



**A JUNIOR HIGH SCHOOL ENGLISH TEACHER'S
EXPERIENCE IN MOTIVATING EFL LEARNERS:
A NARRATIVE STUDY**

By:

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF EDUCATION
JEMBER UNIVERSITY**

2023



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THESIS

Composed to Fulfill One of the Requirement to Obtain the Degree of S-1
at the English Education Program, Language and Art Department,
the Faculty of Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents Imam Bachtiar and Koyimah.
2. My beloved lectures, thank you for the guidance and knowledge that have been given to me.
3. All of my friends.



MOTTO

“Success is not final, failure is not fatal. It is the courage to continue that counts.”

(Winston Churchill)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. Therefore, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work that has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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Jember, 13 November 2023

The writer,

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CONSULTANT APPROVAL

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3. The Chairperson of the English Language Education Study Program.
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Finally, I believe that this thesis may have some weaknesses. Therefore, any constructive criticism of feedback will be greatly appreciated.

Jember, 13 November 2023

The Writer

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SUMMARY

A Junior High School English Teacher's Experience in Motivating EFL Learners: A Narrative Study; Bima Ichi Anugerah; 180210401058; English Education Study Program, Language and Arts Education Department, Faculty of Education, Jember University.

Motivation plays a crucial role in learning, as it drives learners to perform better and achieve their goals. It can develop passion and enthusiasm, making it essential for EFL learners to understand the importance of motivation in learning English language. A lack of motivation can be an obstacle for learners, making it crucial for both learners and teachers to understand the importance of motivation in learning. Teachers should remind their learners of the importance of English language for their education and future, thereby keeping them motivated throughout the learning process.

Nunan (2010) highlights the challenges faced by some learners in their social and psychological development, such as managing needs, maintaining attention, and lack of motivation. To overcome these issues, teachers should provide varied learning activities, interesting methods, and a comfortable environment, while also emphasizing the importance of the English language.

This study used a narrative research design to explore the junior high school English teacher's experiences regarding the strategies and hindrances in motivating EFL learners. I conducted this study at the Islamic junior high school in Banyuwangi. I collected the data by conducting two interviews with my participant. The participant was a female English teacher who has been teaching English for thirteen years. She has a friendly personality that a lot of her students, including myself, have a good relationship with her. I analyzed the data by using thematic analysis by Braun and Clarke (2006). The analysis revealed two themes: (1) motivational strategies applied by the teacher, (2) hindering factors in motivating the learners. I identified these themes from the codes that I generated from the interview transcripts.

The findings revealed two themes; *Motivational Strategies Applied by the Teacher* and *Hindering Factors in Motivating the Learners*. The first theme was

broken down into four subthemes. They are building a good relationship, using interesting learning methods, using various media, and maintaining learners' motivation. The second theme was broken down into seven subthemes. The first four subthemes are learners' background, low interest, inattention, and shiftlessness which came from the learners themselves. And then the last three subthemes are inappropriate classroom setting, unsupportive peer behavior, and time constraints which arose from the learners' surroundings. Not forget to mention that this research aims to explore and investigate the junior high school English teacher's experiences regarding the strategies and hindrances in motivating EFL learners, and based on the findings, the English teacher at the Islamic Junior High School in Banyuwangi applied several strategies to keep the learners motivated throughout the learning process. However, she also faced several hindrances in motivating them.

Lastly, I would like to provide several suggestions regarding my experience in doing this research. The first suggestion is for the English teachers. English teachers should stay updated with modern technology developments to facilitate an engaging teaching-learning process. Utilizing technology such as computers, smartphones, interactive websites, apps, and videos will keep students interested and motivated throughout the lesson. The second suggestion is for the researchers. It would be preferable for other researchers to look into this subject using a different research design and data analysis technique if they would like to investigate the strategies and hindrances in motivating junior high school EFL learners.

CHAPTER I INTRODUCTION

This chapter explains Research Background, Research Questions, Research Objectives and Research Contributions. Each part will be presented respectively.

1.1 Research Background

Motivation is a very effective factor in almost every aspect of life. In the field of education, specifically in language learning, motivation can make the learners develop their passion in learning and increase their enthusiasm in achieving their learning goals (Sugita & Takeuchi, 2010). Motivated learners will more likely significantly enhance their performance compared to those who are not. Learners with a lack of motivation will feel bored easily as if they do not have any goals from the learning process. Moreover, demotivated learners tend to ignore the teacher's explanation in class. Even though they pay attention to the explanation, they will struggle with understanding the topic of the lesson. This issue cannot be neglected. Therefore, applying motivational strategies in every opportunity in class is a must. McEown and Takeuchi (2014) state that the term 'motivational strategies' refers to all teaching strategies applied by teachers which aim at encouraging learners' learning. Teachers play a major role in teaching – learning process. The importance of applying motivational strategies in EFL class is obvious. As mentioned before, motivated learners will perform much better so that they will achieve the learning objectives more effectively and efficiently compared to those who are not.

There are several motivational factors that influence EFL learners. According to Al Khalidi (2019), which investigated motivational factors of higher education students in Oman, learners are motivated for instrumental goals which are good career, passing exams, and fulfilling daily activities such as shopping and traveling. It suggests that setting up goals in the first factors that influence students' motivation. Learners also prefer teacher who is able to create comfortable and joyful learning atmosphere in classroom. Thus, teacher's personality is an important

factor that affects students' motivation. One more factor is that teachers need to make the learning task more interesting and stimulating.

Moreover, grades can also impact learners' motivation in studying. This statement is supported by Chamberlin, Yasué and Chiang who conducted research on the impact of grades on academic learners' motivation. Chamberlin, et al. (2018) explored the impact of grades on learners' motivation at three different universities in North America. They found that grades can affect motivation both positively and negatively. Positively, grades can make learners to feel more confident with their performance. Negatively, grades can put a great pressure and anxiety to the learners as well as a fear of failure.

