

CHAPTER IV

RESEARCH FINDINGS

This chapter presented data presentation and the research findings to support and developing teachers' strategies to motivate students in learning and to know how English teachers' strategies can contribute to motivating students in learning English toward teaching performance.

A. Data Presentation

This research conducted in Junior High School 01 Ngunut Tulungagung. It aimed to investigate the English teachers' strategies to motivate the students in learning English and the English teacher can contribute to motivating students in learning English toward the teaching and learning process. This data obtained from interviews and checklist observation. This interview was done to all participants include the English teacher and students of regular class. On the first day of getting the data, the researcher started to gain the data by interviews. The researcher interviewed with both the English teacher and students to reconfirm the data gotten from interviews. Next, the researcher doing observations in the classroom to check how the English teaching strategies used to motivate students in learning English. Then, the researcher checklist to know English teachers' strategies can contribute to motivating students in learning the English process.

1. The English Teacher's Strategies to Motivate Students in Learning English

Teachers' Strategies to motivate the students in learning English is a plan from the teacher so that all the students need to learn as well as the activity in the classroom to get the encouragement that arises in a person to do an action to achieve the goal. To get the data of this research conducted three times. These data from interviews can be seen below:

A. Teachers' Strategies to Motivate Students

A strategy is a plan and effort to improve someone to be better. Certainly, every teacher must have a different strategy to teach the students in the classroom. Besides that, motivation is an essential condition of the teaching and learning process. The essential condition process is how to create an essential condition or some activities to engage the students to do in learning activities. Moreover, the teacher takes an essential part of this term. The teacher should think about how to make the students active in good learning activities in the classroom. Teachers' strategy aims to help students to be more active in the learning process. Especially for this research, the researcher focused on the teachers' strategies to motivate students in learning English.

In this case, the researcher conducted the data in Junior High School 01 Ngunut Tulungagung. The data collected consists of doing direct interviews especially to the English teacher and students' seventh regular class, observation in the classroom, and take documentation.

The first interview with the English teacher in Junior High School 01 Ngunut Tulungagung was conducted on February, 18th 2020, the researcher focused on the teachers' strategies in motivating students to learn English interviewed. From the declaration above, these data interviews are:

Researcher: What is your opinion about the teacher's strategies to motivate the students?

(apa pendapat Anda tentang strategi guru dalam memotivasi siswa?)

Teacher: *Setiap guru pasti memiliki strategi atau cara dalam menyampaikan pelajaran termasuk bagaimana seorang guru dapat memotivasi siswa. Dan menurut saya, strategi guru sangat berkaitan erat dengan motivasi siswa dalam belajar Bahasa Inggris, tidak hanya dalam pelajaran Bahasa Inggris tetapi juga di semua pelajaran. Misalnya bagaimana kita mengajar di dalam kelas juga sangat penting untuk membuat siswa merasa termotivasi lebih giat dalam belajar Bahasa Inggris. Kalau kita menggunakan strategi mengajar dengan cara yang bersemangat maka siswa juga akan ikut semangat belajar.*

(Every teacher must have a strategy or ways to deliver the lessons, included how a teacher can motivate students. And in my opinion, the teacher's strategy is very closely related to student motivation in learning English, not only in English but also in all lessons. For example, how we teach in the classroom is also very important to make students motivated more actively in learning English. If we used teaching strategies in an enthusiastic way then students will also share the spirit of learning).

Researcher: So, what strategies do you use to motivate students to learn English at Junior High School 01 Ngunut Tulungagung?

(jadi, strategi apa yang anda gunakan untuk memotivasi siswa dalam belajar Bahasa Inggris?)

Teacher: *Karena adanya sistem zonasi maka kita perlu ekstra dalam menyampaikan materi supaya bisa diterima oleh siswa dengan kunci siswa tetap enjoy belajar Bahasa Inggris. Siswa pasti terpacu untuk belajar Bahasa Inggris kalau kita selalu mengajak mereka tetap aktif dikelas dengan strategi yang sering saya gunakan untuk memotivasi siswa belajar Bahasa Inggris adalah mengkaitkan pelajaran Bahasa Inggris dengan kehidupan nyata karena Bahasa Inggris sangat dibutuhkan di masa depan; belajar Bahasa Inggris dengan cara yang rileks seperti sesekali memberi memutar film pendek berbahasa Inggris; memberikan contoh yang nyata; practice didepan kelas seperti membaca story books; memberikan games dengan cara games teka teki silang yang kemudian jangan lupa untuk memberikan apresiasi bagi kelompok yang bisa mengerjakan dengan baik; dan yang terakhir yaitu memberikan evaluasi di akhir pelajaran. Evaluasi yang digunakan bisa berupa kuis, ujian tengah semester, ujian akhir semester dan juga ujian harian. Dan hasilnya siswa menjadi lebih aktif, antusias, dan bonusnya mendapatkan nilai yang baik disetiap ujian.*

