# TEACHERS' STRATEGIES TO INCREASING STUDENTS' MOTIVATION IN LEARN ENGLISH

## A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
*Sarjana Pendidikan* in English Education

**By:**

**DIAN WASIS NOVIA RIZKI**
**SN. 2520024**

**DEPARTMENT OF ENGLISH EDUCATION**
**FACULTY OF EDUCATION AND TEACHER TRAINING**
**UNIVERSITAS ISLAM NEGERI**
**K.H. ABDURAHMAN WAHID PEKALONGAN**
**2024**

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Nama        : DIAN WASIS NOVIA RIZKI

NIM          : 2520024

Fakultas      : Tarbiyah dan Ilmu Keguruan

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Pekalongan, 03 Juni 2024
Yang menyatakan,

**DIAN WASIS NOVIA RIZKI**
NIM.2520024

Dr. Muhamad Jaeni M.Pd, M.Ag
Perumahan Graha Naya Permata 2
B4 Pekuncen Kec.Wiradesa
Kab. Pekalongan Jawa Tengah

## NOTA PEMBIMBING

Lamp  : 3 (Tiga) Eksemplar

Hal    : Naskah Skripsi

Sdr. Dian Wasis Novia Rizki

Kepada

Yth. Dekan FTIK IAIN Pekalongan

c.q. Ketua Jurusan TBIG

di

PEKALONGAN

*Assalamu 'alaikum Wr.Wb.*

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Nama            : DIAN WASIS NOVIA RIZKI

NIM             : 2520024

Jurusan         : FTIK/Tadris Bahasa Inggris

Judul           :TEACHER STRATEGIES TO IMPROVE STUDENTS' MOTIVATION IN LEARNING ENGLISH

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

**Wassalamu'alaikum Wr.Wb.**

Pekalongan, 03 Juni 2024
Pembimbing

Dr. MUHAMAD JAENI, M.Pd, M.Ag
NIP 197504112009121002

# APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama  : **DIAN WASIS NOVIA RIZKI**

NIM  : **2520024**

Judul  : **TEACHERS' STRATEGIES TO INCREASING**

     **STUDENTS' MOTIVATION IN LEARN ENGLISH**

Has been examined and approved by the panel of examiners on Monday, 10th Juny 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

| Examiner I | Examiner II |
|---|---|
| **Mutammam, M.Ed.** | **Dewi Puspitasari, M.Pd.** |
| NIP. 19651006199903 1 003 | NIP. 19790221200801 2 008 |

Pekalongan, 26th Juny 2024
Assigned by
**The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan**

**Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.**
NIP. 19730112 200003 1 001

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# MOTTO

*"Janganlah engkau bersedih, sesungguhnya Allah bersama kita."*

QS. At-Taubat:40

# ABSTRACT

Belajar bahasa Inggris merupakan pembelajaran wajib di sekolah menengah. Namun banyak siswa yang menganggap belajar bahasa Inggris itu sulit untuk dilakukan. Banyak faktor yang mempengaruhi keengganan siswa untuk belajar sehingga motivasi siswa dalam belajar bahasa Inggris sangat rendah. Faktor-faktor tersebut membuat guru mengalami kendala dalam meningkatkan motivasi siswa belajar bahasa Inggris. Penelitian ini dilakukan untuk mengetahui dan mendeskripsikan strategi guru bahasa Inggris dalam meningkatkan motivasi belajar siswa. Penelitian ini bertujuan untuk mengetahui bagaimana guru bahasa Inggris memotivasi siswa untuk belajar bahasa Inggris, dan bagaimana guru bahasa Inggris mengatasi kesulitan ketika memotivasi siswa untuk belajar bahasa Inggris. Metode yang digunakan adalah kualitatif dengan studi kasus. Pengumpulan data dilakukan dengan cara wawancara, observasi dan dokumentasi.