Meanwhile another study, by Cirocki, Soto, Encalada and Cuenca (2019) identified strategies which Ecuadorian higher secondary school EFL learners found motivating. First is creating a comfortable and friendly classroom atmosphere which Ecuadorian EFL learners found most motivating. Second is creating a cohesive learning group. Third is using variety of activities learners take part in such as using pictures, video, slides, games, etc. Fourth is being humorous and polite to the learners. Fifth is to listen and respect learners' opinion and problems. Sixth is teaching the lesson enthusiastically. Looking at the importance of motivational strategies uses, English teachers are demanded to train themselves to be able to apply them.

Based on the previous studies, most of them were covering the issue at higher secondary school and universities contexts, thus the participants were mostly academic learners. However, little was known about the issue of motivation in the junior high school level. To fill the gap, I conducted my research in a junior high school context because the learners are a lot younger, thus they have different psychology level compared to adult learners. Adult learners are more independent and better at managing their needs. Whereas junior high school learners cannot manage their needs properly. Therefore, besides getting internal motivation, they need more of the external motivation which in this case, from their teacher. So, the teachers need to understand and apply strategies to motivate their students in class. Therefore, I conducted my research entitled "A JUNIOR HIGH SCHOOL

ENGLISH TEACHER'S EXPERIENCE IN MOTIVATING EFL LEARNERS: A NARRATIVE STUDY". In this research, the term 'experience' limits to the strategies and hindrances in motivating learners.

1.2 Research Question

This study has one research question: What are the English teacher's experiences regarding the strategies and hindrances in motivating EFL learners to study English in junior high school?

1.3 Research Objective

Based on the research questions, this study aims to explore and investigate the junior high school English teacher's experiences regarding the strategies and hindrances in motivating EFL learners to study English.

1.4 Research Contributions

The results of this study are expected to provide meaningful contributions practically and empirically:

1. Practical Contribution

I hope that this study can help English teachers in motivating their learners in learning English. Also, this study is expected to be a reference for English teachers to create and develop strategies to motivate learners.

2. Empirical Contribution

I expect that the results of this study will be able to inspire other researchers to conduct further study regarding motivational strategies applied by junior high school English teachers for their students.

CHAPTER II

LITERATURE REVIEW

This chapter deals with some related literatures about the research. They are EFL Learners' Motivation in Learning English, The Role of Learners' Motivation in Learning, The Hindrances in Teaching English to EFL Learners, The Importance of Giving Motivation to EFL Learners, Teachers' Strategies in Giving Motivation to EFL Learners, and Previous Studies on Motivational Strategies in EFL Learners. Each part will be presented respectively.

2.1 EFL Learners' Motivation in Learning English

English as a Foreign Language (EFL) is considered suitable when a person or a group of people, who is not English native, learn English where their own language is primarily spoken for communication. According to Camenson (2007), EFL learners may born and live in a country where their native tongue is the primary means of communication, but they may still be required to learn English for academic purposes, business purposes, or even travelling to an English-speaking country. It further implies that EFL can be described as study of English language by learners who reside in countries in which English is not used as a means of first language communication both casually and formally. Being in a non-English-speaking county, EFL learners may only have few hours per week studying English in EFL classes. They have fewer access to use the English language outside the classroom, thus they have few opportunities to practice their English language abilities (Camenson, 2007). Therefore, they need to be encouraged by the teachers by giving motivation.

Motivation is one of the key components which strengthen a person's desire to do or accomplish something. According to Dörnyei (1994), motivation is considered as one of the major determinants of the second/foreign language learning achievement. In this case, EFL learners need to be motivated so that they can achieve their goals. Their motivation can come from two sources which are intrinsic and extrinsic motivation.

Intrinsic motivation comes from the learners themselves and is not affected by external means. Intrinsic motivation is driven by one's desire of challenge, interest, satisfaction, and enjoyment in doing something. According to Dörnyei (1994), intrinsic motivation is when the learners' interest and curiosity energize their learning. The example is when EFL learners who are interested in learning English, they will enjoy the learning process and are eager to learn it even there is no external reward. They are intrinsically motivated by their needs to master English language in order to have skills in communicating.

Meanwhile, extrinsic motivation is influenced by external factors such as reward, force, and even punishment. This kind of motivation is driven by rewards, appreciation, and social approval (Dörnyei, 1994). EFL learners are extrinsically motivated by external rewards, for instance, the need to pass an exam and the possibility of having a job overseas.

2.2 The Role of Learners' Motivation in Learning

The role of learners' motivation in learning can be noticed by observing the performance and the results of their work. In learning, motivation acts as a driving factor. Motivation is what 'moves' the learners. We can also say that the role of motivation is to be an energizer which aims to encourage the learners to perform better in learning.

Motivated learners will significantly increase their performance in learning. They will do better and faster that they have a higher chance to achieve their goals. This statement is supported by Sugita and Takeuchi (2010) in which they mentioned that motivation can make learners develop their passion and increase their enthusiasm in achieving their learning goals. A lack of motivation has been one of the most frustrating obstacles for the learners in learning. Thus, it is very important for the them to keep motivated throughout the learning process.

In this case, EFL learners need to understand the importance of motivation in learning English language. Both the teacher and learners must make use of the role of motivation during the learning process. The teacher needs to remind the learners the importance of English language for their education and their future. This is one of the ways to keep the learners motivated.

2.3 The Hindrances in Teaching English to EFL Learners

Having a good English language proficiency is very important for the learners in order to have a greater chance to achieve their future goals. Thus, it is crucial for the teachers to teach English to learners properly in class. However, teaching English is not that easy as there are several difficulties faced by the teachers. These difficulties are learners' attention and concentration, and learners' motivation.