(Because of the zoning systems, we as the teacher need to deliver extra material to be accepted by students and students who still enjoyed in learning English. Students must be encouraged to learn English if we always invite

them to stay be active in the classroom with a strategy that I often used to motivate students in learning English. Such as is associating English lessons with real life because English is needed in the future; learn English in a relaxed ways such as occasionally watching a short English movies; giving a real examples; practices in front of the class such as reading story books; provide games by means of crossword games which then do not forget to give an appreciation to groups who can do well; and finally giving an evaluation or quiz at the end of the lesson. The evaluation used can be in the form of quizzes, mid-term test, final examination and also daily examination. And the result is students become more be active, enthusiastic, and the bonuses getting a good scores).

From the interview with the English teacher, it can be seen that the teachers' strategy is also highly related to students' motivation in learning English. It was a very important role of a teacher in building the students' motivation to learn English. The English teacher at teaching English in Junior High School 01 Ngunut Tulungagung is characterized by the use of English in both in and both out of classroom activities by the students used various teaching strategies, to make the students interested in learning English.

Teachers' strategies to motivate the students in learning English is a plan from a teacher to all the students' need to learn as well as the activity in the classroom to get the encouragement that arises in a person to do an action to achieve the goal. From the data obtained, the researcher gets some teachers' strategies used to motivate students in learning English from interviews, observations, and documentation.

The researcher gets ten points of teacher's strategies used to motivate students in learning English from informant by the English teacher, as follow:

1. Motivate students by associating lesson with real life.

In education, provide the subjects of learning by associating with in real life is called contextual teaching and learning. The contextual teaching and learning (CTL) approach were derived from the theory of behaviorism and then continued with the theory of constructivism. Students could construct their knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with the pre-existing intellectual construct. In this case, constructivism as learning theory emphasized the role of students rather than the teacher. In order, they can find a solution from their problem that produces students' critical thinking. This theory consists of an authentic learning activity that is conducted in a group.

It is also confirmed by interviews with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...disela-sela mengajar menyampaikan pada siswa bahwa Bahasa Inggris sangat penting, banyak produk yang berlabel Bahasa Inggris, kalau tidak bisa berbahasa Inggris akan kesulitan memahami seperti dikaitkan dengan kebiasaan orang disekitar kita banyak yang menjadi TKI atau TKW, disampaikan kalau mampu berbahasa Inggris akan mendapat upah yang lebih banyak ketimbang yang tidak bisa, sebab kalau mampu berbahasa Inggris tentunya akan ditempatkan di posisi yang bagus. Jadi saya dalam mengajar Bahasa Inggris lebih mengaitkan pada kehidupan-kehidupan nyata. Dan itu lebih mudah membuat mereka faham

dan termotivasti untuk mau belajar Bahasa Inggris, karena itu Bahasa Inggris penting untuk dipelajari. ” (*...teaches to the students that English is very important, many products labeled English, if you can not speak English you will have difficulty understanding as related to the habits of people around us, many people who become migrant workers, if you can speak English will get a wage more than you can not, because if you can speak English, certainly you will be placed in a good position. So, in teaching English I have more to do with real life. And it's easier to make them understand and motivated to want to learn English, because English is important to learn.*)

Based on interviews that have been conducted with an English teacher of Junior High School 01 Ngunut Tulungagung, one of the strategies used is to motivate students by associating with real life. For example, is explaining that English is needed as an International language when we go to other countries. This strategy helps students to increase their motivation in learning English. Because students also feel the impact that the English language needs to be understood for life in the current era. This is proven in Appendix 7.

2. Learn English to enjoy and relax strategies.

English is a fun language. But many students feel that English is a difficult lesson in school. So, many of them are afraid to learn English, such as being afraid of speaking English. One of the strategies that can be used to improve their motivation to learn in the classroom is by teaching English that is relaxed and enjoyable. For example, the teacher used the new media or used games in teaching the students in the classroom.

