

## **CHAPTER 1 INTRODUCTION**

This chapter discusses of some section. They are background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of the key terms. Finally, it discusses about definition of the research.

### **A. Background of the Research**

The Covid-19 pandemic, or corona virus pandemic has been declared by World Health Organization in March 2020. As the data in the world indicate the increasement of coverage and impacts of this contagious and lethal disease, many countries enact national emergency state. Indonesia as one of countries with high infected population has also implemented some policy reforms in many sectors. In education sector, a new policy has been regulated in teaching and learning system. The Covid-19 pandemic affect psychological condition of the society, including students. One of the negative impact of covid-19 in psychological aspect, especially related to education were a decrease students' motivation in learning, which influenced quality of learning process, subsequently led to the declining academic achievement. Those realities are indirectly describing the domino effects of covid-19 in education.

Motivation is an internal state that arouses students to action, directs them to certain behaviors and assists them in maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment (Wiseman and Hunt, 2014, p.9). Motivation becomes an integral part of students in their learning to achieve their goal. Motivation is one of the most important factors affecting students' performance of English

learning, which is widely concerned by foreign language teachers and researchers for a long time (Lei, 2012:100).

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in an academic setting. Motivation is very important to make students like learning English process. Teacher's motivation is related to teacher use of motivating strategies, which in turn are related to student's motivation and English achievement. Brophy (2004:1) states that learning is fun and exciting; the materials must be matched to the student interests and abilities. If students are not enjoying learning, the teachers have to somehow turn inherently into enjoyable activity.

The student motivation in learning English after covid-19 pandemic is getting lower. Most of students think that English is not easy to understand, the students are lazy to try to understand English lessons after so long studying online. After returning to normal school as usual or face to face, they have less interest in learning and do not have great learning motivation after studying for so long from home.

Similarly, based on the observations of researcher from English teachers at SMKN 2 Rambah in begin-April 2022 in tenth grade students, the motivation in learning English after the pandemic COVID-19 is in the category of low motivation. The researcher did interview with English teacher at SMKN 2 Rambah. Based on the interview, the English teachers said that students had low motivation in learning English during the pandemic until now (offline school). Besides that, the teachers' strategies in motivate students in learning English could bring much more benefit for students' future improvement, because could evaluate students in learning English.

There were many strategies that teacher could use to improve students motivation in learning English. Harmer, (2001:51) stated that intrinsic motivation comes from within

individual. Motivation comes from inside an individual rather than from any external or outside rewards, such as money or grades. Students who have intrinsic motivation would have pleasure one gets from the task it self or from the sense of satisfaction in completing or even working on a task. On the other hand, extrinsic motivation also influences students in learning. Harmer, (2001:51) stated that “extrinsic motivation is the result of any number of outside factors”. These outside factors include reward and punishment. Extrinsic motivation does not mean that student will not get any pleasure from learning on or completing a task. It just meant that the pleasure they anticipate from some externals reward continue to be a motivator even when the task to be done holds little or no interest.

Based on the background explained above, the researcher interest to conduct a research entitles “*Teacher Strategies in Increasing Students’ Motivation in Learning English after Pandemic Covid-19 at Tenth Grade in SMKN 2 Rambah*”.

## **B. Setting of the Research**

Based on the researcher’s observation to the English teacher and students of tenth grade of SMKN 2 Rambah Rokan Hulu, the problem that researcher found from interview with English teacher was come from the students’ low motivation in learning English since pandemic covid-19. In this case, the researcher analyzing what are English teacher strategies in increasing students’ motivation in learning English.

## **C. Limitation of the Research**

Based on the setting of the research above the researcher limited the problem. The researcher focus on analyzing what is the teacher’s strategy to increasing student motivation learning English after Pandemic Covid-19 at tenth grade in SMKN 2 Rambah.

#### **D. Formulation of the Research**

Based on the explanation in previous section, the formulation of the research is: “What is the English teacher’s strategies to motivate the students in learning English after Pandemic Covid-19 at tenth grade in SMKN 2 Rambah?”