The first difficulty is to gain and maintain learners' attention and concentration. Nunan (2010) mentioned that several learners may have much shorter duration span in paying attention than others. There is a high chance for learners to feel sleepy and bored at some points during the learning process. The learning process will not go well if the learners start to lose their concentration and fail in understanding the lesson. Therefore, the teacher should vary the learning activities to maintain the learners' attention and concentration.

Last but not least is the lack of learners' motivation. As we all know that motivation is basically what encourages the learners to perform better in order to achieve their goals. Demotivated learners will be struggling to grasp the lesson explained by the teacher. They will likely to get bored and ignore the teacher. Therefore, the teachers need to provide interesting learning methods and media, make a comfortable learning environment, and keep reminding learners about the importance of English language.

2.4 The Importance of Giving Motivation to EFL Learners

Motivating EFL learners has been a topic of great concern for teachers all around the world. With all the challenges in teaching English to EFL learners, teachers need to build and sustain learners' motivation to study. There is a lot of importance in giving motivation to EFL learners, one of which is that the learners will remain aware about the goals and benefits of learning English for their future career so that they will be continuously motivated. Learners are going to show some sort of satisfaction if they are motivated. This aids the learners' self-development. Another importance in giving motivation is to increase the speed of work that learners are putting to achieve the goals. Demotivated learners will learn very little as they more likely to feel bored and empty. Moreover, the lack of motivation

among learners causes them ignore the teacher's explanations. Even when they pay close attention to the explanation, they will have trouble grasping the lesson's subject. Thus, motivation gives the energy that the learners need to perform better. It brings the learners to the proper frame of mind for learning. Furthermore, giving motivation to learners helps them to concentrate more on what they are doing.

2.5 Teachers' Strategies in Giving Motivation to EFL Learners

In teaching English, teachers can do several kinds of methods to make the learners perform better in class. For example, optimizing eye contact and creating a good relationship between teacher and learners, using a fun media or tool during the learning process, etc. These so-called methods or techniques are the motivational strategies in which it will help the learners to stay encouraged in class. According to Dörnyei (2001), motivational strategies are defined as methods or techniques which stimulate the behavior of a person in achieving a goal. Motivation itself is not going to work without the knowledge of delivering it. Hence, the strategies to encourage (motivate) other people in achieving their goals are important. Nowadays, the ability to understand and utilize English language is a must. EFL learners has been struggling in achieving their goals and strengthen their English proficiency inside and outside the class. Therefore, they need a huge supporting factor, namely a constant flow of motivation, in order to keep them performing well. In EFL classes, English teachers hold an important role in motivating the students in order to keep them in the best shape in achieving their goals. Cheng and Dörnyei (2007) state that motivation has been crowned as one of the key factors which ensures the second/foreign language learners' performances and achievements. In class, English teachers have to be able to select and apply several motivational strategies which suit the learners' condition.

Nevertheless, before the teachers apply those motivational strategies in class, they, as teachers, first need to learn, practice, and master the knowledge of giving motivational strategies. The teachers need to create interesting lessons and cozy environments in which the learners' attention is gained (Choubsaz(a) & Choubsaz(b), 2014). This will affect their learning styles and they also need to adjust their personalities and behaviors in applying the motivational strategies to

the learners. Dörnyei (2001) emphasizes that there are three main aspects in enhancing the learners' motivation.

First, the teachers must build a good relationship with their learners. They need to make the learners feel comfortable and respected. This can be done by accepting the backgrounds or the personal concerns of the learners and appreciating their opinion in class. Moreover, the teachers can make a warm and nice atmosphere by showing a cheerful and happy face.

Second, the teachers are expected to be humorous at a certain point in the class. This can also provide a comfortable situation in class. However, they are not supposed to be humorous too often because it will be considered as a waste of time. They are also expected to pay attention to the environment where the teaching and learning process takes place. The surrounding area may affect the learners' desires to study. Hence, the teachers can decorate the class by adding several things that can make the atmosphere more joyful. It seems trivial, however, it can support the motivation of the learners in class.

Third, the teachers can create cohesive learning groups to encourage the learners. They let the learners to discuss and argue with the other group members to enhance their confidence and teamwork which leads to an increased desire to perform better.

In classroom context, the teacher may give motivation in the beginning of the class after greeting the learners. It can be as simple as smiling and showing a happy face to telling the learners the importance of today's topic. During the classroom process, the teacher needs to pay attention on the learners' enthusiasm. If at some point during the learning process, the teacher finds out that some of the learners begin to lost their enthusiasm or become sleepy, the teacher should give motivation again to replenish their passion for learning. This may happen several times throughout the learning process. Learners will ask questions over times, and the teacher should response, listen, and answer them clearly and patiently. This strategy is to keep learners feel comfortable and respected. At the end of the learning process, teachers give the learners another chance to ask questions about the lesson.

After that, the teacher gives motivation by reminding the learners about the lesson

that they have just learned and the importance of it in real life situation. Lastly, the teacher gives a smile and a happy face while saying closing greetings to the learners.

2.6 Previous Studies on Using Motivational Strategies in EFL Learners

The previous studies showed that the impact of motivational strategies is really significant to the learners' willingness to study. However, if the teachers cannot apply the motivational strategies, then it would be a different story. Nevertheless, factors that impacts motivation and several methods to motivate the students were provided.

Al Khalidi (2019) mentioned several factors that affect EFL learners' motivation in Oman. He found that goals or learning objectives are the main factor that can affect students' motivation. Drawing goals gives a driving force for them so that they have a high level of motivation. Teacher's personality is also a factor that impacts learners' motivation quite significantly. Learners prefer a teacher who can provide a comfortable and joyful learning atmosphere. Another finding is that when students take classes that meet their needs, they become very motivated, in the sense that the choice of EFL courses influences and directs learners' motivation. Moreover, in relation to teaching practice, a variety of strategies in motivating learners have been identified, including providing supportive classroom atmosphere, teacher's personality and behavior, how tasks are presented and how exciting they are, and how learners are encouraged to feel confident.

