CHAPTER I

INTRODUCTION

This chapter presents background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definitions of key terms.

A. Background of The Research

Generally education is one way to reach maturity in variety of things. Every citizen has the right to get education (Amandement of UUD 1945, Chapter:31 Verse:1). Education have an important role in the development and progress of society. Forward or backward a society is dependent from the forward or backward of the public education. Therefore, education is very important and should be given primacy in achieving the public development.

Without education, it is believed that the human at now is no different with the human at past generations, which is compared with the human at now, has been very behind both in quality of life and empowerment processes. In the extreme it can be said, that forward or backward and good or bad of society civilization or nation will be determined by how the education

that undertaken by the society of nation (http://www.penulislepas.com/v2/?p=206,24 March 2014).

This is consistent with the objectives of Indonesian National education as stated in the Law of the Indonesian Republic number 20 of 2003 (UUD, 2003:7) on national education system which state:

> National Education aims to developing the potential of students in order to become human who faith and fear to God Almighty, has noble character, has knowledge and skills, physical and spiritual health, stable and independent personality and sense of civic responsibility and nationality.

In education need elements that can help achieve the goal. One element that affects the success of education is teacher. Therefore, teacher is one element in education should participate actively and puts their capacity as professionals (Sadirman, 2004:125). A teacher plays an important role in education, one of the tasks that must be carried out by teachers in the school is to provide services to students so that they become students who align with the objectives of the school.

Reality at now that there are teachers in all lesson including English lessons, that many teachers who less professional in teaching process. For example, less mastering the material that being taught, less creative in using the learning methods, less appropriate in using the learning media. So impact on the students that is students less understand with the material that be presented by the teacher, less passion in study andwill be bored when pay attention to the teacher in teaching. In the process of learning, motivation has

very important role and must exist in student self, because teaching and learning activities will not run optimally when there is nomotivation/willingness/encouragement to study in student self.

According to Sardiman (2004:73) that "Motivation defined as the efforts that push someone to do something". Basically learning motivation among s one tudents with each other is relatively different, there are students who have high learning motivation and some other who low. Therefore, in teaching and learning process, motivation to study is very important to push the studentsto be more diligent in learning activities. The role of the teacher in here is needed in the process so can to growing students learning motivation, especially in the English lesson that be specified as quite difficult lesson.

Why choose discussion about motivation to study English?Because in Tulungagung itself, the phenomenon had become mindset in the education community who think that English is a very difficult lesson, especially for students of vocational high school that deemed "rogue" and difficult to be ruled (Teacher 1,at Tuesday:20 May 2014:19.00). In the fact, in SMK Negeri 1 Bandung-Tulungagung itself based on the observation of researcher, students less motivated in study English especially students in engineering light vehicle major (car) and also on motorcycle engineering majors that almost all students are men.

For students, study English is boring and perceived burden by them. Because most of the students still many who minimum on vocabulary and it is certainly difficult for them to interpreting, memorizing, and understanding. So when the English lessons take place, they are lazy to follow it. Sometimes they are busy talking with their friend even sleep during the lesson process. It must be recognized too that English is not yet getting place on the part of students and the presence often get less attention, and the time for lesson process is still relatively less as well as there are nooutside activities lessons (extra) which intended to motivating students to study English.

Based on the above explanation, motivating researchers to conduct further research that the results be stated in the form of a thesis with the title**Strategy in Motivating Students to Study English at SMK Negeri 1 Bandung–Tulungagung**.

This research is very needed in order to increasing students learning motivation to English especially and in all lessons generally and also for the teachers to be more creative to use strategies in raising students' motivation. Thus, students will be more enthusiasm in studyEnglish in the classroom.

B. Statement of Research Problems

Based onthe background, therefore researcher can state about research problem which emerges among others:

1. How is students' motivation to study English in SMK Negeri 1 Bandung-Tulungagung?

2. What are supporting and inhibiting factors in motivating students to study English in SMK Negeri 1 Bandung-Tulungagung?

3. How arethe strategies of the teachers in motivating students to study English in SMK Negeri 1 Bandung-Tulungagung?

C. Objectives of The Research

Based on the statement of the research problems, this research is intend:

1. To describe thestudents motivationto study English in SMK Negeri 1 Bandung-Tulungagung

2. To know the supporting and inhibitingfactors in motivating students to study English in SMK Negeri 1 Bandung-Tulungagung.

3. To describe the strategies of the teachers in motivating students to study English at SMK Negeri 1 Bandung–Tulungagung.

D. Significance of The Research

The result of this research is expected to give some important contribution to those related.

1. For teacher, as material information the effort to increase studentslearning motivation and evaluation of materials and thoughts, especially for English teachers.

2. For school, as contribute ideas about the problems related to teachers' strategies to increase students' learning motivation in SMK Negeri 1 Bandung-Tulungagung.

3. For other researcher, the results of this research are expected to be useful as guidance, direction, as well as reference and consideration for future researchers in the draft better research relevant to this research.

E. Scope and Limitation of The Research

1. Scope of The Research

Scope of this research discussion is the strategy of the teachers to develop students' learning motivation to studyEnglish. This research took the researchs' object ingrade class 2 and class 1 in all departments, that is motorcycle engineering majors (TSM), engineering light vehicles majors (TKR) and accountancy majors (Ak) in SMK Negeri 1 Bandung-Tulungagung where located in Desa Bantengan Kecamatan Bandung Kabupaten Tulungagung.

2. Limitation of The Research

While the limitation in this research is in research methods and researchs' objects. Researchers simply took the grade class 2 and class 1 as researchs' object, and don't take grade class 3 because will perform in the national final exam (UAN). Because it is also the researcher uses qualitative research methods because of limited time so that by using this method researchers have enough time to carry out observations and interviews with students or teachers, and do not need to activelly participated in teaching and learning activities.

F. Definitions of Key Terms

1. Strategy is science of stratagem, sense or a ruse to achieve the aims and objectives that have been planned (Anwar, 2001:450).

2. Teacher is people who it works is teaching (Anwar, 2001:161).

3. Motivation is the encouragement (with moral support); reasons; encouragement; destination; action (Partanto and Dahlan, 1994:486).Motivation is a psychological condition that push a person to do something. If the condition of a persons' psychological well then by itself the motivation to do something will either.

4. Study is trying; practice to obtain knowledge (Anwar, 2001:85).

5. Students is the members of the public who trying to develop the potential of themselves through learning process which is available on line, level and type of education (Law of the Indonesian Republic Number 20 Year 2003, 2003:3).

In this research that mean by strategy in motivating students to study English at SMK Negeri 1 Bandung-Tulungagung is the efforts that be done by English teachers in motivating students to study English of course at SMK Negeri 1 Bandung-Tulungagung.In the interpretation of this thesisis how is the method of the English teacher in teaching students at SMK Negeri 1 Bandung-Tulungagung and what are supporting and inhibiting factors in establishing and developing the students' motivation to study English at SMK Negeri 1 Bandung-Tulungagung. It is mean that the strategies of English teacher in efforts how to find solution or solving problems that be faced by students in mastering English lessons too.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. The decision covering review of strategy, review of motivation and previous studies as review to supporting this thesis that suitable withstrategy in motivating students to study English at SMK Negeri 1 Bandung–Tulungagung.

A. Review of Strategy

1. The Definition of Strategy

Mufarrokah (2009:36) explain that the word "strategy" is derived from the word *Strategos* (Greek) or *Strategus*. *Strategos*means general or also means state officer, the general in charge of strategic plan something directing forces to achieve a victory. In general, the strategy has the sense of a big bow in the line of action to achieve that has determined. Concerning with teaching and learning, the strategy can be interpreted as a general pattern of teacher-students activityin therealization of learning activities to achieve the objectives outlined (Djamarah, 2010:5). In education world, strategy can be defined as A plan, method or series of activites sesigned to achieves a particular educational goal (J.R. David, 1976:122).

Terminology of strategy originally been used among the military and is defined as the art of designing (operations) warfare, especially in close relation to the movement of troops and navigate to the position that war is deemed most advantageous to obtain victory. Determination of the strategy should be preceded by the analysis of the strength of weapons, field conditions, enemy positions, and so on. In therealization, the strategy will be developed further elaborated into concrete actions in the field of battle(Mufarrokah, 2009:36).

Literally, the word "strategy" can be defined as art strategmen implementation the strategy or plan, consisting of action a set of stage to solve problem or up to goal.

Michael J. Lawson (1991:57) defines strategy as "A mental procedure that measures the order form using your domain attempts to achieve certain goals".

Some terms are almost same with strategywhich is ;

a. Method

The method is an attempt to implement a plan that has been prepared in concrete activities that goal has been achieved optimally arranged (Direktorat Tenaga Kependidikan, 2008:4). The method is used to realize a predetermined strategy . Strategy refers to a plan to achieve something, while the method is a trick that can be used to implement the strategies. Thus a strategy can be implemented by a variety of methods.

b. Approach

Approach is the starting point or our view of the learning process (Direktorat Tenaga Kependidikan, 2008:5). Strategies and methods that used can be sourced or dependent of a particular approach. Roy Killen (1998:57) reported that there are two approaches in learning, the teacher-centered approach and student-centered approach. Teacher-centered approach in learning strategies directly (directinstruction), deductive or expository learning. Meanwhile the approach to student-centered learning strategy lowers discovery and inquiry learning and inductive learning strategies.

c. Technique

Technique is the way a person in order to implement a method (Direktorat Tenaga Kependidikan, 2008:5). For example, the way it should be done so that the lecture method is effective and efficient. Thus, before someone talks process should pay attention to the condition and situation. Lecture at noon after lunch with a number of many students will of course be different if the lecture is done in the morning with a limited number of students.

d. Tactic

Tactics is one style in performing a particular technique or method (Direktorat Tenaga Kependidikan, 2008:6). The tactic is more individualized, although two people use the same lecture in the same circumstances, they would certainly do it differently, for example in the

use of illustrations or tactics using language that is easy to understand the material presented.

From the above explanation, it can be concluded that a strategy of applied learning teachers will depend on the approach used, while how to run a learning method to determine the techniques that the teacher deems relevant to the methods, and the use of techniques that every teacher has tactic which may be different between teachers one another (Direktorat Tenaga Kependidikan, 2008:4).

2. Basic of Strategy in Teaching

Based on Djamarah & Zain(2011:5-8),there are four basic strategies in teaching and learning include the following:

a. Identify and define the specifications and qualification changes in behavior and personality of the students as expected.

b. Choosing a system of teaching and learning approach based on the aspirations and views of community life.

c. Selecting and establish procedures, methods and techniques of teaching and learning that are considered most appropriate and effective so it can be used as a handle by teachers in the discharge of his teaching activities.

d. Establish normsinthe minimumsuccess orcriteriaand standards of successthatcanbe used asguidancebythe teacherto evaluatethe results ofteaching and learning activitieswhich will furtherbe used

asfeedbackforimprovementis   concernedwiththe   overalllearning

activities.

