activity on the first observation

THEME	STRATEGY
Opening	Greeting, check the attendance
Preparing the class	Prepare the material
Play animation video, suggestion, and giving praise	The task that students are asked to do
Praising and giving suggestion	Give some appreciation to the students
Closing	Ask the students to conclude the lesson, review in brief

Based on the table above, in the first observation, on October 1 2019. the teacher opened the class by greeting to the students, asked the students condition and checking their attendance by calling their names one by one and everyone raised their hand if they had attendance in class, then the teacher prepared the material. Then the English teacher explained about the material of one skill, writing. Then the teacher played an animation video media to amuse and to motivate the students. The videos talked about the squirrels effort to get food. Students really enjoyed this video because it was served in the form of funny and amusing video. To make sure that the students understand what the teacher had already taught, the teacher asked some question to the students about what the moral value on the video. Then, the students answered “*kerja sama dalam group*”. (Team work madam)”. The teacher always appreciate everything that done by them. Usually she said “good job”, “great”, “excellent work”, and she gave smile and thumb as a praise to them. The teacher always said these words because she wanted her students felt comfortable and much appreciated. So the students become

more confident. But if during explanation some students made some mistakes, gave wrong or inappropriate answer, for example, the teacher did not blame directly, but she gave opportunity to other students to answer the question. After other students answered the question, the teacher would re-explain and clarify it. She explained about social function, generic structure and language feature. Then the students wrote it on their books. After the teacher explained the material, she asked the students to make small group and to make a narrative text and submit it. At the end of the lesson, the teacher asked one students to present the result of the assignment and asked the students to conclude the material that they had learned. In activity students really enjoyed the lesson because the materials was delivered in interesting way. She asked to study hard everytime, everywhere, and everyday.

Based on the researcher observation, the researcher saw the activities that has done by teacher, before the class ended, the teacher asked students to remember the lesson that they have learn before, the teacher asked them to close their books or modules, and asked the student about the material that they just have learnt, the students answered the question from the teacher. Then, the teacher asked one students to conclude their lesson that they have learned.

b. Second meeting

Table 2. The teacher’s activity on the second observation

THEME	STRATEGY
Opening	Greeting, check the attendance
Preparing the class	Prepare the material
Play video motivation, suggestion and praise	How students are recognized for their accomplishments
giving suggestion and praising	Give some appreciation to the students
Closing	Ask the students to conclude the lesson, review in brief

In the second observation, on 8 October 2019, the teacher activities were same as in the first observation. The teacher began with greeting, asked students' condition and prepared the needs for teaching, in the second observation, the English teacher explained about the material consisted of two skills, writing and reading skill. Then, the teacher gave motivation in the form suggestion.

Table 3. The teacher's suggestion at the beginning of classroom activity

No	The teacher's suggestion
1	<i>Jalanmu masih panjang dan cita-citamu masih tinggi. Gunakanlah waktumu untuk belajar lebih giat lagi dan railah cita-citamu!</i> (Your life is still long and your dreams is still high. Use your time to study harder and go for your dreams!)
2	<i>Jika kamu ingin masuk ke universitas terkenal. Maka nilaimu disetiap semester tidak boleh turun!</i> (if you want to continue the study in popular university. So your score in each semester must not be dropped!)
3	<i>Kalian ingin merubah nasib maka harus dengan sungguh-sungguh.</i> (You want to change the fate of you so you must be seriously)
4	<i>Ada 2 pilihan jalan lurus dan jalan yang salah</i> (there are 2 options raight path and the wrong path)
5	<i>Hidup itu pilihan!</i> (life is choice!)

After the teacher gave motivation the teacher continued the material in the form of text. The teacher asked the students to read the recount text one by one. The situation in this lesson was rather noisy. The teacher was still quiet and the teacher did not reprimand their students. Instead, the teacher let the situation happened for a few minutes. And due to limitations of facilities and the absence of projector and loudspeaker in this school,

the teacher just used a laptop. So the teacher asks for each student to use the their smartphone to transfer the video to their mobile phones to watch motivation videos anytime and anywhere. The purpose of doing this is the students can learn English not only at school but at home they can also learn by repeating the lessons that have been previously applied using the smartphone of the students themselves. Then the teacher played a motivation video to attract students attention and the video was about the emotive story from the boy telling his struggle to meet her mother and the video was played twice. At first, the noisy situation changed to silent atmosphere. Students saw carefully that video. Even, there were some students felt touched when they saw the video and they appreciated it very much.