#### **E. Purpose of the Research**

Purpose of this research was the researcher want to know the English teacher’s strategy in motivating the students in learning English at tenth grade in SMKN 2 Rambah.

#### **F. Significance of the Research**

Based on the problem above, the researcher hopes that this research can be beneficial directly or indirectly. The significance of the research as follows:

1. For students: the results of this research hopefully can be motivation to improve their ability in English learning.
2. For teachers: this research hopefully can be an additional information for English teachers about the strategies and motivation used in teaching English.
3. For the next researcher: the researcher hopes that this research can be a reference for the next researcher in doing the research related to the teacher’s strategies increasing students motivation in learning English.

#### **G. Definition of the Key Terms**

1. **Teaching Strategy:** According Stone and Morris in Isaac (2010) says teaching strategy is a generalized plan for a lesson which includes structure, instructional

objectives and an outline of planned tactics, necessary to implement the strategies.

It means that, teaching strategy is teacher's way of handling the class of learning process.

2. **Motivation:** According to Alizadeh (2016:15) Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presented about Review of Related Theories, Previous Related Studies, Conceptual Framework. In the research, it is important to describe the theories that related to this study in order to give relevant knowledge to the topic. This chapter reviews the related literature about the review on the motivation and teacher strategy to motivation.

#### **1. Review of Related Theories**

##### **1. Teaching Strategy**

###### **A. Definition of Teaching Strategy**

Teaching strategy is an aspect that teachers must-have in the learning process. Perry (2017:305) states that defined teaching strategies as the way of a teacher to play with children. Teachers must be able to play their role as educators and guide in the classroom by knowing the plans or actions that will be taken to provide the material.

According to Abdul Majid (2018:23) stated that strategy is a planned pattern intentionally to carry out activities or action. Covers an activity objective, who is involved in the activity, the content of the activity, the process of activity, and supporting facilities. In other words, teaching strategy is a plan to do in the learning process. Lawton (2018:58) define, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Learning strategies lead to the methods used by the teacher when delivering material in the classroom so that learning objectives can be achieved.

Based on the definitions above, it can be concluded that strategy is a method or structured plan used by the teacher to manage the class and the delivery of material in the classroom which aims to make it easier for teachers and students to achieve learning goals.

### **B. Types of Teaching Strategy**

To achieve a learning goal, of course, the teachers have many strategies to choose. Among them, it can be seen from two orientations, namely oriented to the learning process and oriented to the material delivery. Syafarudin et al (2018:16) states that strategies oriented to the learning process divided into three, namely:

- 1) Learning strategy centered on teacher
- 2) Learning strategy centered on students
- 3) Learning strategy centered on material

Meanwhile, strategies that are oriented toward delivering the material are divided into two types, namely:

#### 1) Expository Strategy

The expository strategy is a strategy that the teacher cultivates to complete the material before it is delivered to the students and just accept it. Expository strategy starts from principles of learning through the process of receiving information. In another word, the teacher must prepare the material in entirety before it is given to the students.

#### 2) Inquiry Strategy

Inquiry strategy is a series of learning activities that involve maximally throughout the students' ability to search and investigate systematically, critically, logically, and analytically so that students can decide on their own discovery with full confidence. In otherwords,

students play an active role in the learning process from search material to managing it themselves.

Based on the explanations above, it can be concluded that there are several types of teaching strategy such as strategy oriented to the learning process and strategy-oriented to the material. And also, teaching expository, inquiry, individual, and group learning strategy. The teacher must be smart in choosing a learning strategy in the learning process

### **C. The Role of Teacher in the Learning Process**

Teachers are one of the most important elements of the social structure i.e., school. Teaching is an expert career which undertakes the government's educational, instructional and related administrative duties (Erden, 2007). Teachers are the most important element in terms of reaching the school aims.