Furthermore, in another study, there have been found that grades can also be one of the factors that affects learners' motivation. Chamberlin, et al. (2018) explored how grades can affect learners' motivation in three different universities in North America. Although grades can make learners feel more confident in their learning performance, the study found that grades can also give negative impact towards learners' motivation. Some learners will get anxiety and a fear of failure as well as social comparison regarding their grades. They also feel a great burden or pressure when it comes to grades. This pressure can come from their classmates, parents, teachers or instructors, etc.

Meanwhile, in order to create and initiate good and effective motivational strategies, the teachers need to consider several factors. Özütürk and Hürsen (2014)

mentioned there are 3 factors and conditions in motivating the learners. (1) An appropriate teacher behavior and a good teacher-learner relation, (2) a nice and supportive language classroom atmosphere, and (3) a cohesive learning group. There are several ways for language teachers to make their learners possess a higher motivation in EFL classrooms. First, the teachers should try and maximize eye contact, to make sure the learners are seated at a comfortable distance from each other. Second, it is very important for language teachers to pay more attention to error correction, role play, flash cards, stories and songs in teaching. Third, using visual materials such as videos, computer (slide shows) and the use of first language (L1) in the EFL classroom is essential and effective for language learners at the same time.

Moreover, Cirocki, et al. (2019) provided some motivational strategies used by English teachers in higher secondary school in Ecuador. They concluded several categories of their findings. The first category is the most common motivational strategies used by teachers; being polite to the learners, being enthusiastic about their own teaching and the lesson taught, speaking in a clear voice, using learning media such as pictures, being humorous at certain point, and listening to the learners' opinion and problems. The second category is strategies that the learners find most motivating; giving the learners choices in when and how they will be assessed, varying activities and making the tasks more interesting, being polite to the learners, providing clear explanation both to the lesson and learners' questions, and giving positive feedback on learners' learning progress. The third category is strategies that the learners find the least motivating; speaking slowly so that they can understand what the teacher is saying, encouraging the learners to engage in English-related activities outside the classroom, bringing humor into the classroom, and writing clearly on the whiteboard or blackboard when the lesson is being presented.

From the above studies, there are several suggestions for teachers in initiating motivational strategies. Moreover, it is still going on and on from time to time. Choubsaz(a) and Choubsaz(b) (2014), in the study to investigate instrumental and integrative motivation of Iranian undergraduate learners, provided some

suggestions for teachers in order to motivate their learners. The teachers need to create interesting lessons and interesting environments in which the learners' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in subject areas (Moiinvaziri, 2008). Encouraging learners to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language.

Concisely, according to earlier studies, the majority of them addressed the topic in contexts related to higher secondary schools and universities, hence the participants were primarily academic students. Regarding the topic of motivation in junior high school, however, little was known. To fill the gap, I carried out my research in a junior high school setting. The reason being that the learners are much younger than adult learners and they have different psychological level. Adult learners are more self-sufficient, well-motivated, and adept at meeting their needs. While younger learners still struggle to effectively manage their needs and motivation. So, the teachers need to understand and apply strategies to motivate their students in class. Therefore, I conducted my research entitled "A JUNIOR HIGH SCHOOL ENGLISH TEACHER'S EXPERIENCE IN MOTIVATING EFL LEARNERS: A NARRATIVE STUDY". In this research, the term 'experience' limits to the strategies and hindrances in motivating learners.

CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in this study. It consists of Research Design, Research Context, Research Participant, Data Collection Method and Data Analysis Method. Each part will be presented respectively.

3.1 Research Design

In this research, I used narrative design as the research methodology. Narrative research uses someone's stories as the data of the research. This statement is supported by Savin-Baden and Niekirk (2007) who state that narrative inquiry is a method or approach which focuses on the use of stories as the data of the research. The stories are gathered to understand one's knowledge and experience and comprehend the topic of the research. Narrative research design requires a perspective on the experience of a person. Furthermore, it focuses more on the way people think about their experience (Hendry, 2009). Lincoln specifies that there are three general uses of narrative research approach; (1) to fully comprehend a phenomenon, (2) to comprehend a phenomenon within context, and (3) to emphasize the concentration in comprehension of human meaning.

Moreover, the data sources in Narrative Study are in the form of journal records of participant, interviews, storytelling, letter writing, autobiographical and biographical writing. Savin-Baden and Lana Van Niekirk (2007) also stated some important points to consider when using Narrative Study that the researcher should:

- a. Listen to participant's stories, this is very obvious thing in Narrative Study in which the interviewer has to listen carefully to the interviewee's story to comprehend it.
- b. Acknowledge the mutual construction of the research relationship (both researcher and participant have a voice with which to tell their stories), this helps keep the story going to gain richer data.

Furthermore, a narrative design was chosen because it examined a story of a phenomenon or a person's experiences, especially the way they thought about their

experiences. I wanted to highlight and comprehend the experience of a teacher in this particular research. The data were collected in the form of stories from the interview rather than numbers. Therefore, the narrative design was chosen as the research design in this study.

3.2 Research Context

The research was conducted at an Islamic Junior High School in central part of Banyuwangi due to several reasons. First, the participant of this research is one of the English teachers there. Second, I was the alumnus of the mentioned school. Third, the school has a good score in accreditation level which is A. Therefore, the school is considered as one of the favorite junior high schools in Banyuwangi. Moreover, I was given the permission to conduct the interview in the teachers' office.