Besides, to make students more relaxed in learning English and not tense, followed the students sing an English song the teacher occasionally invites students to watch a short film, and then students are asked to take moral values from the film. It can be concluded that the strategy used is intended so that students can still learn English comfortably.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...mengajar Bahasa Inggris tidak menegangkan, diupayakan siswa senang, nyaman, diberi umpan-umpan sehingga siswa berani berkata. Terkadang juga kita berikan permainan, games seperti teka teki berbahasa Inggris dan menyanyi lagu Bahasa Inggris dan sesekali menonton film pendek berbahasa Inggris.”
(...teaching English is not stressful, students are encouraged to be happy, comfortable, given feedback so that students dare to say. Sometimes we also give games, games like crossword puzzle and sing English songs and occasionally watching short English movies).

3. Gave real examples

In teaching English will be easier to understand if there are giving examples that are around that students are familiar with, it will quickly help them to understand. Because many students are easier to teach by giving an example directly. Such as suppose the teacher gives direction that “This is a blackboard”. So, to make students understand what the teacher said, the teacher also shows a blackboard.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...mengajar Bahasa Inggris akan lebih mudah difahami bila selalu diberikan contoh-contoh yang ada disekitar yang anak-anak sudah mengenal, ini akan cepat membantu memahaminya. Ini salah satu strategi yang ampuh dalam memahami kepada siswa.” (*...teaching English will be easier to understand if there are always giving examples that are around that students are familiar with, this will be quickly help to make them understand. This is one of the effective strategies in understanding students*).

4. Ask the students to practice speaking and writing English.

Speaking and writing are productive skills. Because learners doing these need to produce language. Invited the students to be brave to speak English is the most important part of teachers' strategy to motivate students, as I observe in Junior High School the teacher follows the students such as question and answer section, discussion, and group work. Speaking and writing are some of the ways that teachers used to make the students confident in learning English. By training them to speak and write, there will be a process of learning. So, they have a desire to learn English.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...mengajak siswa untuk berbicara dan menulis Bahasa Inggris. Seperti speaking dan writing merupakan productive skill. Dimana disitu ada proses dalam

belajar. Dengan begitu, akan memudahkan siswa dalam belajar dan memahami Bahasa Inggris. Kalau faham dan mengerti kan otomatis mereka termotivasi untuk tetap belajar.” (*...invite students to speak and write English. Like speaking and writing are productive skills. There is a process of learning. That ways, it will make it easier for students to learn and understand English. If they understand, they will automatically motivate to keep in learning*).

5. Invite the students to practice in writing English, such as making diaries.

Writing is a form of communication to deliver through or to express feeling through written form. Such as invited the students to make a diary. Diary is one medium that is used in teaching writing. Diary is a book used for a daily record of events in the past. Not just make diaries, but also can increase their vocabulary. So, that makes the students' habit by writing diaries and they feel the interest to study English hard.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut on February, 18th 2020, as follows:

“... mengajak siswa untuk suka menulis Bahasa Inggris melalui diary. Kalau mereka membuat diary Bahasa Inggris kan otomatis juga menambah kosa kata mereka dalam belajar Bahasa Inggris. Jadi menurut saya menulis diary itu juga efektif untuk menumbuhkan motivasi mereka dalam belajar Bahasa Inggris.” (*...invites students to like in writing English through diaries. If they make an English diary it automatically also adds to their vocabulary in learning English. So I think that writing the diary is also effective to grow their motivation in learning English*).

6. Giving appreciation to the students

One of the most important strategies is the teacher can give appreciated the learners what they said. As the teacher, it is not right to blame the student directly if they are wrong in the learning process in the classroom. Encourage students' confidence in each student is not tell to them that they are faulty, but still given a positive expression to them.

Occasionally, the English teacher is giving rewards to students who are active in class when learning. This strategy will make other students feel more motivated to be more active and creative in learning English. The data is attached to Appendix 6.

It is also confirmed by interviews with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...sebagai guru juga kita tidak boleh langsung memvonis bahwa mereka salah. Kita harus memahami mereka dahulu dan tetap mengatakan hal-hal yang baik. Karena mereka sudah mau berusaha untuk menjawab jadi setidaknya kita memberikan apresiasi yang baik juga.” (... *as a teachers we must not immediately sentence that they are wrong. We must understand them first and keep saying good things. Because they have tried to answer so at least we give a good appreciation too*).