She also asked each student some questions related to the material such as the message of the story to make sure that they understand what had already been taught. And the students answered "*selalu cintai kedua orang tua kita*". "(love our parenrs mom)" The teacher also always appreciated everything done by them. Usually she said "good job" "great", excellent work", etc. Then, the teacher gave motivation when the video was stopped. She delivered the motivation in the form of suggestions and praise. And researcher would like to explain the meaning of the sentences below:

Table 4. Teacher's suggestion based on the short movie

No	Form of language	Explanation
1	<i>Bersyukurlah kalian yang masih ditemani kedua orang tua kalian!</i> (Be thankful you are still accompanied by both parents!)	The first sentence "means asking students in order to be grateful God because God save their parents to keep then well, and can be together until now".
2	<i>Sebagai anak yang berbakti kepada orang tua sudah</i>	The second sentences "has meaning the teacher asking students to pray for

	<i>sepantasnya kita selalu mendoakan kedua orang tua kita sampai kapan pun.</i> (As children who are devoted to parents, it is appropriate that we always pray for our parents ever.)	their parents to always be given health and long life"
3	<i>Sayangilah kedua orang tua mu sepenuh hati sebelum kamu menyesal!</i> (Love your parents whole heartedly before you're sorry!)	The third sentences " means the teacher asked the students to always make their parents and always love them ever before they are late
4	<i>Buktikanlah bahwa kalian patut untuk dibanggakan!</i> (Prove that you should be proud!)	the four sentences "means convincing students that they have good achievement.

Table 5. Teacher's praises for motivating students

No	Form of language	Explanation
1	<i>Saya yakin kalian semua memang patut untuk dibanggakan</i> (I'm sure you're all really proud of).	The first sentence "means the teacher gave praise to convince students that they had good achievement. The sentence has purpose to make students to have confidence toward themselves.
2	<i>Saya bangga memiliki anak-anak seperti kalian</i> (I am proud to have kids just like you)	The second sentences has meaning of giving praise to students that the teacher is really proud with them.

Both suggestion and praises given by the teacher contain appreciation for the students. After delivering motivation, the teacher asked the students to do another activity that is to make recount texts about family. The teacher offered some students to present their recount texts, there were 3 students who presented their works. She also asked some questions related to the material to make sure that her students understand what is taught. Then the teacher calls on students who have been selected to present the result of the assignments given in front of the class. And after that the teacher gives a positive response to students to improve their reading and writing skills. Then, the teacher gave praise and suggestion to their works and she gave smile and thumbs as non-verbal praise. The kind of motivation is extrinsic.

Table 6. The teacher's praises and suggestion for students' works

Praise and suggestion for students		Explanation
Praise	Thank you Nafirudin. Nafirudin good reading, but you must increasing your reading skills.	Has the meaning of giving praise to good students performance
suggestion	If you using and habitually reading writing, listening, and speaking use the English. So you love the English	Has the meaning of giving suggestion to improve students performance

At the end of the class, as in the first observation she always reviewed all lessons she has taught and asked one or two of her students to conclude the lesson. And she also made sure that the students have taken the material or not.

From the observation that the researcher hold, it can be concluded that the teacher planned the lesson, prepared materials, achieved the learning goal and the students condition is well. The teacher could control

the classroom activity well in teaching English although in the last observation the researcher found that the students look little bit bored, but the teacher can solve it with some strategies. For overall, it can be concluded that the teacher has given her best shot. It can be seen from students' responses too, that they were very interested and enthusiastic in teaching and learning process with appropriate teaching material purpose.