3.3 Research Participant

The participant of this research was a female English teacher of an Islamic Junior High School in central part of Banyuwangi with the pseudonym "Asri". The reason the particular teacher is chosen is due to the fact that she has the longest teaching time there and she has been teaching English for thirteen years. She was my English teacher too.

Furthermore, from my observation when I was a student there, she often applied several strategies to motivate the students during the learning process. Thus, it was suitable with my research topic. Her approaching method was good that a lot of students, including myself, could undergo the learning process well and had a good relationship with her. Moreover, she was willing to be a participant in this research. Therefore, she was considered a suitable participant to be interviewed in this research.

3.4 Data Collection Method

This research investigated the teacher's experience in motivating EFL learners. Therefore, an interview was chosen as the data collection method for this research. An interview provides in-depth information related to participants' experiences and viewpoints of a particular topic (Turner, 2010). The interview is a questioning and

answering session to obtain information about the life of a person. Furthermore, the interview can be an effective tool to collect information from the participants for research. The interview is used to obtain the story of the experience of the participant regarding the challenges and strategies in motivating students. In this research, a narrative interview was used because it was suitable with my research. As reported by Jovchelovitch and Bauer (2000), a narrative interview encourages the interviewee to share their experiences of their life regarding the topic of the research. I conducted the interview twice to collect the data. The purpose of the first interview is to gather all the data for the research. Meanwhile, the second interview was to obtain confirmation and additional information that might round up the data obtained from the first interview.

Before conducting the narrative interview, preparation phase must be done. In this phase, the interviewer needs to learn and explore the topic of the interview. The interviewer also needs to make questions. There are four stages in conducting a narrative interview: (1) initiation, interviewer explains the procedure of narrative interview and asks the interviewee for a permission to record the interview. (2) Main narration, the interviewer needs to listen to interviewee's narration and must not interrupt. However, during the narration, the interviewer may take notes for further questioning in the next phase. (3) Questioning phase starts after the narration comes to an end. The interviewer asks the questions to complete the data for the research. The interviewer may ask about 'what happened before/after/then?'. However, why-questions are not allowed. (4) When concluding talk phase starts, the tape recorder is turned off and a more relaxed small-talk discussion begins. The interviewer may ask why-questions during this phase.

In conducting the interview, I have prepared a series of questions covering the strategies and hindrances in motivating learners and the participant has to answer the questions. During the interview, I was not intrusive, but I listened to the participant's story while taking notes on several points of the story. Then I asked the participant about those points after the participant finished telling the story. The interview was conducted in Bahasa Indonesia so the interview process could go smoothly and the data obtained would be richer.

The interview was recorded with an audio-recorder. I asked the participant for permission to record the interview. One of the primary benefits of recording an interview is that it allowed me to concentrate more on the participant rather than writing notes. The recording also allowed me to review and re-listen to the whole interview process later in the data analysis section. I transcribed the interview recording because text format was easier to analyze and summarize.

3.5 Data Analysis Method

The data was analyzed by using Thematic Analysis. According to Braun and Clarke (2006), Thematic Analysis is the process of identifying, analyzing, and reporting patterns or themes in qualitative data. Thematic Analysis is a flexible methodology. It means that it is not tied to a particular theoretical perspective like most other qualitative methodologies. The purpose of Thematic Analysis is to identify themes and use these themes to answer research questions or convey a problem. Thematic Analysis uses one of two main methods to find themes or patterns in data: an inductive or deductive approach.

Inductive means something that is characterized by a particular source. Coding the data using an inductive approach means answering the research questions without attempting to fit it into an already-existing coding framework. Hence, this type of Thematic Analysis is data-driven which means the themes identified are driven by the data obtained from the research (Braun & Clarke, 2006).

Meanwhile, deductive means something that is characterized by a general source or law. A deductive approach is more analyst-driven because it tends to be inspired by prior theories or framework constructed by a researcher (Thomas, 2006).