7. Ask the students to read a lot of simple English storybooks.

One of the strategies of the English teacher used is by reading English. Starting with a simple one like a short story in English. This strategy also aims to

add to students' vocabulary while making students accustomed to reading. Usually, the English teacher gives an assignment to students after reading a storybook to find vocabulary that is not known to mean and written in the assignment book. After that, students are asked to come to the front of the class to memorize new vocabulary.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...strategi yang sering saya gunakan yaitu dengan cara mengajak siswa untuk banyak membaca cerita berbahasa Inggris. Biasanya saya berikan tugas untuk satu minggu sekali menuliskan cerita apa yang sudah di baca. Hal tersebut efektif untuk menambah kosakata Bahasa Inggris,” (*... the strategy that I often used is by invited students to read a lot of English stories. Usually I give assignments once a week to write what stories have been read. This is very effective for increasing English vocabulary*).

As I observe in the classroom, the English teacher in Junior High School 01 Ngunut Tulungagung always asked students how many English books' that read in one week.

8. In a while, the English teacher was showing short English movies.

From the researcher's observation in the classroom to confirm the information by the English teacher, learning English is something that disliked for some students. That way, as a teacher we can provide a relaxing learning effort by occasionally played English movies in the class. This strategy aim to refresh

students, so they are enjoy in learning English. Besides, once a week the English teacher invites students to watch a short film, and then students are asked to take moral values from the film.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...sesekali saya putrakan film Bahasa Inggris. Seperti dua minggu sekali. Untuk meresh otak mereka agar tidak berdominan berfikir bahwa Bahasa Inggris itu membosankan.” (*...occasionally, I played of an English movies. Like, once every two weeks. To refreshed their brains so they do not dominate thinking English is boring*).

9. Invite to fill in the English puzzle to increase vocabulary.

Vocabulary is a set of familiar words within persons' language. To serve as a useful tool for communication and acquiring knowledge. One strategy from the English teacher in Junior High School 01 Ngunut Tulungagung that can be used to increase students' vocabulary in learning English is to invited the students to fill out puzzles in English. As I observe in the class, the teacher giving a piece of paper that is a puzzle about the kind of food.

Not only that, but the strategies used by the English teacher also are crossword puzzles. These crossword puzzles help students to add new vocabulary. Based on interviews with English teachers of Junior High School 01 Ngunut Tulungagung has the benefit that students will get new knowledge, new insights and make our brains work remembering the memory that has been stored.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...strategi selanjutnya yang saya gunakan adalah mengajak siswa mengerjakan teka-teki berbahasa Inggris untuk menambah vocabulary.” (*...next, strategy that I used to invite students to work on English puzzles to increase vocabulary*).

10. Giving a test

The English teacher gave the score in every practice that worked by the students. The students felt happy to know their score especially if their score increased. By know their score, it can increase their desire to study hard. Based on an interview on February, 18th 2020, the English teacher said that if the teacher gave the score in every practice, it can motivate the student in the learning process. The students are more active in doing the practices. The evaluations from the English teacher such as quiz after explaining all of the materials, mid-term test also, and the final test. By giving a test to students, students will be encouraged to learn English to get maximum results.

It is also confirmed by an interview with the English teacher of Junior High School 01 Ngunut Tulungagung on February, 18th 2020, as follows:

“...saaya selalu memberikan evaluasi di akhir penyampain materi, terkadang dengan cara memberikan scores ataupun memberikan ulangan harian, quiz, ulangan akhir semester untuk mengetahui hasil selama proses belajar. Dan juga memberikan tugas dirumah agar mereka tetap terpacu untuk mau belajar.” (*... I*

always give an evaluation at the end of the delivered the materials, sometimes by giving scores or giving daily tests, quizzes, and final examination to find out the results during the learning process. And giving home work so they stay motivated to learn English).

2. The Contribution of English Teacher's Strategies on Students' Motivation in Learning English

a. The Data Interview From Students' of Regular Class

In this research, the researcher was conducted to collecting data in Junior High School 01 Ngunut Tulungagung. The data collected consists of doing direct interviews for students' seventh regular class, observation in the classroom, and take documentation.

The second interview was conducted on March, 4th 2020, the researcher focused on the teachers' strategies can contribute to motivating students to learn English. In this research, the researcher doing direct interviews with four students' regular classes in Junior High School 01 Ngunut Tulungagung.

Four students were being a source of additional information to answer the last research question which was discussed about the English teachers' strategies that can contribute to students' motivation to learn English. The researcher was explained what was called as motivation to give information to the students so that there was not misunderstood. After the students felt clear by the means of motivation, then the researcher directly focused on the question about the English

teachers' strategies that can contribute to their learning English. The data interviews with the students can be seen below:

a. Interview with Student 1

Researcher: What is your opinion about motivation? (*apa yang kamu ketahui tentang Motivasi?*)

Student 1: Suatu dorongan untuk memberi penyemangat atau suatu dorongan supaya menjadi orang yang lebih baik. (*An encouragement to give a support or an encouragement to become a better person*).