Drawn from the above description that there are four main problems that can be very important and should be used as guidelines for implementing learning activities in order to be successful as expected.

First, the specification and qualification changes how the desired behavior as a result of learning that do it. Here we see what is used as the target of teaching and learning activities. They are intended to be clear and focused. Therefore, the purpose of teaching should be clearly defined and concrete, so easily understood by students. If not, then the learning activities don't have a definite direction and purpose.

As a result of further changes expected to occur in any protégé difficult to know, because deviations of teaching and learning activities. Therefore, the formulation of objectives in teaching and learning operations to be conducted by the teacher before doing his job at the school.

Second, choose the method of teaching and learning approach that is considered the most appropriate and effective way to achieve the goal. How do teachers perceive the issues, concepts, and theoretical understanding what teachers use in solving a case, would affect the outcome. The problem is studied by two people with different approaches, will result in conclusions that are not the same.

Social norms such as good, right, fair and so will give birth to a different conclusion and perhaps even contradictory when in his approach using a variety of disciplines. Understanding of economic concepts and theories about the good, true or fair, not equal to either true or fair within the meaning of concepts and anthropological theory. Also would not equal what is said to be good, right or fair that a teacher using a religious approach, because the understanding of the concepts and theories of religion either, right or fair that is clearly different from the economic concept and anthropology.

So is the case with the approach used to teaching and learning activities. The theory of learning by association, not the same as understanding learning theory according to Problem Solving. A particular topic studied or discussed by means of memorizing, the result would be different if studied or discussed with technical discussions or seminars. Would be another the result if the same topic is addressed by using a combination of several theories.

Third, select and establish procedures, methods, and techniques of teaching and learning is considered the most appropriate and effective. Presentation methods or techniques to motivate the students to be able to apply the knowledge and experience to solve the problem, in contrast to the manner or method so that the students motivated and able to think freely and enough courage to express his own opinion. It should be understood that the only suitable method may be used to achieve a certain

goal. So with a different target, the teacher should not use the same presentation techniques.

When some of the goals to be obtained, the teachers are required to have the ability on the use of various methods or combining several relevant methods. One possible way of presenting more emphasis on the role of students, while others are more technical presentation focused on the role of teacher or teaching tools such as books, computers or machinery, for example. There is also a method that is more successful when used for students in a limited amount, or suitable for studying a specific material.

Likewise if teaching and learning activities take place in the classroom, in the library, in the laboratory, in the mosque, or elsewhere, of the methods required in order to achieve the purpose for each such place is not the same. Instructional objectives to be achieved are not always single, can be composed of multiple goals or objectives. For teachers it requires variation in the use of presentation techniques that teaching and learning activities that take place are not boring.

Fourth, apply the norms or criteria of success so that teachers have a handle that can be used as benchmarks to assess the extent to which the success of the tasks he has done. A program will be known to its successafter the evaluation. System assessment in teaching and learning is one strategy that can't be separated with the other strategies.

What should be assessed, and how the assessment should be carried out including the ability to be possessed by the teacher. A student can be categorized as successful students, can be viewed from various aspects. Can be viewed in terms of the craft following the face-to-face with a teacher, daily behavior at school, test results, social relations, leadership, sports achievements, skills and so on. Or it can also be seen from the combination of various aspects.

3. Types of Strategy in Teaching

Based on the way of presentation and the way of processing, teaching strategy can be characterized as deductive teaching strategy and inductive teaching strategy. Deductive teaching strategy are teaching strategy that can be done by studying the concepts first and then look for conclusions and illustrations, or teaching materials studied starting from abstract things, then slowly towards the concrete. This strategy is also called teaching strategy from general to specific. In contrast to the inductive strategy, in this strategy is studying starts material things or concrete examples and then slowly students are exposed to a complex matter. This strategy is often called teaching strategy from the particular to the general (Fathurrohman and Sutikno, 2009:1).

a. Exspositoryteaching strategy

Expository teaching strategy is a teaching strategy that emphasizes to process verbal delivery of material from one teacher to a group of students with the intention that students can master the subject matter is optimal. In this strategy the subject matter presented directly by the teacher. Students are not required to find that material. As if the subject matter-would have been so, because the expository strategy more emphasis on the process recalled, it is often also called strategy of "chalk and talk" (Direktorat Tenaga Kependidikan, 2008:30).

b. Inquiry teaching strategy

Inquiry teaching strategy emphasize the process of searching and finding. The subject matter is not given directly. The role of students in this strategy is to seek and find their own subject matter, while the teacher acts as a facilitator and mentor students to study. The thought process itself is usually done through a question and answer between the teacher and the students (Direktorat Tenaga Kependidikan, 2008:36).

c. Contextual teaching strategy

Contextual teaching strategy is a holistic educational process and aims to motivating the students to understand the significance of the subject matter learned by relating the material to the context of their daily lives (personal context, social, and cultural) so that students have the knowledge/skills that can flexibly applied (transferred) from one

problem/context to the problems/other contexts (Direktorat Tenaga Kependidikan, 2008:42).

Contextual approach (CTL) is a concept which helps teachers learn the material being taught to associate with real-world situations of students and encourage students to make connections between the knowledge possessed by its application in their lives as members of families and communities. With that concept, more meaningful learning outcomes expected for students. The teaching and learning process takes place naturally in the form of student activities and work experience, not a transfer of knowledge from teacher to students. This teaching strategy is more accentuate process than result (Direktorat Tenaga Kependidikan, 2008:42).

According to Syaiful Bahri Djamarah (2010:73), "A teacher must have a strategy so that students can learn effectively and efficiently, which is expected to hit the goal. One of these steps was to having strategy is to master the techniques of presentation or commonly referred to as the method of teaching".

The method is a trick that be used to implement the plan that has been prepared in real activities so the goal has been achieved optimally arranged. This means that method be used to realizationing predetermined strategy. Thus, method in a series of learning systems plays a very dependent on how teachers use instructional methods, as a learning

strategy may only be implemented through the use of learning methods (Djamarah, 2010:73).

According to Indonesian Directorate of Education Workforce (Direktorat Tenaga Kependidikan Indonesia), the explanation about the methods that can be used in education and teaching English, can be seen as follows:

a. Method of habituation

Etymologically, habituation comes from the word "habit" in the Indonesian Big Dictionary, "habit" is (1) common or general (2) as usual (3) already is inseparable thing from daily life. Habituation is considered very effective if the application committed against young students because it has a strong "record" memories and immature personality conditions.

b. Method of giving rewards

In Indonesian Big Dictionary mentioned that the reward is: 1. *Gifts* (as avenger of services) 2. *Punishment*, replies. From this definition it is understood that the "reward" in Indonesian can be used for good replies and replies that bad (Maunah, 2009:100).

c. Method of lecture

Teacher gives a description or explanation to a number of students at any given time (limited time) and in certain places. Implemented with oral discussion to provide an understanding of a problem, because

of the way it is often also called the lecture method, because there are similarities teachers teach with a lecturer giving a lecture to students.

In this lecture method the students sit, look and listen, and believe thatwhat reflected by the teacher is true, students quoting overview of the lecture and memorize it without any any further inquiry by the teacher.

Lecture method is a method of teaching by delivering information and knowledge orally to the number of students who generally follow passively. In this case the teacher usually gives a description of the topic (subject) specific to a certain place and a certain time allocation.

Lecture method can be said as only the most economical method to deliver information. Besides, this method is also considered the most effective in overcoming the scarcity of literature or reference accordance with the purchasing range and perception of students (Syah, 2004:204).

d. Method of question-answer

According to Martimis Yamin (2008:42), question-answer method was rated as the appropriate method, if the implementation is indicated for:

1) Reviewing the material presented again with lectures, so that students decided again to the material and the teacher knows the progress thathas been achieved so that teachers more understanding what to doso that the matter can proceed.

2) Intersperse or slipped another conversation to keep the attention from students.

3) Directing students observations and ideas.

e. Method of discussion/small-group

Discussion method is intended to stimulate thought and various types of views.So the discussion method is a method that involves teachers and students activelythat is with debating a topic that can stimulate individual ideas. The success of the discussion is determined by the presence of three elements, namely: understanding, self-confidence and mutual respect (Muhaimin *et al*, 1996:84).

f. Method of task and recitation

Method of tasksand recitation are not the same as the homework, but is wider than that. Tasks and recitation stimulate children to actively learn either individually or in groups, can be carried out at home, at school, the library and other places (Direktorat Tenaga Kependidikan, 2008:25).

According to Fathurrohman (2007:61), the factors that influence in selection methods, that is:

a. Purpose

Purpose is means that intended from each teaching and learning activities. So that every teacher should pay attention to the purpose of learning.

b. Course material

Course material is a material that would be submitted by the teacher to be studied and mastered by students

c. Learners/students

Learners/students as a subject of study have different characteristics, both interests, talents, habits, motivation and family environment. All these differences affect the determination of teaching method by teacher.

d. Situation

The situation teaching and learning activities is a dynamic learning environment setting. Teachers should be careful in looking at the situation.

e. Facilities

Facilities can affect the selection and determination of the teaching method. The absence of facilities will very disturbing the selection of appropriate methods, such as the absence of a laboratory for practice.

f. Teacher

Teaching competence usually influenced by educational background. Teacher who have educational background in educational department, usually more skilled in choosing the right method and implement it.While teachers that have less relevant educational

background, although appropriate in determining the method oftenhave problems in its application.

4. Principles in Selecting Strategy

According to Indonesian Directorate of Education Workforce (Direktorat Tenaga Kependidikan Indonesia, 2008:55), some of the principles which must be done by the teacher in choosing the strategy as follows:

a. Purpose

The purpose is closely related to the ability (competence) or skills that is expectedowned by students after they doing a specific learning process. The purpose can determine a strategy that should be used by teachers.In the syllabus has been formulated the indicator learning result or results that have been obtained by students after they follow the learning process. There are four basic components in formulating indicators of learning results, that is:

1) Determination of the study subjects to show the learning goals.

2) The ability that can be measured or which can be shown through the performance of students.

3) The condition and situations where students can demonstrate its performance.

4) The standard of quality and quantity of the study results.

Based on the indicators in determining the study purpose, so it can be formulated, the study purpose contains elements such as: the student, the behavior that must be owned, the conditions and the situation and the quality and quantity of the study results.

b. Activities and preliminary knowledge of students

Study is doing, gained a certain experienceaccordance with the specific purpose that expected.Therefore teaching strategy should encourage student activity. Activity of students are not only intendedlimited to physical activity but also includes activities that are psychologically.