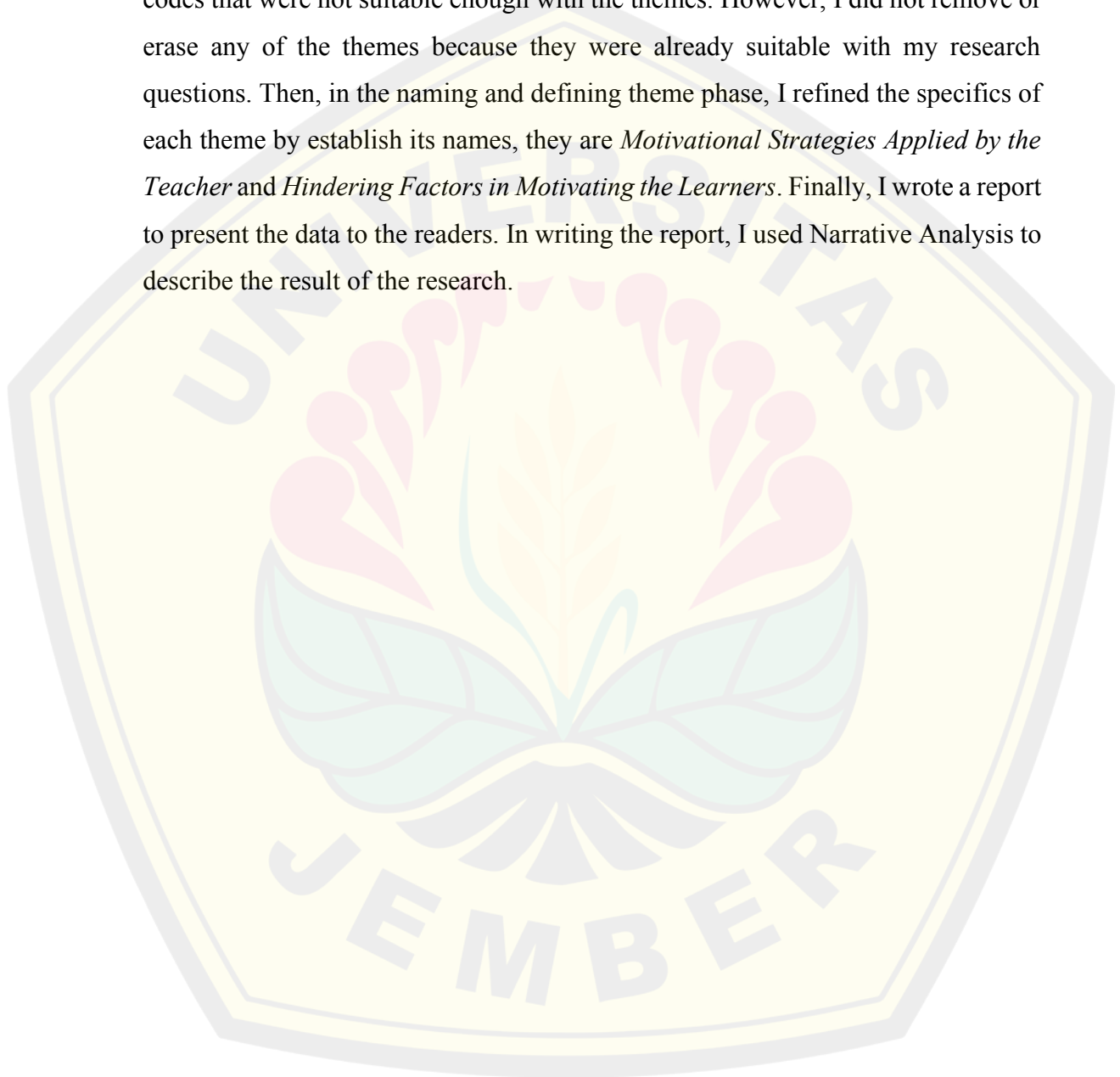
Thematic Analysis can be used to explore a person's life experiences, including their behaviors, perspectives, practices, and certain social factors. Therefore, I used Thematic Analysis to analyze the data obtained from the interview, and I also used an inductive approach in order to understand the strategies and hindrances in motivating the students in learning English.

To be more specific, Thematic Analysis has six phases.

1. The first phase in the Thematic Analysis is familiarization with the data. The researcher focuses on the data obtained and familiarized with the content in the data. It helps the researcher to identify possible codes, themes, and patterns.
2. The second phase is generating code. Code means the systematic way to organize and identify the content of data that is related to the research questions. It is usually in the form of a phrase or sentence. The researcher takes notes and highlights any potential data to find the patterns.
3. The third phase is generating themes. The theme is a pattern that captures anything that significant in the data obtained. The function of theme is to identify the meaning of data. In this phase, it is important for the researcher to examine the code to form a theme.
4. The fourth phase is reviewing themes. This phase requires the researcher to examine the themes against the coded data. The process of updating this theme allows for expansion and revision of the theme.
5. The fifth phase is defining and naming themes. Defining and refining themes aims to assist the researcher in analyzing data. It is useful for capturing data and looking for interesting data in research. In addition, it explains how the theme fits in describing the data.
6. The last phase is writing up. The researcher writes a theme that makes a meaningful contribution to the research (Braun & Clarke, 2006). The purpose of this phase is to convey the data to the reader by demonstrating the validity and usefulness of the analysis to the reader.

As mentioned above, the initial phase is familiarization with the data. Firstly, I transcribed the conversation of the interview into text format. Then, I read repeatedly and tried to understand it to get wider knowledge about the data. Secondly, in next phase, the process of generating code cannot be done by just reading the data. However, I needed to add, subtract, separate or combine any phrases or sentences that can be potential code. I did the coding using a software called NVivo14. For the strategies in motivating, several codes such as *good relationship*, *being humorous*, *using media*, etc. were discovered. Meanwhile for

the hindrances in motivating, I found several codes such as *learners' backgrounds*, *low interest*, *unsupportive classmates*, etc. These codes helped me to identify the main points contained in the data. After generating codes, I generated the themes. I grouped the codes into main themes. The next phase is reviewing themes that I have created. I examined the themes against the codes. I removed and relocated some codes that were not suitable enough with the themes. However, I did not remove or erase any of the themes because they were already suitable with my research questions. Then, in the naming and defining theme phase, I refined the specifics of each theme by establish its names, they are *Motivational Strategies Applied by the Teacher* and *Hindering Factors in Motivating the Learners*. Finally, I wrote a report to present the data to the readers. In writing the report, I used Narrative Analysis to describe the result of the research.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion on the participant's strategies and hindrances in motivating EFL learners.

4.1 Findings

After analyzing the data using Thematic Analysis, I identified two main themes which will be broken down into several subthemes regarding the strategies and the hindrances in motivating EFL learners. Each theme is explained in the following section:

4.1.1 Motivational Strategies Applied by the Teacher

Having analyzed the data obtained from the interview with Mrs. Asri, four subthemes were found. They are building a good relationship, using interesting learning methods, using various media, and maintaining learners' motivation. Each subtheme will be presented respectively.

1. Building a Good Relationship

The initial strategy in motivating learners is to make a good relationship with them. Based on Mrs. Asri's story, the first thing she did to make a good impression on the learners was entering and starting the class by greeting them with a smile and a cheerful face. She shared her experience as follow (For more detail written in *Bahasa Indonesia*, the information is listed in page 59):

"I usually start the class by greeting them(students), greeting and showing a happy face and a smile to make a good first impression on them... and hoping that they will smile back. Although it may sound insignificant, it is a start to create a comfortable and cheerful situation between the teachers and the learners."