Researcher: Do you like English? (*apakah kamu suka dengan Bahasa Inggris?*)

Student 1: Lumayan suka. (*not bad*).

Researcher: Is the teacher open consultation outside of the classroom? (*apakah guru selalu membuka sesi konsultasi atau tanya jawab setelah pelajaran berakhir?*)

Student 1: Iya. (*yes*).

Researcher: How the teacher make good interactions with the students? (*bagaimana guru membuat komunikasi yang baik dengan siswanya?*)

Student 1: Disetiap sela-sela jam pelajaran diajak bercanda. (*invited to joke on every sidelines in the class*).

Researcher: What the strategies do you like from your teacher in teaching English? And what can the strategy can contribute in your motivation in

learning? (*strategi guru mana yang kamu sukai dalam mengajar Bahasa Inggris? Dan strategi apa yang bisa berkontribusi dalam motivasi belajar mu?*)

Student 1: Apabila guru memberikan tugas writing dengan cara menulis diary. Kontribusinya saya menjadi suka menulis. Itu berawal dari saya menulis sebuah diary. Dan ternyata menulis diary dalam Bahasa Inggris itu menyenangkan. (*if the teacher gives a writing assignment by writing a diary. The contribution for me is became like writing. It started with me writing a diary. And apparently writing diary in English is fun*).

b. Interview with Student 2

Researcher: What is your opinion about motivation? (*apa yang kamu ketahui tentang Motivasi?*)

Student 2: Suatu dorongan untuk melakukan sesuatu untuk menjadi lebih dari sebelumnya. (*an encouragement to do something be better that before*).

Researcher: Do you like English? (*apakah kamu suka dengan Bahasa Inggris?*)

Student 2: Iya. Karena saya bercita-cita pergi ke luar negeri dan Bahasa Inggris sangat saya perlukan. (*yes. Because I want to go another country and English language is needed for me*).

Researcher: Is the teacher open consultation outside of the classroom? (*apakah guru selalu membuka sesi konsultasi atau tanya jawab setelah pelajaran berakhir?*)

Student 2: Iya. (yes).

Researcher: How the teacher make good interactions with the students?
(*bagaimana guru membuat komunikasi yang baik dengan siswanya?*)

Student 2: Membaca bacaan yang ada di dalam buku dari Bahasa Inggris kemudian menerjemahkan bersama ke dalam Bahasa Indonesia setelahnya. Selain itu memberikan selingan canda di tengah-tengah pelajaran. (*read a text on the English book, after that try to translate into English. Besides that, giving a jokes in each moment*).

Researcher: What the strategies do you like from your teacher in teaching English? And what can the strategy can contribute in your motivation in learning? (*strategi guru mana yang kamu sukai dalam mengajar Bahasa Inggris? Dan strategi apa yang bisa berkontribusi dalam motivasi belajar mu?*)

Student 2 : Saya sangat menyukai question and answer section, karena ketika saya tidak faham saya bisa bertanya dan ternyata bisa membuat saya berani untuk berbicara Bahasa Inggris. Dan karena cita-cita saya yaitu bisa pergi ke luar negeri dengan bisa berbicara Bahasa Inggris dengan lancar. (*I am very like with a question and answer section. Because when I do not understand, I can ask and make me be brave to speak English. And because I want to go in other country in one day that I should fluently in speak English*).

c. Interview with Student 3

Researcher: What is your opinion about motivation? (*apa yang kamu ketahui tentang Motivasi?*)

Student 3: Motivasi suatu usaha ingin menggapai keinginan belajar dengan tekun dan menjadikan suatu belajar lebih giat lagi. (*motivation is an effort to reach the desire to study hard*).

Researcher: Do you like English? (*apakah kamu suka dengan Bahasa Inggris?*)

Student 3: Iya. Karena biar bisa dan suatu saat akan membutuhkannya. (*yes. Because in one day we need English language as a International communication*).