A teacher should be a role model for students. Teachers are respected by society because they are viewed as knowledgeable about different subjects of school. Teachers have the qualities to be or become role models for students. Students tend to follow their teacher in almost every way like manners, style, etc. A student tends to get affected by the teacher's affection as well as love for them. So the teacher should have the professional competence as well as good moral background in order to impart these values to students. With the changing environment and challenging careers, teachers are helping students to manage their careers as well as create a solid foundation for them in different fields. Students are very busy making up their own decisions and the teacher tends to become a sort of guide on their side. Which are presented as the role of teacher as follows:

- a. The Tutor



The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limits tasks. This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

b. The Controller

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

c. The Participant

This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

d. The Resource

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

Based on the explanations above, it can be concluded that there are several the role of teacher in the learning process. Such as teacher as the tutor, teacher as the controller, teacher as the participant, teacher as the resource.

## **2. The Nature of Motivation**

### **A. Definition of Motivation**

Motivation is the wrench of success in learning process. There are certain definitions of motivation from some experts. Motivation, as a critical factor in the process of learning and teaching, is defined as some internal drive which pushes someone to do things in order to achieve something (Harmer, 2001:51). In a similar view, Brown (2000:72) defines motivation as the extent to which someone makes choices about goals to pursue and the effort he/she will devote to that pursuit.

Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. However, by getting motivation students will be spirited in learning, so they will be motivated to study English well. Palmer (2007:38) states that student motivation as an essential that is necessary for the quality of education. How we do know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, and hey appear happy and eager. If students show a good attitude in the learning process, it can be said that the students have motivated. In addition, According to Haque et al (2014:62) states that motivation is a way of creating a high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual needs. In other words, motivation is the steps to make someone act according to their needs to achieve the desired goal.

Motivation has been central in both educational and psychological research. According to Brophy (2004:1), motivation to learn exists when a student engages purposefully in an activity by adopting its goal and trying to learn the concepts or master the skills it develops. Students' motivation can be aroused by understanding the goal and the concept of learning activity. Motivated students will give more efforts in their learning activity. As defined by Ur (1991), he defines that "motivated learner" as one who is willing or even eager to invest effort in learning activities and to progress. Therefore, students should keep up their motivation in learning. Students who have certain goals will motivate them to achieve it and give more contribution to learn better.

Based on the explanation above, the researcher can conclude that motivation is the combination of attempt plus desire which give the reasons for people's actions.

## **B. Kinds of Motivation**

Motivation can be divided into various categories. The following are some of the major ways in which motivation is categorized motivation these are intrinsic motivation and extrinsic motivation.

### 1) Intrinsic Motivation

According to Deci and Ryan (2000:67) Intrinsic Suggest that for learners who are intrinsically motivated, their learning will be high. In another hand, intrinsic motivation comes from inside of students' person. In addition, according Noels et al (2000:66) states that there are three types of intrinsic motivation.

#### a) Knowledge

Knowledge can be defined as motivation for learning, exploring new ideas, and developing knowledge.

#### b) Accomplishment

Accomplishment refers to the attempt to master a task or to achieve a goal.

### c) Stimulation

Stimulation is related to motivation based on stimulation or performing the task, such as aesthetic appreciation, fun, or excitement.

Based on the explanation above, intrinsic motivation that arises from within a person without requiring external stimulation.

### 2) Extrinsic Motivation

Ryan&Deci (2000:67) extrinsic motivation refers to environmental energizers like money, food, recognition, and etc, which guide behavior so as to attain a goal. It is driven by the desire for reward from the outside. On other hand, this motivation focuses outside of people such as family and environment. The motivation that comes from family, school, environment and friends are extrinsic motivation.

#### 1) Instrumental Motivation

Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. Instrumental goals, such as career promotion or furthering a career, reading technical material, translation, good job, position, and status.

#### 2) Integrative Motivation

According to Gardner (2000), integrative motivation plays an essential role in successful language learning. When the learners' attitudes and motivation towards the target culture are positive, the second language learner' easily becomes a part of the second language culture. Integrative motivation means learning the language with the intention of participating in the culture of its people. Culture is to identify with and to make learners become a part of that society. In integrative motivation, students need to be attracted by the culture of a target language community.