In addition to that, she mentioned another subsequent strategy as in the following excerpt (For more detail written in *Bahasa Indonesia*, the information is listed in page 59):

“After that, I asked how they are doing. It is to get their responses and initiate an interaction between the teacher and the learners.”

She tried to get the learners’ attention and responses by asking how they were doing. This was done to ensure that the learners were listening to the teacher and further confirmed the interaction between the two.

Besides showing a cheerful face and asking how they were doing, Mrs. Asri also mentioned a couple of strategies in motivating the learners at the beginning of the class (For more detail written in *Bahasa Indonesia*, the information is listed in page 52):

“...in starting the class, explaining the lesson is not what teachers should do first, rather we can have a little conversation with them(learners), like a small talk, just to make them interested. For example, I ask a student “hey, I heard that you had a soccer match yesterday. How did it go?” He will reply and most of the time the others will respond too, and that is a good thing because they listen to us and we can prepare them for the lesson.”

From Mrs. Asri’s stories, it can be concluded that having a small talk with the learners could make the learners concentrate and focus on what the teacher was saying. Then, the teacher could ensure that the learners were ready to start learning.

Moreover, Mrs. Asri mentioned another strategy to strengthen the relationship with her learners and made them like her more which was being humorous. During the interview, she described (For more detail written in *Bahasa Indonesia*, the information is listed in page 53):

“...telling jokes, funny things. The point is to be humorous. Learners always like teachers that have a good sense of humor, don’t they? For example, the other day, there was a student sleeping in class. His friends were staring at him. I noticed it and decided to tell one of his friends to take a picture of me and the soundly sleeping student. Everyone else was laughing as he woke up and shocked that I was right next to him, haha. Another example is when we were about to have a daily test, I put their names on the question papers, and they found it funny reading it. It was enough to put them in a good mood.”

From the description above, it can be said that the learners like a teacher that has a sense of humor. Being humorous in teaching proved to be effective to

motivate the learners. Based on Mrs. Asri's story, having a good sense of humor provided a relaxing and cheerful atmosphere in class. Moreover, it made her students more approachable and less hesitant to ask for help.

2. Using Interesting Learning Methods

Based on Mrs. Asri's story, this strategy could stimulate the learners and boost their performance because most of the them liked to do fun activities, and it prevented them from being tired or bored. This strategy includes asking essential questions, creating learning groups, games, quizzes, and learning outside the class. She described the detail of her experiences as follows (For more detail written in *Bahasa Indonesia*, the information is listed in page 52):

"...before explaining the lesson, for example a Narrative Text, I asked them(learners) "does anybody know the tale of Snow White?" then everybody would... respond. "Have you read the story of Blambangan?"

Then, she added another example as follows (For more detail written in *Bahasa Indonesia*, the information is listed in page 53):

"Another example is when I was about to explain the Procedure Text. The most commonly used essential question is 'how to make an instant noodle' like that. But that time I was like telling a simple story "uh, last night I was so hungry..." from that phrase I jumped into the steps (of making an instant noodle) "...so I decided to boil the water, then I put the noodle into the pot, prepared the seasonings, so on and so forth...". By doing so, the learners will automatically figure out "oh the teacher showing steps how to make something... I think the lesson would be 'Procedure Text', right?" Like so, the short story that I told them acted as the essential question for the lesson."

Mrs. Asri's stories revealed how she utilized essential questions before explaining the core of the lesson. These questions provided conceptual thinking and added foundational knowledge about the lesson so that the learners could understand the core knowledge much easier and faster. She also described that essential questions were not always in the form of question. It could also be delivered by telling a short story related to the lesson, and let the students guess.

Mrs. Asri told me about another strategy to motivate the learners which was creating learning groups. According to her experience, it made studying more fun and interactive for the learners. She explained more detail about learning groups in the following statement (For more detail written in *Bahasa Indonesia*, the information is listed in page 63):

“By studying in groups, the learning process feels more fun compared to the usual individual work. As a team, learners will divide the work with each other “you will work on this, you will handle that one, and I will do this one” as such so that there is going to be an interaction between them(learners). This worked well especially in the grade 7 learners when the learners were new to this school, and they had not known each other yet. In that case, a learning group played an important role as a means for the learners to interact and get to know each other. Together, they studied, worked, and tried to solve problems. As a result, they became more enthusiastic and active in the learning process. But still, as a teacher, I must guide and observe their work.”

From Mrs. Asri’s narration, learning group acted as a tool for the learners to interact with each other in completing the task given by the teacher. It also made them more active and involved in the learning process. Nevertheless, as Mrs. Asri said, it did not mean the teacher would just wait and let the learners do their work. He/she still has to direct and monitor them.

Another strategy is by using games to motivate her learners as can be seen in the following excerpt (For more detail written in *Bahasa Indonesia*, the information is listed in page 64):

“I prefer a small and simple game because it does not consume too much time. I often conducted a vocabulary game. So, first of all, the learners sat in a circle, and they had to pass the ball to their friend next to them in turn. Whoever had the ball in their possession when I said ‘STOP’ or when the music stopped, he/she had to answer a question (about the lesson).”

Mrs. Asri demonstrated how she conducted a game to make cheerful atmosphere and get rid of all kinds of boredom, tiredness, and sleepiness of the students that would affect their motivation. She preferred using a simple game such as a vocabulary game to make sure she did not end up consuming too much time.

Beside games, she also used quizzes to make the learning more interesting.