Kata Kunci: Pembelajaran Bahasa Inggris, Faktor MotivasiSiswa, Strategi Guru Bahasa Inggris

# ABSTRACT

*Learning English is mandatory learning in high school. However, many students consider learning English to be difficult to do. Many factors influence students' reluctance to learn so that students' motivation to learn English is very low. These factors make teachers have obstacles in increasing students' motivation to learn English. This research was conducted to find out and describe English teachers' strategies for increasing students' learning motivation. This research aims to find out how English teachers motivate students to learn English, and how English teachers overcome difficulties when motivating students to learn English. The method used is qualitative with case studies. Data collection was carried out by means of interviews, observation and documentation.*

*Keywords: English language learning, Student motivation factors, English teacher strategies*

# PREFACE

Praises and gratitude are sent to Allah SWT who has poured out His grace and Hisgracegift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled "Teachers' Strategies to Increasing Students' Motivation in Learn English" can be completed. It is submitted to the English Education Department, UIN KH Abdurrahman Wahid Pekalongan to fulfill one of the requirements for Bachelor of Education Degree at English Education Department of Faculty Education and Teacher Training UIN KH Abdurrahman Wahid Pekalongan. This proposed study can be completed because of many supports from several people. Therefore, in thisoccasion I would like to express my sincere gratitude to:

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4. My beloved parents have given me endless support, prayer, advice andencouragement in writing this research proposal.
5. My dearest friends who have fought through the journey together since the very beginning

Pekalongan, 22 May 2024

The Resecrearh

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Enclouser 1:Interview guidelines

Enclouser 2 : Interview Transcript

Enclouser 3: Observation documentation

# CHAPTER I
# INTRODUCTION

## 1.1  Background Study

English is an international language used by people around the world. People speak English when they meet other people in international meetings, trade conferences, and so on. As a result, most countries in the world choose English as a compulsory subject. In Indonesia, English as a foreign language is taught from elementary school to university. English is learned and used only in schools and people do not speak the language in society. English is indeed a foreign language for language learners in Indonesia (Seisembieva, 2011).

According to Hamruni (2009) strategy is interpreted as a plan, method, or series of activities designed to achieve certain educational goals. This means that in delivering a lesson, a teacher must have guidelines . This is a teacher strategy so that in the end the teacher can achieve teaching goals. Meanwhile,  David (2008) believes that a teaching strategy can be defined as a plan that contains a series of activities designed to achieve certain educational goals. Strategy is an effort to achieve success in achieving educational goals.

Teachers must choose creative strategies and materials in teaching to achieve learning goals so that students can easily understand (Dirham, 2018). Teaching strategies are an important skill for teachers. Teachers must be able to use several teaching strategies so that students can obtain the expected results. Choosing an inappropriate teaching strategy will make the teaching and learning process inadequately productive (Amir, 2010). Therefore, the choice of teaching strategy must be appropriate and follow the needs of students.

Student motivation is an important issue in higher education, especially because of the importance of academic performance in their professional life (Afzal: 2010: 80). Motivation is very important in learning because it is a driver for students to

complete tasks that build knowledge, there are many factors at play that have the potential to influence motivation Nguyen (2008: 3).

Teaching is an effort to create conditions or surrounding systems that contribute and enable the process to take place learning (Sardiman, 2012). Then in the educational context, strategy is defined as a planning process that includes several activities that have been well designed to achieve educational goals (Hartono, 2013). In the learning process, each student has his own way to achieve the goals he has set. Therefore, teachers must be able to create a comfortable and conducive classroom environment so that students can enjoy learning. Because students have different characteristics and background knowledge, teachers must be selective in choosing good strategies to motivate students to achieve learning goals.

The teacher was determine the success of the learning process because the teacher is truly involved in the teaching and learning process. In terms of imparting knowledge, of course a teacher must have an interesting strategy. An interesting strategy will make students enthusiastic in the learning process. Student motivation will also increase and will support success in the teaching and learning process. It cannot be denied that student motivation is very important for success in most areas of learning, because we must have the desire to do something to be successful (Thohir, 2017).