At the beginning or before teachers enter the classroom provide course materials to students, there are tasks that the teacher should not be forgotten is to know the preliminary knowledge of students. When the teacher gives the subject matter in the future, teacher are not disappointed with the results to be achieved by students. To get the student's preliminary knowledge, teachers can written pre-test or question and answerat the beginning of the lesson. Thus teachers can know the student's knowledge, teachers can develop a strategy or choosing the right method of learning to their students.

c. Main discussion

Teaching is an effort to developoverall private of student. Teaching is not only developing cognitive abilities, but also includes the development of affective aspectsand psychomotor aspects. Therefore,

the teaching strategy should be able to develop all aspects of the personality of students.

B. Review of Motivation

1. The Definition of Motivation

The word "motive", is defined as efforts that encourage someone to do something. Motive can be regarded as the driving force from within and in the subject to perform certain activities in order to achieve a goal. Starting from the word "motive" itself, then motivation can be defined as the driving force that has become active (Sardiman, 2011:73).

Motivation to learn is essentially a part of the motivation in general. In teaching and learning activities be known there is learning motivation is motivation that exist in the world of education or motivation of the learners (students).

Motive can be regarded as the driving force from the inside and on the subject to perform certain activities in order to achieve the goal. Sardiman (2007:73) argue even the motive can be interpreted as an internal condition (preparedness). Motive becomes active at certain times, especially when the desire to achieve a very strong requirement.

According to Rasyad (2003:89), provides definitions motive as "Anything that encourages a person to do or act to do something activities to achieve goals". Hartinah (2011:134) explained that:

The strength that pushed the activities of individuals called motivation, which indicates a condition within the individual that

25

push or move the individual perform activities to achieve something goal.

The definition of motivation according to some education experts are as follows:

a. According to Purwanto (2004:72), motivation is "complex strengths, impulses, needs, statements, tension (tension states), or other mechanisms that initiate and maintain the desired activities towards the achievement of personal goals".

b. According to Daradjat (2008:140), motivation is "a conscious effort by the teacher to pose motives on self towards activities that support student learning goals".

c. Djaali (2011:106) gives the sense that motivation is "encouragement that comes from inside a person to perform certain actions".

Dimyati and Mudjiono (1999:80) suggests that in the motivation there are three main components, namely:

a. Needs, happens when individuals feel there is an imbalance between what he has and what he expected.

b. Encouragement, is the mental strength to perform activities in order to meet expectations.

c. The purpose, is to be achieved by an individual. The purpose is to direct behavior in this case learning behavior.

From the description above it can be concluded that, motivation is an attempt to provide a set of specific conditions, so that one is willing and wants to do something, and if he does not like, it will seek to nullify or

circumvent dislike it. So it's motivation can be stimulated by external factors, but the motivation itself is growing inside one's self.

In the teaching and learning activities, motivation can be considered as the overall driving force in students that lead to learning activities, which ensures continuity of learning activities and which give direction to the learning activities, so that the desired destination by studying a subject that can be achieved. Motivation to learn is the "physical factor that is non-intellectual. Typical role is growing in terms of passion, feeling happy, and eager to learn. Students who have a strong motivation, will have plenty of energy to perform learning activities" (Sardiman, 2007:75).

2. The Functions of Motivation

In the process of learning it is necessary to motivation. Motivation is an essential condition of learning. Learning outcomes will be optimal, if there is motivation. The more appropriate given the motivation, the more successful will also be teaching it. So motivation will always determine the intensity of the effort of learning for students. It should be emphasized, that the motivation coincides with a purpose.

Motivation to learn is considered important in the teaching and learning process in terms of function and value or benefits. This suggests that the motivation to learn and encourage behavior affect and change the behavior of students.

According to Sardiman (2007:44) presents three functions of motivation, are:

a. Encourage the emergence of behavior or actions.Without motivation there would not have an act. The motivation in this case is the motor of each activity to be undertaken.

b. Motivation function as the referrer.This means that direct motivation to achieve the desired change. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of the goal.

c. Motivation function as a driver. This means moving the person's behavior. In addition, the motivation to learn to function as business drivers and achievements.

Aqib Zainal (2002:50) explained in his book that:

Motivation function as booster, the referrer, and driving behavior. Motivation has a value in determining the success of the democratization of education, build creativity and imaginative teacher, coaching class discipline, and specify the effectiveness of learning.

Beside it, there are also other functions. A person doing a business because of the motivation. Good motivation to learn to show good results. In other words, with diligent effort and mainly based on the motivation, then someone will be able to give birth to learning was a good achievement. The intensity of student's motivation will largely determine a level of learning achievement.

3. The Types of Motivation

Generally, motivation can be divided into two types, intrinsic motivation and extrinsic motivation.

a. Intrinsic motivation

According to Abdurrahman (2004:139), intrinsic motivation is "motivation comes from a person's own without stimulated from the outside". According to Syamsuddin (2003:37), intrinsic motivation is "motivation which arise and grow with the road coming from the individuals themselves"

Meanwhile, according to Sardiman (2007:55) intrinsic motivation is motives become active and functioning do not need to be stimulated from the outside because the individuals had no urge to do something. In other words, individuals are encouraged to behave towards the destination without any external driving factors.

Based on the opinions of the above can be said that intrinsic motivation is the motivation which covered in a learning situation that comes from the needs and goals of the student's own or in other words, intrinsic motivation does not need stimulation from the outside but comes from the students themselves.

Students who are intrinsically motivated can be seen from the activities determined in the tasks of learning as it takes and want to achieve the goal of real learning. In other words, intrinsic motivation in terms of the purpose of the activities carried out are want to achieve the

objectives contained in the deed itself. Students which have demonstrated the involvement of intrinsic motivation and high activity in the study.

Motivation within a basic desire that drives individuals achieve various self-fulfilling all requirements. To meet the basic needs of students, teachers utilize impulse is natural curiosity of students by way of presenting the material which suitable and meaningful for students.

Basically the students learn is driven by his own desire then the student can independently determine the purpose that can be achieved and activities to be done to achieve the learning objectives. intrinsic motivation because someone has driven curiosity, achieve the goal to increase knowledge. In other words, intrinsic motivation rooted in containing mandatory requirement to be educated and knowledgeable people. Intrinsic motivation arises from self-consciousness, not because they want to get praise or reward.

b. Extrinsic motivation

Extrinsic motivation is different from intrinsic motivation because in this motivation desire in students to learn is strongly influenced by the presence of impulse or external stimuli. Encouragement from the outside can be a compliment, reproach, gifts, punishments and reprimands from teachers.

Baharuddin and Nurwahyuni (2010:23) give a definition of extrinsic motivation is "factor which comes from outside the individual

but to give effect to the will to learn, such as: praise, regulation, order, exemplary from the teachers, parents, and so forth". According Aunurrohman (2009:116), extrinsic motivation is the "impulse that comes from outside the individual".

Meanwhile, Nasution argued that:

When one learns to seek rewards in the form of numbers, prizes, diplomas, and sebaginya, he was driven by extrinsic motivation, therefore these objectives lies outside the act, which is not contained in the deed itself.

According to Sardiman (2007:59) motivation is extrinsic "motives which active and functioningbecausepresence of the stimulation or encouragement from the outside". The most important part of the motivation is not the purpose of learning to know something but want to get a good value, so as to get the prize.

The definition shows that the extrinsic motivation is motivation that arises because of the encouragement from outside individuals which are not absolutely related to learning activities. So students will learn if there is a push from the outside as if to get a good value, and other gifts and not due solely want to know something. Motivation Extrinsic motivation does not mean which is not necessary and not good in education. Extrinsic motivation is needed to make students want to learn. Various ways can be done so that students are motivated to learn.

Extrinsic motivation is also needed in learning activities because not all students have a strong motivation from within themselves to

learn. Teachers play an important role in order to foster extrinsic motivation. Extrinsic motivation should be tailored to the needs of the students, because if students are given excessive extrinsic motivation then existing intrinsic motivation in students will be lost. Extrinsic motivation can raise intrinsic motivation, extrinsic motivation that is needed in learning.

As expressed by Mrs. Nina (Interview atTuesday:20 May 2014:19.00) student motivation in learning is influenced by:

1) Students interest in the subject matter.

2) Students perceptions of the importance of whether or not of the

material

3) Passion for achieving achievement

4) Student confidence

5) Student self-esteem

6) Recognition of others

7) The size of the challenge

8) Patience

9) Persistence

10) Students' life goals to be achieved.

4. The Forms of Motivation

In the teaching and learning activities, the role of both intrinsic and extrinsic motivation is very necessary. With motivation, students can

develop activity and initiative, can redirect and maintain persistence in perform learning activities.

In this regard need to know that the manner and type of motivation is manifold, but for extrinsic motivation is sometimes right, and sometimes it can also be less appropriate. This teacher should be careful in cultivating and motivating for the students' learning activities. Because presumably provide motivation but it does not benefit the development of students' learning.

There are some forms and ways that can be done by teachers togrowing student's motivation in learning activities at school (Sardiman, 2007:92-94), that is:

a. Giving numbers

The numbers in this case as a symbol of the value of their learning activities. Many students learn, which is the main fact to reach a good number or value. So that students usually are pursued is the replay value or values on report cardsis well numbers.

The good numbers for students is a very strong motivation. But there is also, in fact many students working or studying paserta just want to pursue a course to the next grade anyway. It shows the motivation it has less weight when compared to students who want good numbers.

b. Giving reward

reward can also be associated with motivation, but it is not always so. Because the reward for a job, may not be attractive to someone who is not happy and was not gifted for something such work. For example, the prize awarded to the best picture may not be of interest to students who do not have talent to draw.

c. Ego-involvement

Raising awareness to students in order to feel the importance of the task and accept it as a challenge to work hard at the risk of self-esteem, is as a form of motivation is very important. Someone will strive with all strength to achieve good performance with keeping his self-esteem. The completion of a job well done is a symbol of pride and self-esteem, as well as for students

d. Giving replications/exam

The students will be studying hard to know if there is replications/exam. Therefore, this test also provides a means of motivation. But it should be remembered by the teacher, is not too often because it can be boring and routines.

e. Giving praise

If there is a successful student, who successfully complete the task well, should be given praise. This praise is a form of positive reinforcement and is a good motivation. Therefore, in order to compliment this is the motivation, the gift must be appropriate. With

appropriate praise to fostering an atmosphere of fun and heightens learning passion and at the same will raise self-esteem.