Researcher: Is the teacher open consultation outside of the classroom? (*apakah guru selalu membuka sesi konsultasi atau tanya jawab setelah pelajaran berakhir?*)

Student 3: Iya. (*yes*)

Researcher: How the teacher make good interactions with the students? (*bagaimana guru membuat komunikasi yang baik dengan siswanya?*)

Student 3: Selalu menjelaskan materi dengan sangat sabar. Selalu mentranslate apabila ada suatu bacaan yang tidak difahami. (*always explain the material patiently. And always translate in English if the text is much to difficult*).

Researcher: What the strategies do you like from your teacher in teaching English? And what can the strategy can contribute in your motivation in learning? (*strategi guru mana yang kamu sukai dalam mengajar Bahasa Inggris? Dan strategi apa yang bisa berkontribusi dalam motivasi belajar mu?*)

Student 3: Saya mau belajar Bahasa Inggris karena memang kenyataannya Bahasa Inggris perlu dipelajari untuk kehidupan selanjutnya. Jadi belajar Bahasa Inggris tidak akan sia-sia. (*I want to learn English because English is very needed in our next future. So, learn English will not be in vain.*)

d. Interview with Student 4

Researcher: What is your opinion about motivation? (*apa yang kamu ketahui tentang Motivasi?*)

Student 4: Motivasi adalah perbuatan atau sikap yang menyadarkan seseorang dan menyebabkan perubahan sikap seseorang yang termotivasi itu. (*motivation is an action or attitudes that make person aware and changes in attitude of someone who is motivated.*)

Researcher: Do you like English? (*apakah kamu suka dengan Bahasa Inggris?*)

Student 4: Yes, I do. I like English because English is interesting for me. (*iya. Saya suka Bahasa Inggris karena menyenangkan.*)

Researcher: Is the teacher open consultation outside of the classroom?
(apakah guru selalu membuka sesi konsultasi atau tanya jawab setelah pelajaran berakhir?)

Student 4: Iya. *(yes).*

Researcher: How the teacher make good interactions with the students?
(bagaimana guru membuat komunikasi yang baik dengan siswanya?)

Student 4: Selalu mengajak berkomunikasi dengan cara bilingual (English ke Indonesia), di sela-sela pelajaran selalu mengajak bercanda, dan selalu diajak berkomunikasi dengan cara praktek materi secara langsung. *(always invited the students to communication in English and in otherwise, always make a jokes, and always invited students to practice English language).*

Researcher: What the strategies do you like from your teacher in teaching English? And what can the strategy can contribute in your motivation in learning? *(strategi guru mana yang kamu sukai dalam mengajar Bahasa Inggris? Dan strategi apa yang bisa berkontribusi dalam motivasi belajar mu?)*

Student 4: Saya menyukai guru Bahasa Inggris yang santai dalam mengajar. Itu dapat berkontribusi terdapat motivasi saya dalam belajar Bahasa Inggris. Dulu saya sempat tidak menyukai Bahasa Inggris karena menurut saya sulit, tetapi ternyata bila kita enjoy dan menikmati semua terasa menyenangkan. *(I am really like English teacher that enjoy strategy. The contribution to me is that make me to spirit in learning English. Before, I dislike in English,*

because in my opinion it was very difficult. But it turns out that when we enjoyed learning).

Based on the data interview with the students' regular class in Junior High School 01 Ngunut Tulungagung (Appendix 7), the researcher gets four points of the contribution of teacher's strategies on students' motivation in learning English, as follows:

1. Increasing students' motivation in writing English

Based on observations by students' regular class, the contribution that felt by students is to be fond of writing. One of which is the diary. Diary is one of the media which is used in teaching writing. Diary is a book used for a daily record of events in the past. The students were done this task at home to relax and easier to get the ideas or materials to write on their topics. Besides that, write a diary can help the students to improve their vocabulary also. It was student 1 that said that teachers' strategies of making to write a diary are the ways that can be motivation her to learn English.

The contribution of teachers' strategies to motivate students to learn English at the seventh regular class is student 1 loves writing English by using a diary.

It is also confirmed by an interview with the students' seventh regular class of Junior High School 01 Ngunut Tulungagung on March, 4th 2020, as follows :

“...kontribusinya saya menjadi suka menulis. Itu berawal dari saya menulis sebuah diary. Dan ternyata menulis diary dalam Bahasa Inggris itu

menyenangkan.” (*...the contribution for me is I like writing. It starts on writing diary. And I like writing English diary because is very interesting*).

2. Increasing students' motivation to speak up in the class

Increasing students' motivation to speak up in front of the class is part of the purpose of point an English teacher doing in the teaching and learning process in the classroom. By the English teacher invited students to be brave to speak out, one way from the question and answer section, it was giving a contribution to the students' motivation in learning English. Student 2 said that she to be brave to speak up in English.