Based on the explanations above, it can be concluded that there are kinds of motivation in learning such as intrinsic that come from inside students' person and extrinsic come from outside of students' person.

### **C. Indicators of The Level of Student's Motivation to Learn**

According to Wulandari&Surjono (2013: 2) in knowing the level of learning motivation in students, there are several indicators of student learning motivation including:

1. Persistence in learning
2. Interest and persistence in learning
3. Resilient in the face of adversity
4. Independent in learning
5. The desire to be successful in learning
6. Reward / praise / appreciation

Meanwhile, according to Sardiman (2011:83 ) states that indicators of learning motivation that come from within students are as follows:

1. Diligent in facing assignments, meaning that students can do their work diligently, look for references, and check the completeness of the assignments they are doing.
2. Resilient in facing difficulties, meaning that students never give up in the face of the difficulties they face.
3. Shows interest in various problems and tries to find solutions to problems.
4. He prefers to work independently, which means he is responsible for his duties.
5. Quickly bored with routine tasks or mechanical, repetitive and less creative, meaning that students are less interested in monotonous learning.
6. Can defend their opinion, meaning that students are firm in arguing.

7. It is not easy to let go of what he believes in, meaning that he believes in what he knows and does.

Furthermore, according to Hamzah B. Uno (2007: 186), states that learning motivation indicators can be classified as follows:

1. The desire to succeed in learning
2. There are an encouragement and need in learning
3. The existence of hopes and dreams for the future
4. There is an appreciation in learning
5. The existence of activities that are interesting in learning
6. The existence of a conducive learning environment, allowing a student to learn well

Based on the explanations above, there are several indicators of students' motivation in learning. In other words, indicators of students' motivation are kinds of the students who are motivated. In this research, the researcher used this indicator for teacher's strategies in increasing students' learning English.

#### **D. Factors that Influence Students Motivation**

According to Andres (2002) in Niati, Nurhasanah (2018:67) the importance of affective factors has been an interest in the field of language learning because of their high effects on learning a foreign or a second language. In motivate the students to learn, there are several elements that influence the students. According to Dimiyati and Mudjiono (2015:97) state that there are several elements that affect learning motivation, namely:

- 1) The Goal of Aspirations of students

Aspirations of students to become someone will strengthen the enthusiasm for learning and direct the students to learn.

## 2) Learning Ability

Learning Ability includes several psychological aspects contained in students. For example observation, attention, memory, intellect, and fantasy. In this learning ability, so that the development of students' thinking becomes a measure. Students at the level of development of concrete thinking (real) not the same as students who think operationally (based on observation related to the ability of reason). Students who have high learning, usually more motivated in learning, because the students are more often to get successful and because of it will strengthen their motivation.

## 3) Students Physical and Spiritual Conditions

Students' condition which includes physical and spiritual condition can affect motivation to learn. Students who are sick, hungry students' emotional condition will interfere with concentration or attention students learning.

## 4) Environmental Condition of Students

Student' environment can be in the form of natural conditions, environment place of residence or family, social circle or friend peers, and community life. It's environmentally safe, peaceful, orderly, and beautiful, so the learning spirit and motivation are easily reinforced. According to Prasetya et al (2013) the social environment can be distinguished into two, namely the primary social environment is the environment social where there is a close relationship and know each other between one and another for example this environment is the environment of family, peers, and teacher. Secondary social environment, namely the social environment is the local community's life and surroundings.

## 5) Dynamic Elements of Learning

Dynamic elements in learning are those elements its existence in the learning process is unstable, sometimes weak and even completely disappeared. Dynamic elements on students related to the condition of students who have attended, will, and thought that undergo change by experience life provided by the students' environment.