According to Catharina (2006:186-187) there are some strategies motivation to study are as follows:

a. Generating interest in learning

Attribution learning with student interests is very important and therefore show that the knowledge learned was very useful for them. Another way to do is give the option to students about the learning material to be studied and ways to learn.

b. Pushing the curiosity

Skilled teacher will be able to use a way to arouse the curiosity of students in learning activities. Learning method of case study, discovery, inquiry, discussion, brainstorming, and the like are some methods that can be used to generate the desire to know the students.

c. Using variation of the interesting presentation method

Motivation to learn something can be improved through the use of interesting learning materials and also uses variation of the presentation method.

d. Helping students in formulating learning goals

Fundamental principle of motivation is the children will study hard to achieve a goal if the goal was formulated or determined by himself and not defined or defined by others.

5. The Factors That Affecting Motivation

The factors that affecting motivation, especially motivation to learn viewed from the source can be divided into 2, that is:

a. Intrinsic motivation factors (internal)

Factor of intrinsic motivation (internal) is a factor that is within man himself in the form of attitudes, personality, education, experience and ideals. The factors that affecting motivation to learn comes from the students themselves are (Purwanto, 2008:55-56):

1) Attention

Attention is the interest of individuals to something, where a high interest in learning that will causing student learning becomes easier and faster. Interest to function as the driving force that directs someone perform certain specific activities. Interest is the tendency of someone to feel on a particular object that is considered important. From an interest in something that ultimately will form the motivation actualized in their learning behavior.

Important requirement to start something is interest in what is to be learned. Without an interest and only based on the basis of

forced, it will not create motivation to learn so that the results obtained would not be optimal even though way of learning being used effectively.

2) Ideals

The emergence of ideals accompanied by sense development, morality, willingness, language and values of life as well as by the development of personality. Ideals to be someone (the ideal) will strengthen the spirit of learning. Someone with great willingness and supported by appropriate ideals it will cause great passion and drive to be able to achieve what is desired.

3) Conditions of the students

Motivation to learn is the efforts of someone (students) to provide all the power (the conditions) to learn that he is willing or wants to do the learning. These conditions both physically and emotionally faced by learners will affecting the individual's desire to learn and certainly wiil weaken the urge to do something in the learning activities.

Physical condition as well as a healthy mind will foster motivation to learn. Healthy means in good condition, the whole body along with the parts or free from disease and a healthy state of mind. The learning process will be interrupted if the health disturbed.

b. Extrinsic motivation factors (external)

Extrinsic motivation factors (external) are factors that derived from outside the man himself, which consists of:

1) Social environment, which includes societies, neighbors, friends, parents / families and friends of the school.

2) Non-social environment, which includes the state of school's buildings, school location's, distance between home and school, learning tools, economic conditions and other parents (Purwanto, 2008:58).

According to Elliot *et al*(2005:34-36), argues that the factors that affect learning motivation that comes from outside the individual, is:

1) The anxiety on punishment

Extrinsic motivation relates to external incentives such as rewards and punishment. Motivation to learn can arise if there is anxiety or punishment that accompany or underlie learning. The concept of motivation to learn is closely related to the principle that the behavior of the acquiring reinforcement in the past are more likely to be repeated than behavior that is punished (punishment). Motivation by force that is motivated by using the threat of punishment or force that are motivated to do what must be done.

2) Awards and praise

Both parents and teachers have different ways to motivate children to learn. In addition to the punishment also can be done

with the award or praise. Motivation can arise if there is an award or praise feasible that accompany or underlie learning.

Award cause effects such as:

a) Award can cause learning process, an award specifically assign or transfer the concentration of the students.

b) The rewards have a negative effect on the desire of individuals to try challenging tasks.

c) The rewards can maintain a certain behavior only in the short term.

3) The role of parents

Family environment very influential on the success of student learning. The first and main influence to the life and development of a person is family. A lot of time and opportunity for children to meet and interact with the family. Encounter and this interaction is very large effect on a person's behavior and achievement.

Along withdevelopment of the times, in the fact often do not feel tired there is a shift in the function of the role of parents towards their children's education. Most parents hand over their children's education at the school entirely. Whereas parents should give attention and more spirit to learn so that can growing children's motivation to learn because a lot more time at home than at school.

The involvement of parents in the learning motivation should be endeavored, either in the form of attention guidance to the child at home or achievements individually and collectively to school and activities, and considering the difficulties experienced by children in the learning process.

Parents are as opening the possibility of implementation of education for their children well role as teachers for them (students). Parents are able to educate well, can communicate well, attentive to the children, know the needs and difficulties faced by children and is able to create a good relationship with his children will greatly affect a child's desire to learn or otherwise.

4) The role of teachers

The teacher's role in arousing self-motivated of students to be more actively studied. The main strategy in motivating learning basically located on the teacher or the students themselves. Arouse motivation to learn is how not only the role of teachers, but a lot of things that influence it.

Creativity and teaching activities should be able to be an inspiration to the students so that students will be more motivatedto learn, work and creativity. Teacher on duty strengthening student motivation through the presentation of the lesson, the sanctions and personal relationships students.

The teacher's role to manage the motivation to learn is very important and can be done through a variety of learning activities. Teaching ability made him as model that is able to arouse curiosity and ability to self-learners is a key asset in raise the motivation.

5) The environmental conditions

As a member of society, then the student may be affected by the surrounding environment. Surrounding environment in the form of a state of nature, residence, peer relationships and environment. Therefore, a healthy environmental conditions also influence the motivation to learn.

Physical characteristics of the learning environment, affordability and availability of human and material resources can affect a person's level of motivation and environment can also shape or reduce the acceptance condition of learning. Environment that is safe, comfortable and can be adjusted itself able to grow encouragement to learn.

Conversely, less pleasant environment such as noise, clutter and lack of privacy can disturbing the capacity to concentrate and cultivate a desire not to learn.

Other than the factors already described above researchers, external factors can also be the students socio-economic condition of parents which includes parents' socio-economic environment,

parents education level, education level of other family members, and the condition of the family unit.

Sumanto (1990:108-115) classifies the factors that affect children's learning into three kinds, that is:

1) Factors of stimulating to learn

That is meant by factor of stimulating to learn is everything outside the individual's reaction to organize or act of learning. Stimulation in this study include the materials and the atmosphere is all around student.

2) Factors of learning method

Method that used by the teacher affect student learning. Interesting method can cause stimulation from students to emulate and apply it in the way of learning.

3) Factors of individual

This factor involves the following things: maturity, age, gender, experience, mental capacity, physical and psychological health, spiritual and motivational.

Fradsen (1995:235) says that the thing that encourages or motivates a person to continue to learn is as follows:

1) The existence of inquisitive nature and investigate the wider world.

2) The existence of a creative characteristicthat exist in humans and the desire to always move forward.

3) The desire to get sympathy from parents, teachers and friends.

4) The desire repair past failures with new business either by cooperation and competition.

5) The desire to get a sense of security when the master science.

6) The existence of reward and punishment as the end result of learning.

C. Review of Study

1. The Definition of Study

In Kamus Besar Bahasa Indonesia, etymologically *study* means "trying to gain intelligence or knowledge".This definition has the understanding that study is an activity to achieve or science (Baharuddin and Wahyu, 2010:13). In here, the attempt to achieve an intelligence or knowledgeis human effort to meet the their needs gain knowledge or intelligence that has not been owned previously.So with the study the human became know, understand, and can implement and have about something (Fudyartanto, 2002:3).

According to Hilgrad and Bower (2000:2), study has meaning:**1)** *To gain knowledge, comprehension, or mastery of trough experience or study*; **2**) *To fix in the mind or memory, memorize*; **3**) *To acquire trough experience*; **4**) *To become informe of to find out*.According to this

43

definition, study hasunderstanding ofobtain or master the knowledge through experience, remember, to master the experience, and get or find information. Thus, study has the basic meaning of the activity and mastery of something.

According to Cronbach (1954:22), "Learning is shown by the change in behavior as result of experience".The best study is through experience. In accordance with what is stated by Spears (1955:10), which states that "Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction".

According to Morgan *et al* (1986:13), which states that study is a change in behavior which are relatively fixed and happens as a result of training or experience.

Among the above definition it can be concluded that studying is a process that can lead to changes in behavior caused by a reaction to a particular situation or the presence of internal processes happens within a person.

2. The Characteristics of Study

According to Baharuddin and Wahyu (2010:15-16), there are some characteristics study, that is:

a. Study marked by a change in behavior. It means, that the results of the study only be observed from the behavior, that is a change in behavior, from not knowing to knowing, from unskilled become skilled. Without

observing the behavior of learning outcomes, we will not be able to determine the presence or absence of learning outcomes.

b. Changes in behavior of *relative permanent*. It means, that the behavioral changes that happens because study for a certain time will be fixed or unchanging. However, these behavioral changes will not be stuck for life.

c. Changes in behavior should not be observed soon when the study process is underway, the behavior change potential in nature.

d. Changes in behavior are the result of training or experience.

e. Experience or training that can gives reinforcement. Something that strengthen it would provide encouragement or encouragement to change behavior.

3. The Principles of Study

In the task of implementing the teaching and learning process, teacher needs to pay attention to some of the following study principles (Soekamto and Winataputra, 1997:21):

a. Whatever is studied by the students, it was he who had to study, not others. For that, students should become active.

b. Every student learns accordance with the level of their ability.

c. Students will learn well when gets direct reinforcement at every step taken during the learning process.

d. Perfect mastery of every step taken by the students will make the learning process more meaningful.

e. Students motivation to study will further increase whenhe was given full responsibility and confidenceover the learning process.

4. The Process of Study

According to Winkel (2007:37), the process of study, especially study that happens in school, it was through the stages: motivation, concentration, processing, storage,dig-1, dig-2, achievement, and feedback. The stages are described in the following table:

Table 2.1: The Process of Study and The Instructional Steps

The stages in study		The instructional steps
1. Phase of motivation	Students are aware of the goals to be achieved and willing to involve themselves.	Teacher raises motivation for students to study and be aware of student instructional goals to be achieved. Teachers make students attention focused on the learning task at hand. This can be done by mentioning the usability studying subject matter so that students want to learn and are interested.