b. Descriptive Analysis of interview

The researcher held an interview to the English teacher on October 15, 2019. The teacher's name is Nova Elza, S.Pd. Based on the data of interview to the English teacher, it can be described that the English teacher used several strategies in the process of teaching English in the class. The way depends on the character of her students. The students have different character that need different motivation also. The teacher used praise, motivation videos, and suggestion. The teacher played videos motivation in the beginning and closing the study and/or students had bad mood in the class as stated by the teacher as follows :

"Iya. Setiap guru pasti mendapat berbagai masalah dalam proses belajar mengajar. Contohnya perbedaan karakter siswa, sikap, minat, siswa yg pasif, dan masih banyak lagi. Tapi pintar pintarnya kita sebagai guru untuk dapat memecahkan masalah tersebut. Dan untuk saya pribadi, saya menggunakan beberapa strategi untuk solusi". (Yes. Every teacher must have various problem in teaching and learning process. Constraints faced also various kinds. For example differences in students characters, attitudes, interests, students are too passive, and much more. However we are smart as a teacher to unruly can solve these problems. For me personally, I use various strategies for solutions).

The English teacher applied various strategies in classroom learning such as :

a. Playing video motivation

These strategies could help the teacher in English learning process, because it can attract the attention of students to read,

write, speak and listen increase students motivation in learning English and eliminate the boredom of students themselves as stated by the teacher as follows :

Penggunaan video motivasi ini dapat membantu saya dalam proses pembelajaran, karena dengan strategi ini dapat menarik perhatian siswa untuk belajar dan mengasah kemampuan mereka untuk membaca, menulis, mendengarkan, dan berdiskusi untuk menyimpulkan isi dari materi yg dipelajari. (The used of motivation videos can help me in the learning process, because with this strategy it can attract the attention of students to learn and feel their ability to reading, writing, listening and discuss to conclude the material being studied.)

The result of observation showed that the teacher played video motivation in teaching English because she thought this strategy help her students in English learning motivation.

b. Give praise and suggestion

These strategies help the teacher in learning process, because when the teacher gives praise and suggestion to the students in the process of teaching English it can improve students motivation as stated by the teacher as follows :

jadi saya lakukan mengenali karakter mereka masing-masing kemudian dikasih motivasi untuk siswa yang berhasil maupun yang kurang berhasil menjawab pertanyaan yang saya berikan saya selalu memberikan saran dan pujian kepada mereka dengan tujuan agar mereka tetap semangat dalam proses pembelajaran berlangsung. adapun pujian yang sering saya ucapkan "good job", "good performance", excellent work" "great", and nice. (One of them I discovered their character one by one then loved motivation for successfully students or less successfully answering the question I give. And I always give suggestion and praise to them with the aim so that they remain the spirit in the learning process. As for the praise I give "good job", good performance", excellent work", "great and nice".)

Table 7. Praises given to the students

No	Praise	
	Praises for students who shows good performance	Praises for students who shows bad performance
1	<i>Yah bagus, tingkatkan lagi membacanya</i> (Well nice, increased further reading)	<i>Bagus, akan lebih bagus jika ditambahkan seperti intonasi, pronunciation.</i> (Good, it would be great if added as intonation, pronunciation.)
2	<i>Bagus, pasti bapak ibumu ikut senang jika melihat langsung proses kamu berbicara didepan kelas seperti ini.</i> (Nice, surely your parents will be happy to see the process of you speaking in front of class like this.)	<i>Yah bagus, coba ditambah seperti ini, pasti akan lebih bagus lagi.</i> (Nice, plus try like this, definitely more powerful.)
3	<i>Saya suka dengan cara kamu mengerjakan tugas seperti ini.</i> (I like the way you do the work like this.)	<i>Bagus coba ditambah seperti ini, pasti tambah keren</i> (Nice try plus like this, definitely add cool)
4	<i>Penampilanmu dapat memberikan contoh kepada teman-temanmu.</i> (Your appearance can give an example to your friends.)	-
5	<i>Ibu bangga memiliki murid seperti kalian.</i> (I proud to have students like you.)	-

The result of the interview above, shows that the teacher at the tenth grade of SMA Negeri 2 Lasalimu used praise to most of students in all situations. The teacher gives praise to students who showed good works,

so students do not get bored quickly, more enthusiasm in learning and increase knowledge they have. The teacher also gives praise to students who showed bad works, so students do not lose their enthusiasm to continue learning English so that in the future it can be better. The teacher also used motivation videos to motivate them. And this is a medium to make a conducive and fun class. Therefore, the teacher stated that many students gave good responses for her motivation in teaching English.