#### 6) Teachers Effort to Teach Students

The effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students' attention, and organize classroom discipline. In addition, according to Syamsu Yusuf (2009: 23) states that motivation can arise due to internal factors and external factors, such as:

##### a) Internal factors

Internal factors are divided into two factors, namely physical factors and psychological factors. Physical factors are factors that influence the body and appearance of an individual. This physical function includes nutrition, nutrition, and health of the five senses. Meanwhile, psychological factors are the aspects that encourage or hinder student learning activities. This factor relates to the spiritual condition of students.

##### b) External factors

External factors are divided into two factors, namely social and non-social factors. Social factors are factors that come from humans around the student's environment such as teachers, parents, friends, neighbors, and others. Meanwhile, non-social factors are factors that come from physical conditions around students such as weather conditions, place conditions, and conditions of learning facilities.

Based on the explanations above, the factors that can influence students' motivation are the aspiration of students, learning ability of students, how are students physical and spiritual



condition, environmental condition of students, element dynamic of learning and also the strategy of the teacher to motivate the students in learning.

### **E. Strategies of How to Help Motivating Learners**

To motivate the students to learn, the teacher must have several strategies to implement to the students so that the student are interested in the learning process.

Carol Ames (1990), there are six areas that can influence students' motivation to learn:

- 1) The task that students are asked to do

The strength of a teacher's motivation in a particular situation is determined by the teacher's prospect that the teacher can succeed and the value of that success. On other hand, teachers must be able to analyze how an academic task can affect students' motivation.

- 2) How autonomous students are allowed in working

The teacher gives students a range of options that set valuable tasks for them but also allow them to follow their personal interests. Students receive assignments from the teacher without limiting student interest in learning.

- 3) How students are recognized for their accomplishments

Students should be recognized for increasing on their own personal best, for talking hard tasks, for tenacity, and for creativity.

- 4) Grouping practices

Motivation can be greatly influenced by the ways. The teacher relates to the other people who are also implicating in achieving a particular goal. When the task involves complex learning

and problem skills, teachers must prioritize student collaboration, because student collaboration will also increase learning motivation for low learners.

#### 5) Evaluation procedures

The greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may merely want to get it over with. Students need to understand the value of the work or how the information will be useful in resolving the problems they want to solve. One way to emphasize learning rather than grades is to use self-evaluation.

In motivate the students to learn, there are several factors that can be influenced students' motivation to learn. According to Dewi (2018: 82), which is the teacher's strategy in increasing student motivation in learning, As follows:

1. Using a variety of strategies
2. Making students active
3. Creating a conducive classroom atmosphere
4. Creating a pleasant learning atmosphere
5. Get involved in helping students
6. Give assignments
7. Give awards
8. Provide value
9. Give praise
10. Competence

Based on the theories above, it can be concluded that the English teachers in strategies to give motivation to students in the form of the task that students are asked to do. Teacher must be able to choose the learning strategy depend on the condition and situation of the students in the process of teaching English to improve student's motivation.

## **2. Review of Related Finding**

There are many studies related to this research: *The First*, Fajar Mukhtar (2017) entitled “*The Students Motivation in English Language Learning of Eight Graders at MTS Darul Amin Palangkaraya*” this research was aim at the motivation in learning english at the eight grade, and then described how the motivation use in learning english. Furthermore this research also aimed to know what factors behind the motivation in learning english and how teachers motivate students in learning english. This research used a homogeneous sampling method of puposive with qualitative design. to collect data, researchers used several instruments, among others, questionnaires, interviews and documentation.

*The Second*, Nurul Apriliani (2020) entitled “*The Strategies of Teacher in Motivating Their Students in Learning English at SMA Muhammadiyah Singkut*” this research was to find out First is to describe how is the English teacher’s the strategies to increase motivation to the students is. Second was to describe the students’ responses for the English teacher motivating. This research is a descriptive qualitative research. Data sources of this research were the English teacher and tenth grade students of SMA Muhammadiyah Singkut in the academic year 2019/2020. The researcher conducted observation and interview to collect the required data. In validating the data, the researcher used data source triangulation by comparing the result of observation, interview, and document.