2. Phase ofconcentration	Students should pay attention to the elements that are relevant soforming particular perceptual pattern.	The teacher directing studentsattention on the essential elements in the material (selective perception). It can be attempted by showing certain events in a demonstration, pointing to the inside of the book is printed in bold or flashy colors, providing a preliminary description etc.
3.Phase of processing	Students hold information in short-term memory (STM) and processinginformation to taken the meaning (given meaning).	Teachers help students digesting and understand the lesson by pouring in verbal form, scheme, or chart. The teacher gives instructions on how to take core or making schemes or formulate concepts and principles. If necessary teachers give targeted questions to help students

		explore the information that has been stored in long-term memory (LTM).
4.Phase ofstorage	Students savethe information that has been processed in LTM. Learning outcomes have been obtained, in part or whole.	At this time the information saved in LTM is still not stable because of less mature processing. Therefore, teachers should give guidance for students to find stability in processing the information.
5.Phase of dig-1	Information saved in LTM explored and put into STM. This information is associated with new the information or with some thing outside the scope of the field of study concerned (transferred). Put back in the LTM.	**1.** Teachers give targeted questions to explore memory in LTM. It can also be done in the context study a new topic. **2.** Teachers help students explore the results recently obtained from the LTM and relate them to something outside the scope of the subject in

		question (transfer of study). 3. Teachers help students prepare for the exam that covers several subject matter by giving repetition lessons (review).
6.Phase of dig-2	Students explore the information saved in LTM and prepared as input for the achievement phase, directly or through STM.	Teachers giving directions about the expected shape of achievement, for example in the form of written descriptions, oral, diagram, picture or demonstration.Teachers give guidancewhen the achievement should be given at the time of the daily tests or general tests.
7.Phase of achievement	The information explored is used to show the performance achievement of learning	Teachers giving directions about the shape of the achievements that are being given. Teachers give clear

outcomes.		instructions whether the achievement will be achieved in the form of a written, verbal, or acts.
8.Phase of feedback	The student getsconfirmation aboutthe extent to which his achievement appropriately.	Teachers give feedback immediately after achievement given in the form of actions / demonstrations or verbal description. Teachers also give feedback as soon as possible after the written description inspected.

D. Review of Previous Research

The research about teacher's strategies related to student motivation basically already been observed in the thesis, that is the research that conducted by Lia Pradiniwati in 2011, with the title *Upaya Guru Pendidikan Agama Islam dalam Menumbuhkan Motivasi Pelajaran Pendidikan Agama Islam (Studi Kasus di SMK Sore Tulungagung).*

Lia Pradiniwati, describes the focus of the research: teacher's efforts to motivate students to study the lesson of Islamic education, the inhibiting factors faced by teachers in an effort to growing student's learning

motivation to Islamic education lesson, and the solutions to overcome these barriers.

In her research, Lia Pradiniwati acquire the result that: *First*, the efforts of teachers of Islamic education lesson in the growing student' learning motivation in SMK Sore Tulungagunginclude: through guidance, awarding points or grades, awarding, as well as affirmation. *Second*, there are inhibiting factors that faced by teachers in growing student's learning motivation include: 1) the number of students is too many, 2) insufficientfacilities and infrastructure, 3) Less of student's awarenessabout the importance ofIslamic education, 4) Islamic Education lessons are not included in national exams, 5) fears of teachersthat can not oversee students when returning into the lap of his parents. *Third*, That done by teachers of Islamic education lesson in overcoming barriers to motivating students to study Islamic education, that is: 1) a bit Raising his voice in the delivery of lesson, 2) give the firmness to the students if crowded, 3) provides advice and guidance, 4) embracing the student to participate in growing learning motivation in terms of Islamic education to admonish one another.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It focuses on the method used in conducting this study. The decision covering research design,data and data source, technique of data collection, technique of data verification, and data analysis ofthis study.

A. Research Design

Seen from procedure of research activities conducted by the author for thisthesis, indicates that the writer uses qualitative research. Qualitative research methods are research methods used to examine the condition of the scientific object, as the opponent was an experiment, in which the researcher is a key instrument, data collection techniques triangulation (combined), data

analysis is inductive, and the results of qualitative research more emphasis meaning rather than generalization (Sugiyono, 2005:1).

According to Moleong (2005:4), definition of qualitative is "research procedures which produce descriptive data in the form of words written or spoken from the people observed". Similar meaning expressed by Furchan (1992:21), according to him qualitative research is "research procedures which produce descriptive data; speech or writing and the observed behavior of the people (subjects) itself".

The approach used in this study is descriptive qualitative approach, it means that the data collected in the form of words, images, and not the numbers, which is derived from the results of observations, interviews, and notes the report documents. It is that the qualitative approach did not use quantitative data support, the emphasis is not on the study hypothesis, but in an attempt to answer the research questions through formal ways of thinking and argumentative. Qualitative research has characteristics such as: scientific, human as instrument, using qualitative methods, inductive data analysis, more concerned with the process than the outcome, the existence of focus, the existence of criteria for the validity of the data, the research design is temporary, and the results of the study negotiated and agreed together.

This research writer point to the fact that is related to the strategy of teachers in building students learning motivation in English at SMK Negeri 1 Bandung-Tulungagung, in order to get descriptive data in the form

of written words based on data compiled oral, written and documentation are holistically observed and can be observed by context.

Writerapply this qualitative approach is based on *first* consideration, adjustqualitative methods more easily when faced with a double reality (Moleong, 2005:5). In the field requires the researcher to sort it out according to the research focus. *Second*, This method presents the direct nature of the relationship between researcher and respondent. Thus researchers want to know more closely and establish a good relationship with the subject (teachers and students) and can learn something that is not known at all, and can facilitate in presenting descriptive data. *Third*, this method is more sensitive and more able to adapt to the self with many sharpening effect of together andagainst patterns of values faced.Thus researchers are trying to understand the state of the subject and always be careful in extracting information so that the subject does not feel burdened. This qualitative research focuses on the relationship directly between the author as a researcher with the subject under study and the researchers themselves are the primary data collection tool (Moleong (2005:6).

When viewed in terms of the place of research, this research included in this type of field research, which seeks to conduct research into the location directly with purpose of obtaining accurate data, more accurate and complete. Meanwhile, if the terms of the ability or the possibility of a study may provide information or explanations, then this research included in the descriptive research.

The main activities in this research is to describe and analyze intensively on all the social phenomena under study, that is on problems related to the teacher's strategy in motivating students to study English at SMK Negeri 1 Bandung-Tulungagung obtained qualitatively.

This research not quantitative be shaped numbers. This research can be described as qualitative research, based on its characteristics which include (Sugiyono, 2005:9):

1. Qualitative research has the natural setting as the direct source of data and researcher is the key instrument.

2. Qualitativeresearch is descriptive. The data collected is in the form of words of pictures rather than number.

3. Qualitative research are cocerned with process rather than simply with outcomes or product.

4. Qualitative research tend to analyze their data inductively.

5. *Meaning* is of essential to the qualitative approach.

Based on such things it can be argued that, qualitative research method was conducted intensively, researcher participated long time in the field, noting carefully what happens, perform reflective analysis of various documents found in the field, and make a detailed research report.

B. Data and Data Source

According to John Lofland and Lynn Lofland (1984:47), the main data in qualitative research is that the words and actions, the rest is additional data such as photos, documents and other.

Sources of data in this research is the subject, from which data could be obtained (Arikunto, (2002:107). Writer collect data which is then presented in this thesis as a result of the combined efforts of what is seen and what is heard, and then noted in detail without there is anything left at all, also that the data be valid or justifiable. sources and types of data consists of data and actions, the written data sources, photos, and statistics.

Sources of data in this research were classified into three parts, that is the source of the data in the form of people, places or objects and documents that suitable for use in methods of documentation (Tanzeh, 2006:131).

Person that is a source of data that can provide data in the form of oral answers through interviews. Which is the source of data in this research is teachers and students, as well as all the academic community of SMK Negeri 1 Bandung-Tulungagung.

The data in this research in the form of opinion from interview resultsto research subjects individually or in groups, the observation result to an event or activity did researchers both at school and at home directly.

Place is data source from which to obtain information on situation and condition that take placeassociatedwith the problems discussed in the

research. This data source is certainly SMK Negeri 1 Bandung-Tulungagung as research areas.

Researchers took place in SMK Negeri 1 Bandung-Tulungagung, located at Jl. Raya Bandung-Prigi Bantengan village Bandung sub-district Tulungagung district. Then the school location is very strategic, its place in the middle of the settlement, and is close to several other institutions including SMP Negeri 2 Bandung-Tulungagung, SD Negeri 1 & 2 Bantengan, and a kindergarten educational institutions all these institutions into one area / complex.

The choice of location was backgroundedby certain considerations.The reason of the researchers chose that location because the location of SMK Negeri 1 Bandung-Tulungagung is very strategic, located in areas bypassed by the highway as a public transport lane between Trenggalek district and Tulungagung district, so as to facilitate researchers in the conduct of research. In addition, researchers want to learn more depth to the efforts made by teachers especially and school in general, in motivating studetns to study English in SMK Negeri Bandung-Tulungagung itself.

Paper/*document* issources of data which presents the signs contain letters, numbers, pictures or other symbols. These data can be obtained through documents such as books, notice boards, and other required documents.

Data in the form of documents can be obtained through an intermediary medium is obtained and recorded by other parties. Data can be

57

evidence of historical records or reports that have been arranged in the archive. The source of the document data in this research is the literature written material or a form of soft-files from the computer schooland a teacher's personal flashdisk.

C. Technique of Data Collection

To makes it easy the research,so the first step that researchers dobefore conduct research officiallyis conducting the survey/observation directly to the location of the research, after which writer define the instrument and the data collection method.After data is collected, dodiscussionbe selectively adapted to the issues raised in the research.

Furthermore when viewed in terms of ways or techniques of data collection, the data collection techniques can be done by observation, interviews, questionnaires, documentation and joint fourth (Sugiyono, 2005:62-63). The data collection used in this study only uses 3 of the 4 examples above, including:

1. Methods of observation

Nasution (1988:77) states that "observation is the basis of all knowledge". While Marshall (1995:39) states that "through observation, the researcher learn about behavior and the meaning attached to those behavior".

This observation method was conducted to determine more closely the object studied were a strategies of teachers in motivating students to

learnespecially in the English, along with the things associated with this. In this observation the researcher directly come to the research location (SMK Negeri 1 Bandung-Tulungagung) to see the events or activities, observing objects, as well as take the documentation of the location of the study.

2. Methods of interview

Esterberg (2002:91) defines interview is "a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic". Stainback (1988:77) argues that "interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon that can be gained through observation alon".

Interviews are used as data collection techniques if researchers want to conduct the preliminary study to find problems to be studied, but also if researchers want to know the things of respondents deeper. The data collection techniques basing itself on a report about yourself or self-report, or at least on the knowledge or personal beliefs (Sugiyono, 2005:72). The interview also aims to gather information about human life in a society as well as the foundations, isthe main supporter of the method of observation (Bungin, 2001:62).

From the description above it can be concluded that the interview is a conversation between two parties ie between researchers and

informants to obtain information. In this case, researchers must first determine who will be interviewed include headmaster, deputy head of curriculum, English teachers, and some students (data attached) because they are directly involved in the learning process while at school and outside of school (home) and prepare an outline of a list of questions that are appropriate and related to their topic.