In the teaching and learning process, motivation is an important factor to encourage students to achieve the main goals of learning English in class. Problems in learning and teaching are closely related to teachers and students. In this case, several learning problems are influenced by the methods used by teachers (Amrullah, 2020). However, students often have very low motivation in learning English. It is realized that the influence of this problem is that the English teachers' strategies are unattractive and they do not like English itself.

This research conducted observations and interviews with English teachers and students at SMA 1 Batang. The location of

this school is on Jl. Ki Mangunsarkoro Kel No. 8, Dracik Kembang, South Proyonanggan, Kec. Batang, Batang Regency, Central Java 51216. This school is a state secondary school with A accreditation. Apart from that, the students here are classified as smart students and have good grades in various subjects, one of which is English. So it is necessary to explore how teachers can motivate students to learn English so that students can get good grades.

## 1.2  Formulation of the Problem

This study provides 3 research questions. Based on the research background above, researchers will explore:

1.  What are the factors that influence students learning English?
2.  What obstacles do teachers face in increasing students' motivation to learn English?
3.  What strategies do teachers use to increase students' motivation in learning English?

## 1.3  Operational Definition

The author provides three definitions related to research as follows:

### 1.  Teacher Strategy

According to (Morris, 2010), a teacher's strategy is a general description of learning that includes structure, an outline of planned tactics, and the teaching objectives needed to implement the strategy. Furthermore, (Isaac, 2010:358) Tactics manifest themselves in the classroom as a process or series of methods that teachers use to teach.

### 2.  Motivation

According to Sardiman (2009:73) Motivation is a driving force that comes from within oneself to carry out activities to achieve goals. A student will learn if there is a driving factor called motivation. However, according to Martin Ford in motivation strategies in language classes by Dornyei (2001: 25) says: "There is no magic motivation button that can be pressed to 'make' people want to learn, work hard, and act responsibly. It's like, no one can be directly 'forced' to care about something,

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facilitation, not control, must be the guiding idea in efforts to motivate society.

## 1.4  Aims of the Study

Based on the research questions, this study aims to find out:

1. To find out what are the motivation factors for students learning English

2. To find out what obstacles occur when teachers provide motivation to learn English

3. To find out teacher strategies in increasing students' motivation to learn English

## 1.5  Significance of Research

1. Theoretical Significance: The findings of this study will be theoretically useful providing new evidence to strengthen Dornyei's theory about learning motivation in English language learning at school.

2. Empirical Significance : This research will provide empirical insights about the strategies used by teachers in providing learning motivation to students in English at school.

3. Practical Significance : This research aims to inform readers about the strategies used by English teachers in schools to provide learning motivation in English language learning and provide information about how English teachers face difficulties when providing motivation to learn English in schools.

# CHAPTER V
# CONCLUSION

## 5.1 Summary of Findings

This research focuses on finding out the strategies used by teachers to increase students' motivation to learn English and what obstacles teachers face to increase students' motivation to learn English and how to overcome them. Apart from that, the author also explains the motivation factors for students learning English. Researchers used qualitative research methodology and collected data through observation and interviews. Based on the results and discussions described in the previous section, the findings of this research are summarized as follows:

### 5.1.1 Motivational Factors for Students Learning English

a. Clear goals, having clear goals for students can increase their motivation to learn so that their goals are achieved.

b. Interest and desire, with interest and desire, students learn without any burden because it is certain that interest and desire are what they like without any compulsion to learn.

c. Recognition and rewards, all students must have the same opportunity to receive recognition for their efforts and achievements.

d. Supportive environment, by creating a supportive environment, educational institutions or parents can increase students' learning motivation and help them reach their full potential.

e. Relevant challenges, providing relevant and interesting challenges can motivate students to improve their English skills in a fun and meaningful way.

f. Expectations of Success, When students believe that they can be successful in learning English, their motivation to study and try hard will increase.