*The Third*, Tazkiyah Firdausi (2020) entitled “*Exploring Teacher Motivational Strategy in English Learning and Teaching Activity At SMP Muhammadiyah 5 Surakarta*” the researcher used descriptive qualitative method. The participants of this research were English teacher of seventh grade and 48 students of the mixed students from A, B, and C seventh grade in SMP Muhammadiyah 5 Surakarta. Here the researcher used semi-structured interview and open-ended questionnaire to obtain the research data. In this case, because of Corona pandemic situation, the researcher obtained the data via online by using WhatsApp to do interview and Google Form to share questionnaire.

*The Fourth*, study was conducted by Cut Bismi Adela Rizkina (2021) entitled “*Investigating Students’ Motivation in Learning English at MAN 1 Sigli*” The aim of this study is to find out the level of students’ motivation in learning English and to figure out the dominant motivation among the students in MAN 1 Sigli. This research employed survey research which is part of quantitative research. The instrument of this research was questionnaire and used a five-point likert scale as motivation level measurement. based on the interpretation from the total score (3.57) of Five-Point Likert scale; and the dominant motivation among the students in learning English is intrinsic motivation which the total score is 3.79, meanwhile the extrinsic motivation score is 3.36 which is interpreted as a moderate motivation level.

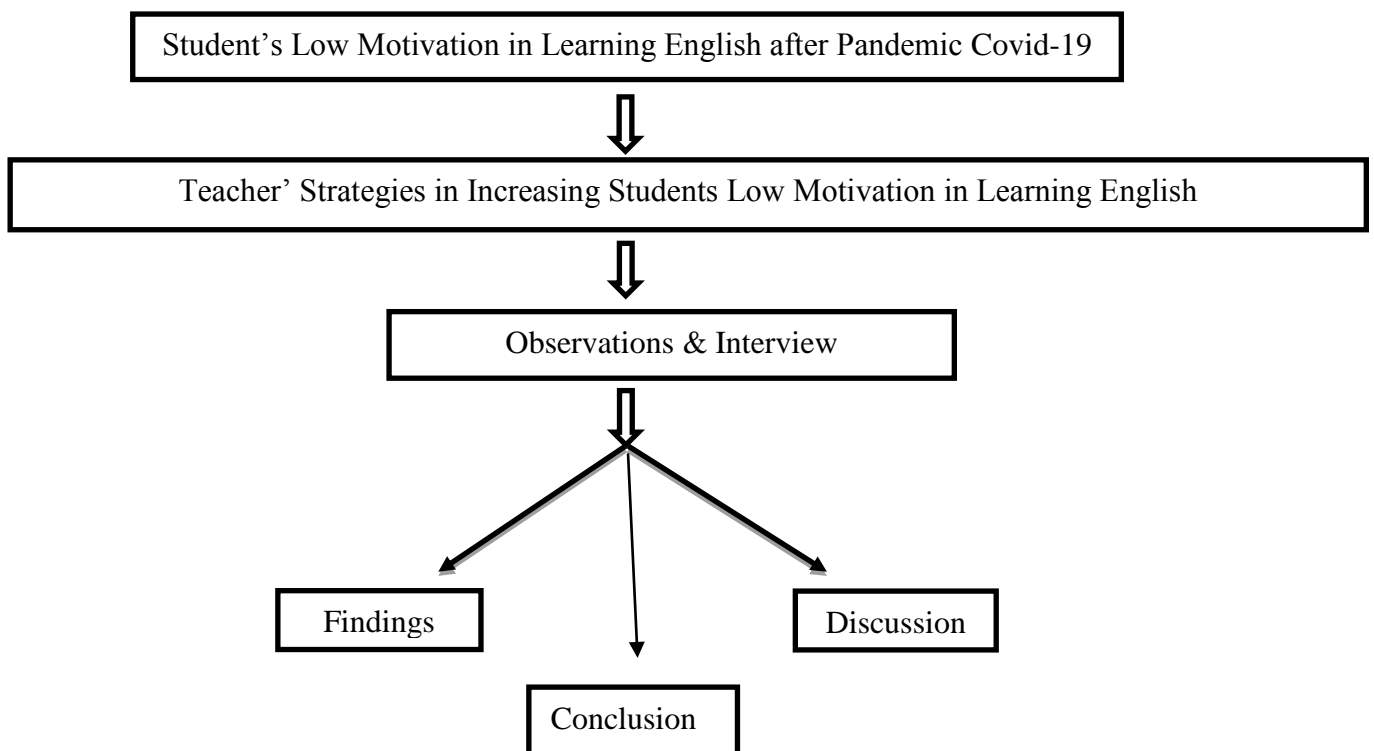
*The Fifth*, Nidaa Ul Khasanah (2018) entitled “*Students’ Motivation in Learning English (A Case Study of Eleventh Grade Students at SMK Nu Ma’arif Kudus in Academic Year 2017/2018)*” The objectives of this research are: (1) to find out types of motivation used by the students of vocational high school; and (2) to describe the factors that influence the motivation of vocational high school students in learning English. The questionnaire based on the indicators of extrinsic motivation and intrinsic motivation which adopted from The Attitude/Motivation. The researcher used questionnaire to answer statement of the problem