In the middle of the interview process was inserted teaser questions with the intent to dig deeper about things that are necessary. However, because time constraints and interests of school preparation that will open 3 new majors so that headmaster rarely in school, eventually researcher could not interview with the father of headmaster.

It often happens about results of interviews is that there are information that sometimes conflicting between informants one with each other so that the data indicate that mismatch should be traced again with continue conduct more in-depth interviews to research subjects until researchers can actually get the validity and authenticity of data.

In order for the results of interview can be recorded properly, and researchers have evidencehad interviewed to the informant or source of data, we need the help of the following tools: notebook, tape recorder and digital camera.

3. Methods of documentation

According to Arikunto (2002:206), the method of documentation is looking for data about things or variables in the form of notes, transcripts,

books, newspapers, magazines, inscription, minutes of meetings, Lengger, agendas, etc.

The document is a record of events that have already passed. Documents can be in the form of text, images, or monumental works from someone. Form of written documents, for example daily record, life histories, stories, biographies, rules and policies, and so on (Sugiyono: 2005:82).

This method is used to collect the data by way of investigating documents that already exist and is place to prepared a number of the data and information. This method is used by researchers to acquire all the data that can support the observations and interviews were subsequently used as the preparation of the thesis.

D. Technique of Data Verification

The validity of data is absolutely needed in qualitative research. Validity is the degree of accuracy of the data that happens to an object of research with data that can be reported by the researchers. Thus the valid data is data that is not different between the data reported by researchers with data that actually happens on the research object (Sugiyono, 2005:117).

To check and test the validity of data aboutstrategy in motivating students to study English at SMK Negeri 1 Bandung-Tulungagungthen neededsome of the techniques, that is:

1. Triangulation

Triangulation is a technique of checking the validity of the data who utilize something others outside the data for checking purposes or as a comparison to the data (Arikunto, 2002:330). According to Moleong (2004:178), "Triangulation is a technique of checking the validity of the datathat utilize something others outside the data for the purpose of checking the validity or authenticity of data for comparison". According to Wiersma (1986:107),"Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures".

Triangulation is the most common technique used to test the validity of qualitative data. In the application, the researchers compared the observed data with the interview data were then compared again with the data of the related documentation.
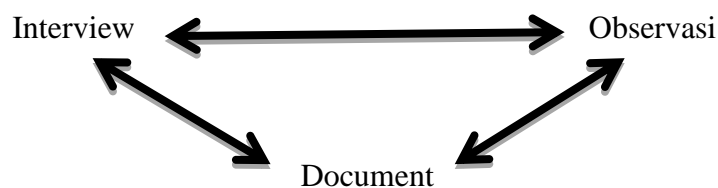
Picture 3.1. *Triangulation of data collecting technique*

In this way researchers can attract valid conclusions because researchers not only see and judge from just one perspective, but from three different perspectives to find a common ground. Triangulation is used to find the data so that the data being analyzed is verified.

2. Extension of research

In qualitative research, the researcher is the key instrument. Therefore, the participation of researchers are crucial in data collection (Moleong, 2004:175). That the data obtained in accordance with the needs of observation and interviews certainly not enough in a short time but requires extra time to be present at the location of the research until find the data produced the desired results.

In the process of checking the validity of data by extending the presence of researchers also undertake research with interviews of the research object (teachers and students) by come directly to their houseto get a more in-depth informationwith more familiar and more relaxed atmospherebecause it is not affected by the rigid atmosphere of the school.

3. Discussion of peers

At the time of data collection began from early stage (pre-field)until the processing researchers are not alone but sometimes accompanied by someone who can be invited to jointly discuss the data found. Discussion of peers means technique is done by exposing the interim results or final results obtained in the form of analytic discussion with peers (Moleong, 2004:179).

The information was gathered discussed with peers who have the same general knowledge of what is being studied so that researchers can review the perceptions, views and analysis being done. So checking the validity of findings using this technique with to match the data with each other researchers.

In this case the researchers invite friends who had been reviewing the thesis with the same topic, the teacher strategy in growing/improving learning motivation, even though different objects studied (subjects, objects, and the location of the research).

4. Member check

According Sugiyono (2005:129), member check is "the process of checking the data obtained by researchers to data providers". The goal is to determine how far the data obtained in accordance with what is given by the data provider.If the data foundwas agreed by the providers of data means that the data is valid, so the more credible/trustworthy.

In this case the researchers also did member check almost to all data providers, began from student interviews with other students, teachers, and sometimes data derived from student researchers negotiate with the teacher.

E. Data Analysis

Data analysis is the process of systematically searching and compiling data obtained through interviews, field notes, and other materials, so it can be easily understood, and its findings can inform others. Done by organizing the data, translate it into units, synthesize, organize into a pattern, selecting and making inferences (Sugiyono, 2009:334).

In the process of data analysis carried out simultaneously with data collection, meaning that researchers in collecting data is also analyzed data

obtained in the field. Activity in the data analysis are: *data reduction*, *data display*, and *conclution drawing/verification* (Sugiyono, 2005:91).
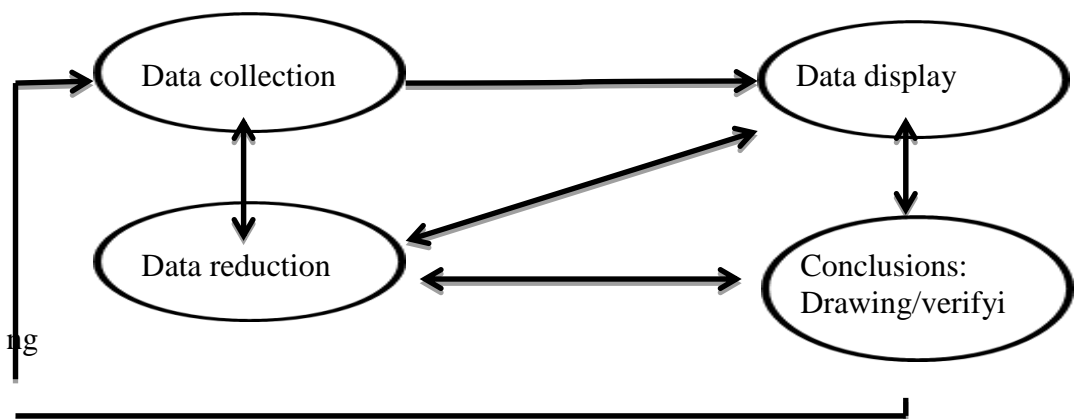
Picture 3.2. *Component in the data analysis (interactive model)*

1. Data reduction

The data obtained from the field amount is not little, for it should be noted carefully and in detail. As has been described previously, the longer researchers were in the field (research location),so amount of data will be more and more, complex and complicated. It is necessary for data analysis through data reduction.Reducing the datameans summarize, choosing the key points, focusing on things that are important, look for themes and patterns (Sugiyono, 2005:92).

In accordance definition, above, data reduction is the process of selecting, focusing, simplification, transparency of raw data that emerged

from the field notes that researchers get from the pre until the end of the research in the field. Therefore, the steps undertaken by the researchers is the depreciation data by selecting important data then simplify. In this data reduction, researchers perform*living in* process (selected data) and *living out* (wasted data) either from the observations, interviews and documentation.

This data reduction process is not only carried out at the end of the research, but performed continuously since the data collection process lasted for data reduction is not an activity that is separate and independent from the data analysis process, but part of the process of analysis itself.

2. Data display

Data display is a process of organizing data so easily analyzed and concluded. In qualitative research, data presentation can be done in the form of a short description, charts, relationships between categories, flowchart and the like (Sugiyono, 2005:95). In this case Miles and Huberman (1984:181) states"The most frequent form of display data for qualitative research data in the past has been narrative text".The next suggested by Sugiyono (2005:95), in conducting the data display, in addition to narrative text, also may be graphs, matrices, networks, and charts.

Presentation of the data in this research form a narrative description and can be interspersed with pictures, schematics and others. It

is adapted to type of data collected in the data collection process, both from the participant observation, in-depth interviews, and study documentation.

The presentation of these data is the result of data reduction has been done before in order to be systematic and could be taken meaning, because the data are usually collected not systematically.

3. Conclution drawing/verification

Verification of data conclusionsis the third step in the analysis process (Miles and Huberman, 1984:182). Preliminary conclusions presented still provisional and will change if there are no strong evidence supporting the next phase of data collection (Sugiyono, 2005:99). This activity is a process of checking and verifying the accuracy of data that has been collected so that final conclusions obtained according to the research focus.

This conclusion is the re-check process undertaken during the research by matching the data with the records that have been made in the researchers drew earlyconclusions.Because basically drawing conclusions being made since the beginning of data collection. The data has been verified, will be a a foundation in making drawing conclusions.

Preliminary conclusions that have been formulated in check return (verification) on the record that have been made by the researcher and then headed toward the conclusion that remain. The conclusion is the essence of the results of research that describes the final opinion of the researcher.

This conclusion is expected to have relevance and answer the research focus has been formulated previously

CHAPTER IV

RESEARCH FINDINGS

Based on the results of interviews, observation, and documentation that has been done in SMK Negeri 1 Bandung-Tulungagung, seen that continuously SMK Negeri 1 Bandung-Tulungagung improving the quality of educational services to deliver students to achieve the maximum learning outcomes so that students can performwhichpridesself and school.

Realizing the important to growing students motivation to study English, all parties also English teachers at SMK Negeri 1 Bandung-Tulungagung constantly improving the optimally teaching strategy and interesting to students who can raise awareness/motivation about the important of English.

A. Students Motivation to Study English at SMK Negeri 1 Bandung-Tulungagung

In driving the success of realizing the goal of study, motivation is very important determinant, because motivation can help students understanding the lesson better, with have strong motivation to study, students will show the interest, activity, and participation in the learning process that followed him, so can achieve the goal of study.

Based on the results of interview with the English teacher of grade 3, Mrs. Teacher 1, (Tuesday:May 20 2014:19.00) she states that:

> Motivation to study is very important because with have motivation they will have spiritto receive lessons and study the lesson well. Without motivation, the learning process may not be going well, because it is difficult for students to pay attention inteaching and learning activities.

Furthermore, Mrs. Teacher 1 also explained, that the majority of students are still difficult understanding the lesson because limitations of the students on the meaning of the word (pronunciation), which became the start in study English. Because if the students do not know the meaning of a word, how students are able to understand the meaning of a sentence, and so on.

Mrs. Teacher 1 (Tuesday: May 20 2014:19.00) adds:

> While the constraints from the students self, that still many of them less receiving attention from their parents about the important of study/school. When students of accounting majors are still can be controlled, yes maybe because almost 100% of them are female so still want to be obedient if given understanding by teachers. Quite different from students of automotive majors, is incredibly hard when asked to study. In fact they often do not get in, especially grade 1 that come to the class at afternoon, if taught instead often sleepy.