It is also confirmed by an interview with the students' seventh regular class of Junior High School 01 Ngunut Tulungagung on March, 4th 2020, as follows:

“...saya sangat menyukai question and answer section, karena saat saya tidak faham saya bisa bertanya dan ternyata bisa membuat saya berani untuk berbicara Bahasa Inggris. Dan karena cita-cita saya yaitu bisa pergi ke luar negeri.” (*...I like a question and answer section, because when I can not understand well, I can ask and make me be brave to speak up in English. And I want to go in other countries*).

3. Make students realize that English is important

The students are more likely to learn something if that was useful in the next future. Such as by implicated to learn English with real examples. One of the English teachers' strategies used is associating with real life is the ways that can

contribute to the students' regular class. It was confirmed of interviews with student 3 of the students' regular class.

It is also confirmed by an interview with the students' seventh regular class of Junior High School 01 Ngunut Tulungagung on March, 4th 2020, as follows:

“...saya mau belajar Bahasa Inggris karena memang kenyataannya Bahasa Inggris perlu dipelajari untuk kehidupan selanjutnya. Jadi belajar Bahasa Inggris tidak akan sia-sia.” (*...I want to learn English because English is very important to learn it in the future. So, learn English will not be in vain*).

4. Make students' learn English comfortably

Based on the results of observational data, learning English comfortably can be done by the use of English teachers' strategies that enjoy and relax and relax strategies. Learn English comfortably is the most students' can contribute to their motivation to learn English. One example is teachers who always look to teach energetic also can increase students' motivation to keep in learning. A pleasant classroom atmosphere, coupled with teachers who are always cheerful and gives jokes between teaching, which were needed to students.

It is also confirmed by an interview with student 4 of Junior High School 01 Ngunut Tulungagung on March, 4th 2020, as follows:

“...saya menyukai guru yang santai dalam mengajar. Itu dapat berkontribusi terhadap motivasi saya dalam belajar Bahasa Inggris. Dulu saya sempat tidak menyukai Bahasa Inggris karena menurut saya sulit, tetapi ternyata bila kita enjoy dan menikmati semua terasa menyenangkan.” (*...I like teachers who are enjoyed*

in teaching. The contribution to me is increasing my motivation in learning English. Before it, I dislike English because in my opinion it was difficult, but it turns out that when we enjoyed it and enjoy everything it feels good).

From those data above, to confirm the data from students' interviews, researchers conducted observations in the classroom. That the researcher knows, in the classroom an English teacher always treats the students more to be active, enthusiastic, and creative. In a way, open consultation in asking and answering section and to read a book English stories. The English teacher always explains the English materials directly and patiently. So, it makes the students easier to understand the explanation from the English teacher. The data was shown in Appendix 8.

Some of the students in the seventh regular class said that they like the way the teacher when teaches English, which is not too tense and always invited the students to jokes. So, the students feel that actually, the English lesson is not something scary but something fun.

b. The Data Observation In Classroom

From I observe in the seventh E regular class on March, 6th 2020 that English teacher explains some of the strategies used in motivating students to learn English appropriate with the results of the previous interviews. Then to support the data, the researcher going on observations in the classroom during the English learning process. And it does look like students need motivation and support from a teacher. English teacher with good enthusiasm, also has a good impact on students. If the English teacher shows enthusiasm in teaching, then students are

also enthusiastic to learn English. For example, the teacher gives a question after explaining all the material. And many students respond to the teacher with great enthusiasm. Just only that, the teacher guided the students in doing the practices. That was more effective, from that the teacher can control students' progress in learning the English process. The supporting data could be seen in Appendix 8.

Many activities in the classroom that should the teacher have done to motivate students' learning to reach success in the teaching-learning process. That the contributions to students more active and enthusiastic to follow the teaching process are makes them love their teacher and the lesson. The teacher should change the teaching-learning process to be enjoyment, pleasure, and interest for the students. Besides that, the teacher also done a personal approach to the students. The purposed of the students do not felt shy and afraid of their teacher. Automatically, they interested in what the teacher delivered. The supporting data could be seen in Appendix 8.

The teacher asked the students to often read the English book, such as storybooks. This is also one of the ways to motivate students to learn. Not all students like to read the English book. They have the reason because they can not pronounce well. In another, the teacher invites them to listen to the English song and watch the movie in the teaching-learning process. The students are more enthusiastic to give attention. Sometimes the English teacher makes a game in the teaching-learning process. It has a purpose so that the students were not to be bored when the learning process goes on.