number one. The interview based on the indicators of the characteristic of motivated students according to Penny Ur.

Based on some findings above, this research was different from the previous researchers. In this research, the researcher focus on strategies that the teacher use to motivate students in learning English. The researcher observed the teaching and learning process in an English learning and focus on the motivational strategies used by the teacher in school.

### 3. Conceptual Framework

In this research, a conceptual framework, the researcher explained to the readers about the main line of the concept of this research. It can be seen from the following figure.



**Figure 1. Conceptual Frame Work**

The diagram above explained about the process in taking the data, Data collecting procedure was one of the main duties in this research to answer the problem of the research.

The data collected in natural setting without any manipulation of the setting. Data collecting procedure used in this research, namely: observation, interview, and documentation.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology that the researcher used in this study. This chapter consists of several sections; research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, technique of analyzing the data. This chapter also discusses the research population and sample.

#### **A. Research Design**

The researcher used the descriptive qualitative method in this research. This design used by described and explained of the pure information in wide perspective. According to Williams (2007:67) says that qualitative research describes as unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences. Qualitative descriptive study is a part of qualitative research. The purpose of descriptive qualitative research is to find the result of analysis what the researcher wanted to observe. In this research, the research wanted to analyze the teacher's strategies use in increasing student motivation in learning English at SMKN 2 Rambah in tenth grade.

#### **B. Setting of The Research**

The research was conducting at SMKN 2 Rambah. This school is located in street Diponegoro KM.6, PasirPengaraian, Desa Sukamaju Kec, Rambah Kab. Rokan Hulu, Prov. Riau.

The researcher conducted the research at tenth grade of SMKN 2 Rambah. The researcher chose this school because the students in tenth grade had little motivation in learning English since the pandemic Covid-19. The teachers of English should used the students' own motives for encourage students to be active in the class by giving chance to suggest or giving opinion to solve problems in an experiment activity for instance, ask the

students what type of teaching and learning which motivate them most and what kinds of classes which are not motivated them, encourage students to focus on their improvement not only grade or examination. The students can do self-assessment of their own work and find out their strength and weaknesses, encourage the students to work cooperatively in groups without pressure, give feedback without judging their mistakes and errors. Then, give reward which can establish their self-confidence and competence later.

### **C. Population and Sample**

Population is a generalization region consisting of the object or subject has a certain quantity and characteristics defined by the researchers to learn and then drawn conclusions. According to Arikunto (2010) population is a set or collection of all elements possessing one or more attributes of interest. There were 3 English teachers who teach only at tenth grade as the sample of the research and the object of this research was the strategies used by the teachers in increasing student motivation in learning English.