Furthermore, according to Mrs. Teacher 2, English teacher of grade 2 (Thursday: May 22 2014:09.30):

> The majority of students at SMK Negeri Bandung, their parents working in other country, so here they live with *Mbah* (grandfather / grandmother) or with other family so that the direction from the parents about the important of study/school is still less. Also the influence from the environment, the persons here are still many who assume that works more important than study/school.

Next researchers conducting cross-check by interviewing four studentsall of them are from grade XI Ak 2 (accounting majors), in order to looking for the validity of the information and the level of the reliability of the data obtained from key informants.

Based on the interview'sresult with them, Student 1 (Wednesday:May 21 2014:10.00) states that:

> So far we are taught by Mrs. Nila already understand, but we still have difficulty in understanding English lessonsbecause in school our task too many, not only from English lesson. But Mrs. Nilaalways teaching us patiently, humorous, cheerful and full of smiles. Moreover, English lessons during the day time is always come in afterbreak time so many of us who sleepy during in the class,because it was Mrs. Nila always taught with interspersed jokes so that are not boring.

Meanwhile Students 2 (Wednesday:21 May 2014:10.00) also states that:

> Actually I like the way of Mom Nila in teaching English lesson, because the teacher is patient and fun. The way of teaching is not too uptight, in deliver the material is interspersed with jokes but easy to understand. But when asked to read, moreover asked to come forward the class to do the task/question, at least I did not like sir, because I was shy, especially if my answer is wrong.

According to the explanation from Student 3 (Wednesday:21 May 2014:10.00) states that "I am actually comfortable when Mrs. Nila teaching

70

English lesson, but I still do not understand to accept the lesson, because it has not come on time and frequently absent".

While according to Student 4 (Wednesday:21 May 2014:10.00) states that:

> The teacher also often made sudden quiz,for anyone who wants go forward to front of the class to finishing the quiz, so it will receive additional value, so we more enthusiasm for study English.
> .

Based on the statements above, the researcher can conclude that student's motivation to study English is still less because of it was caused some of the students are still less in the enrichment of English vocabulary so as barrier to study it, less awareness about the importance of education, as well as less attention from their family. This is evidenced by the inactivity of students in the class of English lessons.

Besides interviews, the researcher also made observations. It is to know the student's motivation to study English at SMK Negeri 1 Bandung-Tulungagung. But before doing observations, researchers ask for permission to English teachers. After given permission, the researcher directly observing into the class, following the teaching and learning activities but not actively.

From the results of observations that conducted by researchers in Class XI TSM 4, researchers observingstudent's motivation to study English, that many of them ignore the explanation from the teacher. The students do not want to listening the explanation from the teacher. They even chatt with friendsand it is made classroom's atmosphere into rowdy. When the teacher

give the task to record the subject that are important, they are not recorded (Observation, Saturday: May 3 2014:09.00).

However, little different when researcher observing Class XI Ak 1 and 2, tthey are more able to accept the lesson because the teacher gives joke, presenting the English lessonin fun way so that students are not sleepy and more focus on study English (Observation Wednesday: May 14, 2014: 09:00).

B. **Supporting and Inhibiting Factors in Motivating Students to Study English at SMK Negeri 1 Bandung-Tulungagung**

Based on the results of interviews, observation, and documentation that has been done by researcher at SMK Negeri 1 Bandung-Tulungagung, researcher resulting this data.

1. Supporting factors

   a. Student's interest to study English

   Students who have high motivation to study Englishis caused because there are requirement andstrong encouragement inside him. With there are requirement and strong encouragement within the students that will push them to do or try to meet those needs, for example, they needs study English because they want to overcome the difficulties that be faced toward the lessons that not mastered by them, want to get good values, etc.

   b. Discipline programs

Discipline is important in growing or improving student's motivation to study. With the implementation of the disciplineit would affecting attitudes of students in study and become responsible for school assignment. Discipline programs that is applied at SMK Negeri 1 Bandung-Tulungagung, one of them by checking the neatness of clothing that always monitored by teachers every day,even become routine activities when will the flag ceremony every monday.This is also can be considered efforts to train the student discipline. In addition to students, teachers at SMK Negeri 1 Bandung-Tulungagung is also required to always dress neatly, thus providing good example and make students comfortable in teaching and learning activities that ultimately improve their awarenessin study English.

c. Appreciation and attention

Awards in here is the form of praise that teachers give to students who are able to do the task in front of the class correctly,but it does not mean the student the wrongdo the task will be punished. Teachers provide guidance to each student on howexamine ways and finally do the taskuntil correct, but if the student is still wrong, the teacher will provide a stimulus to the joke so the students do not then become discouraged and embarrassed because of wrong.

2. Inhibiting factors

a. Less of awareness

Students not aware the importance of studying English, school discipline,so that within of child is no desire at all that could cause him motivated to study.Meanwhile the part of teachers,the lack of sensitive to the condition of their students, that teachers sometimes only deliver material without going to know the students understand or not, the important material has been delivered

b. Environment/community

The environment will provide positive or negative effect on the life, attitudes, and actions of students, such as television shows that less educated is not a good influence for the children, because it does not directly provide a poor example. Also the environmental community who still think that works better than the school, thus lowering children's awareness of the importance of study.

c. Support from parents/family

Besides the guidance from the teacher/school, the support from parents/family is absolutely needed, because good and bad children depend more from home.In the family environment problems, there are most from parents of students who become migrant workers overseas and live with another family, so that they are less direct attention from their parents that should able to control the the daily activities of their children.Economic factorsof family also contribute to large in this case,because the majority of students came from middle class to the

bottom, so that when students are not able to pay for dependents, they do not want to go to school.

d. Facilities and infrastructure

In SMK Negeri 1 Bandung-Tulungagung, actually for facilities and infrastructure are complete enough as computer lab, physics and chemical laboratory, library, workshop for practicum, LCD/projector that has been optimized in classes,even in SMK Negeri 1 Bandung-Tulungagung many fitted with hot-spot areas free wifi too. However, the school does not yet have special language laboratory, even in school only has two small radio-tape that is usually used for practice listening to English lessons, and even then had to take turns with the teacher / other classes.

e. Extracurricular activities

The existence of extra activities outside of school hours should be a supporting factorfor students to increase student's motivation to study English, but unfortunately until now extracurricular at SMK Negeri 1 Bandung-Tulungagung absence of which touched on the ability of the student in relation to the the English, has never even students of SMK Negeri 1 Bandung-Tulungagung which included in the English competitions, even though in the district level of Tulungagung. As explained Mrs. Teacher 1 (Tuesday:May 20 2014:19.00):

When specifically for English had never been there. Actually specific activity or speech really need to increase the motivation of students, especially when students included in various competitions.

C. Teacher's Strategies in Motivating Students to Study English at SMK Negeri 1 Bandung-Tulungagung

Based on interviews with Mrs. Teacher 1 (Tuesday: May 20 2014:19.00), she states that:

> Teachers provide specific approach to students who really weak the motivation.Teachers provide opportunities for students to give ideas and provide re-inforcemen to the students. Start the lesson by giving apperception, associate the material with the daily happenings around the students.Giving more attention to studentsthat the motivation is low in class,for example give the task a little more and give more opportunity to get ahead.Presenting the English lesson in a fun way, for example by giving a song or video to find examples of the use of sentences with particular tenses, by providing games and brain storming in the middle of learning so that students are not saturated and re-focus to lesson.
> From the results of these interviews can be concluded that, in order

to increase student's motivation to study at SMK Negeri 1 Bandung-Tulungagung is with teacher tries to present the English lesson in a fun way and also give more attention to the importance of study English in our daily life. This is an extrinsic motivation where it can trigger the spirit of students to study and get the best results.

Researchers also conducted interviews with English teachers Mrs. Teacher 2 (Thursday:22May 2014:09.30), which states that:

> Actually, for students in SMK Negeri 1 Bandung in my opinion, they're going to go to school it is good. If about they want to do the work and so on, it is the duty of the teacher, and that's where the weight.Sometimes they have threatened to want to do the work, do not do it later if its value is ugly, if ugly losers who?, Surely you, who's shame?, Parents as well, like that. Yes, like a small child, even though they are physically mature, but sometimes they love to looking for attention from others like a small child. Therefore the teachers here have to be very very patient. Sometimes they also have to be frightened, for example your daily value very ugly, if the value of general tests laterthere is no which minimum of 8 do not

expect you guys to the next grade. From there, children have a willingness to study, though with frightened.

Furthermore Mrs. Teacher 2 added that, every so often she gives understanding to students in the form of anger, even though not actually angry.At first many students who would not answer when asked, most shy, afraid of because of less confident.When explainedor asked whether it is understood or is there a less understand?, they are just silent.When teachers arrive late or sometimes not come so given the task, and when asked the next day nothing doing the home work, even when given a question to be done in front of the class, no one dared to go forward.

She (Mrs. Teacher 2, Thursday:22May 2014:09.30) adds:

Because thatEnglish is not all children can and what else liked, so the first task of the teacher is to make the children interested to the English, the way one of them is I nevercreate a tension atmosphere in the classroom.*Slengekan* (kidding) first, then the lesson, essentially there are relax time, there are times to be serious, it is important.When the exam was also taken per chapter, so that children are more focused on one chapter.For example in this exam there are who scored 100, I will give a reward/gift. The reward is what it's up to me, sometimes jackets and the items which if fine. Why I want to do that even with private money, because I think they deserve to get it,I think it's extraordinary they efforts to get a value of 100, of which initially unruly and finally want to try, even though English is a very difficult subject, and honestly a lot of children who do not like.

And it's confirmed by Student 2 Class XI Ak 2 (Wednesday:21May 2014:10.00) which says that:

Have ever, when the first daily test to get a score of 100. Whereas before I could never get that much value, it has a maximum 70-80. It makes me even more to study hard.Moreover, Mrs. Nila want to invited consulted about the difficulties we experienced, sometimes if we really can not and be afraid to ask when in class, we come directly to her house, yes a kind of private.

The statement above can be concluded that the teacher was very influential in providing extrinsic motivation.In learning, students need attention and guidance specifically from the teacher. Often if they do not receive good feedback on the outcomes of their work, then they will be slow work or they become lazy to study.Then the teacher in presenting the material in the classroom, by first explaining about the importance of English in the future, along with the examples in everyday life, it will improve the student's motivation and interest to study English.

Students are thus very dependent on the obligations specified by the teacher to encourage them to study. But it does not mean that extrinsic motivation was ugly and should be avoided but between extrinsic and intrinsic motivation even mutually reinforcing, even extrinsic motivation can raise intrinsic motivation.