In every last meeting, the English teacher gave homework and always open consultation outside in the classroom. Sometimes, the teacher gave homework to find simple storybooks to find the new vocabulary, at all once the teacher asks the students to translate the simple text. Such as simple story; simple letter; and article. They will get used to interpreting a text easily. And the other benefits of it, the students can increase their vocabulary.

Besides, the student said that English was an interesting lesson, but the other said that English was a difficult lesson. They are more interested in the English teacher teaches with relaxation and enjoying strategies, such as watching the movie. The students also said that they more enthusiasm if the English teacher checks their work. They considered that the teacher gave attention to them. In this case, the students felt happy to get attention from the teacher.

Based on the results of data from interview and observations in Junior High School 01 Ngunut Tulungagung at seventh E regular class, that also supported by students' data documentation. Students' data documentations in the form of student assignments sheet, such as creating a diary and writing some new vocabulary. That data can be seen in Appendix 9.

It is also confirmed by checklist observation in the seventh E regular class of Junior High School 01 Ngunut Tulungagung on March, 6th 2020, as follows:

No.	Activity	Yes	No
1.	Is the teacher building interaction with the students?	√	
2.	Is the teacher applying asking and answering methods in the classroom?	√	
3.	Is the teacher open consultation with the students outside of the classroom?	√	
4.	Is the teacher examining to know the students' abilities?	√	
5.	Is the teacher giving rewards to the students?	√	
6.	Is the teacher using games in one of their methods in motivating students to learn English?	√	
7.	Is the teacher using pictures as their media in motivating students to learn English?	√	
8.	Is the teacher using the other media to explain their material in motivating students to learn English?	√	
9.	Does the teacher use different strategies in motivating students?	√	
10.	Is the teacher making a group work to make the students active in the classroom?	√	

B. Data Findings

The data findings of this research are arranged and presented in such a way in which research problems become the basis of reference to the arrangement and presentation.

1. The English Teacher's Strategies to Motivate Students in Learning English

According to the result of the interview conducted with an English teacher about teacher's strategies to motivate students in learning English at Junior High School 01 Ngunut Tulungagung on February, 18th 2020, there are five strategies used by the English teacher. There were: associating lessons with real-life, games, memorizing, practices, and giving a test.

The first strategy is by associating with real life. This strategy makes it easier for students in a regular class to accepted English materials. Students always want to know why they have to learn English. So with this strategy that English teachers do associate English lessons with real life, they believe that learning English is indeed necessary. To making us fluent in English, it will also make it easier for students to communicate using English. In this era, learn English was very needed in the future because it was an International language used. The students are more receptive to the reason that they must learn English because it was very important as an international language. Then, the students have the motivation to learn English.

The second strategy that English teachers do in teaching English is games. By providing games for learning English makes students more pleasant in learning English. The students are happy with this strategy because it conducted with students in groups and fun. Based I observe is the English teacher used crossword puzzles, after that the teacher creates groups for students and giving the rules of the games.

The third is memorizing strategy. All of the students at regular class especially for seventh grade in Junior High School 01 Ngunut are following this strategy. The students are very enthusiastic when the English teacher asked to memorize some new vocabulary and then memorize them in front of the class. In one day, students must memorize three vocabularies from storybooks have been read and those meaning individually. After that, they asked to write in a task book. And they will present their memorizing one by one in front of the class.

The fourth is the practice strategy. A practice referred to that students are asked to read in English dialogue with their friends in front of the class. This strategy aims to train students' pronunciation in English well. And of course to increase students' new vocabulary. Not only that, but the English teacher also invited students to practice in writing English through the media is to make a diary. This strategy is effective for increasing the English skilled.

The last strategy is giving a test. After the English teacher has been explained the lesson, the English teacher is giving a test. The English teacher also gave a quiz, daily test, mid-term test, and final test to getting the evaluation from each lesson. This strategy was very effective to encourage students' motivation to learn

English because by giving a test, students will be encouraged to learn English to get good scores.

2. The Contribution of English Teacher's Strategies on Students' Motivation in Learning English

According to the results of interviews with the students' regular class was done on March, 4th 2020, and supported by the data from observation in the classroom on March, 6th 2020, there are four contributions of teachers' strategies on students' motivation in learning English. There are: increasing students' vocabulary, train students' to be more active in using English either in or outside class, increasing students' motivation in writing, and make students learn English comfortably.