Based the result of observation and interview above, the researcher would like to describe the way English teacher provided motivation in teaching English by comparing the data of them. The researcher can describe that English teacher gave praise, suggestions, and play video motivation, in teaching English.

3.2 Discussion

There are several ways the teacher used in teaching in the first and second meetings are playing video motivation, giving praise and suggestion. These strategies can help the teacher to explain the material easily and it can be understood more easily by the students.

A great teacher recognizes that students motivation is necessary for success in learning and that teachers are in the perfect position to improve student motivation. There are six areas that can influence students motivation to learn [7]. As for the teacher used to increase student motivation are:

- a. The task that students are asked to do. The strength of teacher's motivation in a particular situation is determined by teacher's expectation that the teacher can succeed. To understand how an academic task can affect students motivation, the teacher needs to analyze them. Task can be interesting or boring for students and tasks have different values for students. In teaching English as media to arouse students of teaching the goal by giving the task that students are asked to do [7].

- b. How students are recognized for their accomplishments. Students should be recognized for improving on their own personal best, for talking difficult tasks, for persistence, and for creativity. The study shows an interest, performance, attribution to effort and task involvement were higher after personal comments. Ego-involved motivation (the desire to look good or do better than others) was greater after grades and standard praise by Ruth Butler [8].

And compare with the theories Sardiman [9] by motivating, students can develop activities and initiatives, can steer and maintain persistence in learning activities. There are several strategies to motivate their learning activities in schools. There are giving value, reward, competition, ego-involvement, giving tasks, knowing the results, and praise.

- c. Giving rewards, reward also as a motivation, but not always. Because the reward for a job, it might not be attractive to someone who is not happy and no talent for anything the job.
- d. Giving praise to the students is a strategy used to recognize them for their accomplishment. This praise is a form of positive reinforcement and is a motivation, the gift must be precise. With proper praise will foster a pleasant atmosphere and heightens passion to learn and at the same time will raise self-esteem. When students are rewarded with praise and a gold star for doing their job correctly, they will look forward to the next English lesson. And this experience acts as a motivator for future learning of a similar type Skinner [2].

Based on the theories above, it can be concluded that the English teacher's strategies to give motivation to students is in the form of task that the students are asked to do, how autonomous students are allowed in working, how students are recognized for their accomplishments, grouping practices, giving value, reward, competition, ego-involvement, giving tasks, knowing the

results, and praise. When the teacher gives video motivation, suggestion and praise of the students in the process of teaching English to improve students' motivation.

Therefore, it can be said that the teacher emphasized using extrinsic motivation (based on the purpose) in teaching English as media to arouse students of teaching the goal give the task that students are asked to do [7]. And Sardiman [9] said that by motivating, students can develop activities and initiatives, can steer and maintain persistence in learning activities. There are several strategies to motivate their learning activities in schools.

The result of the observation in the first and second meetings it can be concluded that the English teacher strategies to increase the students motivation appropriate with theories of Ames [7] and Sardiman [9].

The result of interview showed that playing video motivation, giving suggestion and praise are useful and good in encouraging students especially in helping teaching and learning process. It can be seen in the observation process that the students become more active in the classroom.

4. CONCLUSION

It can be concluded that the English teacher's strategies to increase motivation to the students are giving praise, giving suggestions, and playing motivation videos. The teacher always gave praise regardless whether the works of students were good or bad. The teacher gave suggestion and motivation videos that were played in the beginning of the lesson, closing the lesson and/or when the situations in the class were not conducive to continue the material. Because by this technique it can attract the attention of students in teaching, students do not get bored quickly, more enthusiasm in learning English and increase knowledge they have. The strategies to increase motivation given by the English teacher to the students were extrinsic motivation (based on source of motivation) in teaching English as media to arouse students of reaching the goal.

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