In an effort provide motivation, teachers must analyze the motives that backgroundedstudents become lazy to study and decreased performance in school.At any time the teacher acts as a motivator. Motivation can be effective if done with attention to the students, to provide reinforcement and so forth.

From the above statements it can be concluded that the strategy is often used by teachers in motivating students to study English is very varied, because every teacher has the capacity in teaching methods that different. Which of these methods was instrumental completely to increase student motivation to study. A suitable method in learning, how teachers deliver

learning materials in the classroom, and the presence of good looks, fun, and attractive in front of their students, this will improve student's motivation to study.The role of strategywill be real if teachers choose strategies that appropriate with the ability level to be achieved in the learning objectives.

CHAPTER V

DISCUSSION

A. **Students Motivation in Study English at SMK Negeri 1 Bandung-Tulungagung**

From the findings at previous research that be done by researcher, can be known that the student's learning motivation of SMK Negeri 1 Bandung-Tulungagung toward English lesson can be said that still low because of many factors, both factors arising from the student's own self, as well as factors that come from outside.

The majority of students difficult to accept the lesson because of less in the English vocabulary enrichment, so students are difficult to interpret

word by word, sentence by sentence, which eventually inhibits student's understanding the material that be presented by teachers.

Some students have the motivation to learn because many strategies that be used by teachers in teaching. Among them, the teacher uses a variety of methods teaching, provide reinforcement-reinforcement to students, presenting learning English in a fun way. With varying strategies, can give motivation to study.

When at home, they (students) do not want to study because of less support from family or the bad influence from neighborhood/community. The presence of the wrong crowd so that they are lazy to study. Motivation from their parents against their children's education is still less, because the majority of parents of students of SMK Negeri 1 Bandung-Tulungagung working at other country so that they stay with other family who are less care about the children's education.

So the English teacher must can be role as mentor, mediator, inspiration, evaluator, facilitator, corrector, and its main role as a motivator. As a motivator teachers should push the students to be passionate and activellyto study, and teacher at SMK Negeri 1 Bandung-Tulungagung has been doing it with maximum with optimum results.Because in observation that researchers do and the results of the interview are proven in English lessons, student's motivation to study English more and moreincreases because after there are learning methods are varied, incentives or reinforcement to students,and supportedteacher's appearance were neat and

interesting, so that the motivation to study in attend classes little by little increased.

B. **Supporting and Inhibiting Factors in Motivating Students to Study English at SMK Negeri 1 Bandung-Tulungagung**

Every the activites of the student at the school always influenced by many factors both from within (internal) and external influences (external).Likewise in increasing student's motivation to study English. There are several supporting and inhibiting factors faced by the English teacher of SMK Negeri 1 Bandung-Tulungagung.

1. Supporting factors, among others:

    a. Student's interest in study

        The existence of student's interest to study English. Existing intrinsic motivation on students caused by the presence of a strong need or encouragement and curiosity developed in him.

    b. Discipline programs

        With the implementation of good discipline programs, not only required for students only, but also aimed at teachers. With a good example, then it will be able to influencestudent's study attitudes and making responsible, so that students are motivated to study.

    c. Appreciation and attention from the teacher

Awards in here form of praise that teachers give to students who are able to complete a task or problem to the class correctly. Does not mean students were wrong to be punished, but students will be guided. Teachers give more attention to students whose motivation is low in class, for example to give the task a little more and give more opportunity to get ahead.

2. Inhibiting factors

   a. Less of awareness

      Less of awareness from students about the importance of study English, so that the student no desire at all that could cause him motivated to study. While from the teachers, less of sensitive to the condition of their students, teachers sometimes only deliver material without going to know the students understand or not, which important material has been delivered.

   b. Environment/community

      Environment that will provide a positive or negative effect on the life, attitudes, and actions of students. Also the environment/community which still think that works better than the school, thereby reducing student's awareness of the importance to study Engish.

   c. Support from parents/family

      Support from parents/family is absolutely needed, because good and bad children more dependent on conditions in the home. Economic conditions that are less preoccupied with make a living both at home

and out of the country as well as family of *broken home*,so that they are less so controllingand provide direction motivation to his son. In addition, many students which came from middle class to the bottom, so that when students are not able to pay for dependents, they do not want to go to school.

d. Facilities and infrastructure

Facilities and infrastructure is not yet complete and adequate lead to teaching and learning activities can not be carried out effectively and efficiently. Schools do not yet have specific language laboratory, even in school only has two small radio-tape normally used to practice listening to English lessons, and even then had to take turns with the teacher/other classes.

e. Extracurricular activities

Until now extracurricular in SMK Negeri 1 Bandung-Tulungagung no one has touched on the ability of the student in relation to the English. has never even students of SMK Negeri 1 Bandung-Tulungagung which included the English competition.

C. Teacher's Strategies in Motivating Students to Study English at SMK Negeri 1 Bandung-Tulungagung

See students who are not passionate in study English which is a very important subject and became one of the foundations of human life or the guidance in this modern age, the English teacher trying to make students

motivated is by using a variety of strategies and approaches such as: apperception, brainstorming, games, which were all presented with the aim of making the class into a comfortable relaxed atmosphere so that students are not strained in the lesson.

Teachers also do a good approach directly with students through face to face sessions, so that teachers know what students experienced difficulties. Teachers also collaborated with counseling teachers to call parents/student trustee so that the teacher can consult to know the constraints experienced by students during the study at home, because it's time to study at home can only be controlled by the parent/trustee.

The strategy undertaken by English teachers in order to increase student's motivation to study English SMK Negeri 1 Bandung-Tulungagung has been enough good. This can be seen from there are the effortsearnest from the the teacher to give support to students in order to skilled and not bored to study Englishall of which is shown in his efforts, that is:

1. Uses variety of teaching methods that interesting

When lessons materialinteresting way presented with the appropriate method to excite the spirit of student to study so that learning goals can be achieved by effective because students active in class.

Students whose motivation is stronger caused bythe existence of intrinsic motivation in himself, because in students a sense of curiosity to new things is very strong, the desire to try, and independent attitude of students.The method used by teachersis trying to present the English

lesson in a fun way, by providing games and brain storming in the middle of learning so that students are not saturated and focus on the lessons.

While for the students who are still low in enriching of English vocabulary, the teacher provides its own strategy that is by giving the task a little more and give more opportunity togo forward to do assignments on the board, if the answer is correctstudents are given praise and value-added, if wrong teachers in a wise manner so that students do not feel shame and low self-esteem, guiding and providing the correct way. With this strategy, the student began to grow in the spirit of the desire to study English.

2. Providing incentives or reinforcement

In the case of providing incentives or reinforcement with various ways, such us:

a. Provide number or value. In this case teacher did because teachers are aware that so many students study, which is the main fact to reach a good number or value.

b. Teacher provide prizes to students who can complete the task properly, so as to raise student's motivation to study English. A job well done is a symbol of pride for the students.

c. Provide praise to students who successfully complete the task well. This praise is a form of positive reinforcement and is a good motivation.

Therefore, in order to compliment this is the motivation, the gift must be appropriate. With the right compliment to foster an atmosphere that is fun and enhances motivation to study English.

d. Teachers provide *ego-involvement*, with the growing awareness of the students to know the importance of English especially in the modern era of globalization, or like today, is as a form of motivation which very important.

3. The appearance

When a teacher can put himself in the right, which look neat and attractive when in school or anywhere else, it would be a good example, so the students are expected to follow participatewell-dressed. With a neat appearance and comfortable view, will increase confidence and ultimately helps to improve student's motivation to study towards lessons, especially English.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

1. Students Motivation to Study English at SMK Negeri 1 Bandung-Tulungagung

Based on the result of observation and interview that be done by researcher with all part of SMK Negeri 1 Bandung-Tulungagung, that the student's learning motivation toward English lesson can be said that still low, because of many factors, both factors arising from the student's own self, as well as factors that come from outside. Most of the students are motivated to study because many strategies that be used by teachers.

2. Supporting and Inhibiting Factors in Motivating Students to Study English at SMK Negeri 1 Bandung-Tulungagung

a. Supporting factors

1) The existence of student's interest in study English. Existing intrinsic motivation on students caused by the presence of a strong need or encouragement and curiosity developed in him.

2) The implementation of good discipline programs. With a good example, then it will be able to influencestudent's study attitudes and making responsible, so that students are motivated to study

3) Appreciation and attention from the teacher. Awards in here form of praise that teachers give to students who are able to complete a task or problem to the class correctly. Does not mean students were wrong to be punished, but students will be guided.

b. Inhibiting factors

1) Less of awareness from students about the importance of study English, so that the student no desire at all that could cause him motivated to study.

2) Environment/community that will provide a positive or negative effect. In this case the environment/community that will provide a positive or negative effect on the life, attitudes, and actions of students.

3) Less support from parents/family. Support from parents/family is absolutely needed, because good and bad children more dependent on conditions in the home.

4) Facilities and infrastructure that not yet complete. The school do not yet have specific language laboratory.

5) Nothing extracurricular activities that pushing student's ability in English

3. Teacher's Strategies in Motivating Students to Study English at SMK Negeri 1 Bandung-Tulungagung

    The strategy undertaken by English teachers in order to increase student's motivation to study English SMK Negeri 1 Bandung-Tulungagung has been enough good. This can be seen from there are the efforts earnest from the the teacher to give support to students in order to skilled and not bored to study English all of which is shown in his efforts, that is:

a. Uses variety of teaching methods that interesting. When lessons materialinteresting way presented with the appropriate method to excite the spirit of student to study so that learning goals can be achieved by effective because students active in class

b. Providing incentives or reinforcement, that is: *First*, provide number or value. *Second*, teacher provide prizes to students. *Third*, teacher provide praise to students. *Fourth*, teachers provide *ego-involvement*.

c. Keep up the appearances. With good example from teachers, so the students are expected to follow participate in every good things. With a neat appearance and comfortable view, will increase confidence and ultimately helps to improve student's motivation to study towards lessons, especially English.

B. Suggestions

From the conclusions that have been described above, it would need to be a writer to contribute ideas suggestions for all parties to the strategy in motivating students to study English, which is mainly carried out by an English teacher, is as follows:

1. For the English teachers

With there are this research that summarized in this thesis should be used as a library to study about the strategy of teachers in motivating students to study English.

2. For the SMK Negeri 1 Bandung-Tulungagung

This research is expected to be practically useful as an input for SMK Negeri 1 Bandung-Tulungagung, mainly in support and help teachers, especially English teachers in motivating students to study English.

3. For the next researcher

The results of this research can be used as a reference for the next research relating to strategy of teacher in motivating students to study English in anywhere educational institution.

4. For the reader

This research is useful to giveunderstanding to the reader generally about the importance of teacher strategy in motivating students to study English. For the record, whose role is to motivate students not fully delegated to teacher, but also the duty of the parents.