### 5.1.2 Obstacles Faced by Teacher in Increasing Students' Motivation to Learn English

1. Language Concerns

    It is possible that teachers can create a friendly and supportive classroom environment, where students feel safe to make mistakes and learn from them. Teaching relaxation techniques, such as deep breathing or visualization, can help students reduce their anxiety levels before and during language activities.

2. Lack of Self-Confidence

    Teachers can focus on students' progress and achievements, and provide sincere praise and encouragement. Positive feedback can help students feel valued and confident. Apart from that, teachers can also give assignments that are appropriate to the student's level of ability and gradually increase the difficulty.

3. Time Limits

    Time constraints are the main difficulty for teachers in increasing students' motivation to learn English. Another obstacle faced by teachers when motivating students is not being able to complete learning activities based on the RPP in one meeting. From these obstacles, teachers choose practical and efficient learning. Using efficient learning methods allows teachers to deliver learning material to students in sufficient time.

### 5.1.3 Teacher Strategies in Motivating Students to Learn English

a. Clarify the goals to be achieved, the teacher first knows the learning objectives in accordance with the RPP guidelines. So that the goals achieved are clear, teachers ensure that the goals are measurable and relevant to student needs and the applicable curriculum.

b. Generate student motivation, to generate student motivation you must first have a good relationship with the students. Build positive and trusting relationships with students. So

that the existence of positive relationships and student trust can increase student motivation to learn.

c. Create a pleasant atmosphere in learning, including a pleasant atmosphere in learning, such as humor, interesting stories, or creative activities. A comfortable and enjoyable classroom situation can make students feel at home during the learning process. Fun learning can increase student motivation and interest.

d. Using a variety of interesting presentation methods, teachers can create a dynamic, fun and effective learning environment, so that students are more motivated to learn and achieve better results.

e. Give reasonable praise for each student's success, teachers can provide effective and meaningful praise, which can help increase students' motivation, self-confidence and involvement in learning.

f. Give an assessment, teachers can provide fair, constructive and effective assessments, which support students' academic and personal development.

g. Give comments on the results of student work, teachers can provide useful, motivating and constructive comments, which in turn help students to continue to develop and improve the quality of their work.

h. Create competition and cooperation, teachers must be able to create a dynamic and balanced learning environment between competition and cooperation, which will develop students' cognitive and social skills holistically so that students' learning motivation increases.

## 5.2 Recommendations

The author hopes that the findings of this research will be useful in future research regarding the experiences of English teachers in providing strategies to increase students' learning motivation in high school. Some recommendations for further research:

a. The researcher admits that the number of references in this research is still limited, this is because there are still very few sources that use international research sources. Therefore, the author hopes that future research can provide more international references.

b. This research has a limited number of participants, because there were only 3 people who were participants consisting of 1 teacher and 2 students in this research. Therefore, the author suggests increasing the number of participants to increase the validity of the data.

c. In this research, the researcher involved 1 teacher and 2 students as participants, so the data obtained was limited in scope. Therefore, researchers suggest including other English teachers as participants in order to gain a more comprehensive and in-depth understanding of the phenomenon being studied.

## 5.3 RESEARCH SCHEDULE

| NO | Activity | May 2023 | May 2023 | June 2023 | June 2023 | July 2023 | August 2023 |
|---|---|---|---|---|---|---|---|
| . | Presentation of research topics | ■ | | | | | |
| . | Approval of the research topic | | ■ | | | | |
| . | Write a research proposal | | | ■ | | | |
| . | Approval of the proposal | | | | ■ | | |
| . | Seminar proposal exam | | | | | ■ | |
| . | Conduct and write up research | | | | | ■ | |
| . | Estimated thesis exam | | | | | | ■ |

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