According to Sugiyono (2001:57) simple random sampling technique is a technique of taking samples from members of the population which is done randomly without regard to the existing strata in the population.

$$\frac{94}{100} \times 20 = 18 \text{ students.}$$

### **D. Instrumentation of the Research**

According to Sugiyono (2017:222) stated that researchers as an instrument must also be validated to what extent qualitative researchers are ready conduct research which then goes into the field. For the instrument of this research, the researcher use the form of observations, interview and collecting the data in the form of documentation which is administered to the teacher in attempt to increasing students motivation in learning English, as well as observation is administered to the classroom situation during the teaching and learning process and also the strategies use by the teacher and students' responses towards the



strategies. The interview questions give to the teacher in order to find out the strategies and teaching process conduct in the classroom.

### 1. Observation

Observation is a data collection technique by using senses, so that it is not only by observing using the eyes, listening, smelling, tasting, touching are one of the forms of observation. The instrument used in the observation is a guide observation. So that the results of observations can be accounted for, it is better if Observations should not only be carried out by one person, so that compared. The more the same observation results among observers, the more the more reliable the observation results (Suliyanto,2018:166).

### 2. Interview

According to Suliyanto (2018:164) interview is a technique of taking data where the researcher directly has a dialogue with the respondent to explore information from respondents. During the interview, the researcher does not have to meet face to face directly but through certain media, for example by telephone, telephone, conference or chat over the internet. The advantage of this technique is that researchers can dig up as much information as possible. Many of the main respondents because the interview process can continue develop. The disadvantage of this technique is that it is expensive, and quite a long time and the difficulty of finding a suitable time between candidates respondents with interviewers. Another weakness is the interview process can continue to develop so that if the interviewer can't control the flow conversation then the interview can deviate from the goal to be achieved before (Suliyanto, 2018:165).

### 3. Documentation

Documents are records of events that have passed. In data collection, the researcher uses the method of documentation with the aim of obtain information that supports the analysis and interpretation of the data already obtained by the researcher (in Sugiyono,

2016:240). In this case, documentation obtained in the form of photographs during observations on I-News TV, textbooks and results of previous thesis/research.

#### **E. Technique of Collecting the Data**

According to Sugiyono (2010:224) data collection technique are the most strategic step in the study, because the main purpose of the research is to obtain the data. To collect the data for this research, researcher will use observation and interview. Collecting the data for this research will be divided into several following steps: *First*, the researcher do an interview to the English teacher to find out the strategies use in increasing students motivation in learning English and all aspects of strategies motivation prepare by the teacher.

The researcher prepare a list of questions but does not necessarily ask them all, or touch on them in any particular order, using them instead to guide the conversation. In some cases, the researcher prepare only a list general topics to be addressed, called an interview guide. *Second*, the researcher do an observation in the classroom during the teaching activity being conducted by the teacher. It is purpose to find out the classroom situation and the students' response toward the strategies use by the teacher in increasing students motivation in learning English.

#### **F. Technique of Analyzing the Data**

Analysis of this research is important part, because through analyzing the data researcher will see the benefit, especially in problem solution and get the final research. According Sugiyono (2008:335) data analysis is process seek and develop in systematic data obtained from the interview, field note, and documentation by way of organizing data into categories spread into the units, synthesize, organize into a pattern, choose which is important and which will be studies, and make conclusions so easily understood by oneself or others.

On teacher's strategies in increasing students motivation in learning English to the tenth grade students. This research was analyze through theory of Carol Ames (1990) with the following approaches:

*a. Identification of Teacher's Answer Through Interview*

To know the strategies used by the teacher in increasing student motivation in learning English, the researcher used the interview. From this technique the researcher able to find out the strategies used by the teacher and its feedback towards students' increasing motivation in learning English.

*b. Do an Observation to Know the Classroom Situation during the Study Hours*

The researcher did an observation in the classroom during the lesson and seen the students' activeness or response to the teacher's instruction. The situation in the classroom note and described in the next chapter of research findings.