“And then quizzes, a simple quiz regarding the lesson.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 53)

Beside the strategies above, Mrs. Asri also mentioned an enjoyable strategy to motivate her learners as in the following excerpts:

“...we(teachers) can also motivate the students by giving them a chance to go outside the class.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 62)

“...for example, we create learning groups, then tell them “students, please make a list of things that are outside the class”. We gave them some time to explore outside the class.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 54)

“...I told my grade 7 students to list vocabulary of things or places that are outside the class. Another example is when I gave my grade 9 students some time to study outside the class before having a weekly test. So, I let them read books outside because usually they felt cramped and uncomfortable to study in the class. “You may study outside, find yourselves a comfortable place, I will give you 10 minutes” I said. By doing so, they felt more relax and motivated to study. However, I must still keep an eye on them, making sure that nobody is going to the cafeteria or something.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 62)

The excerpts showed how Mrs. Asri motivated her students by giving them time to go and explore outside the class. This seemingly interesting strategy was done to make studying more enjoyable. Studying outside the class gave them comfortable and relaxing atmosphere that they needed in order to get rid of their boredom, tiredness, and sleepiness. Thus, their spirit to study was restored.

3. Using Various Media

Another strategy was revealed by Mrs. Asri. She told me that she attempted to use media such as videos, songs, and things to motivate the learners.

“Sometimes, when I bring my laptop with me, I show them videos related to the lesson to make it easier for them to understand the lesson. When they started to feel bored, I showed them funny videos or play a song to eliminate boredom and gain their spirit back.”

(For more detail written in *Bahasa Indonesia*, the information is listed in page 54)

“Once, I tried to use media while teaching the ‘Degree of Comparison’. The media was 2 balls with different sizes. So, first of all, I showed them the balls then asked “students, what comes to your mind when you see these balls? What can you conclude?”. Then, they replied by saying that the size of the balls was different, or the color was different. Like so. In conclusion, I used the balls as a media to showcase the point of the lesson so that the learning process feels more interesting and not monotone.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 55)

Mrs. Asri demonstrated how she used media as a strategy to make the lesson more interesting as shown in the aforementioned excerpts. It can be concluded that playing a video helped Mrs. Asri to explain the lesson easier, and it also helped her students to comprehend the lesson easier and faster. Moreover, when she noticed that her learners began feeling bored and sleepy, she sometimes played songs to get rid of the boredom and sleepiness.

The other experience that Mrs. Asri shared was the use of things as the media in teaching the lesson. Based on the story, she used two balls with different sizes as the essential question of the ‘Degree of Comparison’. By doing that, not only they comprehended the lesson much faster and easier, but they also felt motivated because learning with media was fun and interesting.

4. Maintaining Learners’ Motivation

Based on Mrs. Asri’s stories, learners usually lost their focus and did not pay attention to the teacher. Moreover, there was also a high chance for them to feel sleepy and bored at some points during the learning process. Therefore, maintaining their motivation was no less important to keep them on track. Mrs. Asri shared her strategies in maintaining learners’ motivation, they are focusing, giving rewards, giving punishment, and energizer.

Focusing

Here Mrs. Asri explained how she gained and maintained her learners’ focus. The first strategy is by pointing at one of the learners (who was not paying attention)

as described in the following excerpt (For more detail written in *Bahasa Indonesia*, the information is listed in page 47):

“I usually pointed at one of those learners who were not focusing on me. The thing about students is when one of them was being pointed at by me, the rest of them were triggered and would pay attention to me immediately because they thought there was a chance that I would point at them too and ask questions to them. Right? So, it is so simple yet effective at the same time. I pointed at one student and I got everyone’s attention.”

Mrs. Asri was able to make all of the students pay attention to her by just pointing at one student. Meanwhile the rest of them automatically turned their heads towards that particular student because as Mrs. Asri said, students would be startled and began to pay attention believing there was a possibility that they might also be pointed at.

She also mentioned the following statement (For more detail written in *Bahasa Indonesia*, the information is listed in page 47):

“...I also told them about the importance of today’s lesson like... the benefits and how it can impact their real lives. By doing so, I hope that they will be motivated and understand the importance of English for their future.”

By doing aforementioned strategies, not only it created an interaction and relationship between the two, but also made the learners concentrated and focused on what the teacher was saying.

Giving Rewards

Maintaining learners’ motivation can also be done by giving rewards for what they have achieved in class. She gave an example as follows:

“I said “all members of the winning group will get some rewards. I will buy you this and that.” Doing so, they became energetic because it really is a fun way to study.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 56)

By giving them rewards, not only they worked harder, but they also felt a lot happier once they finished the task and received the rewards. It really was rewarding and gave them a sense of appreciation, which was crucial in improving their

motivation. Mrs. Asri also mentioned that the kinds of rewards can vary. It could be physical objects such as snacks or things, and non-physical objects such as extra points as can be seen in her statement below:

“The rewards can be goods such as snacks, or even extra score like “Whoever is brave enough to come forward and write the answer on the board will get an extra 10 points to their score.” (For more detail written in Bahasa Indonesia, the information is listed in page 63)

Either way, by getting the rewards, her learners received a feeling of admiration and recognition which increased their enthusiasm and motivation. Furthermore, she mentioned about transparency in giving rewards as follows:

“Giving extra points as the reward must be done transparently. It means that all of the students have to witness the process. For example, I asked the student who won the reward “What’s your score currently?” “I got 70, Ma’am.” Then I opened and checked on my journal “okay, as the reward I will increase your score by 10 points, so it’ll be 80 points.” By doing that, everyone could be sure that they were not being lied to, and there would be a possibility for them to get rewards too.” (For more detail written in Bahasa Indonesia, the information is listed in page 56)

From Mrs. Asri’s statements, it was revealed that in giving the reward, in this case an extra point, it had to be done with a transparency. It refers to being open and honest. So, as Mrs. Asri demonstrated, she gave an extra 10 points to a student while making sure that everyone else was paying attention to the process. Here we can see that she provided a transparency, showing honesty and openness to her learners.

Giving Punishment

Besides rewards, giving punishment could also maintain learners’ motivation. Mrs. Asri said that she usually gave a menace to those who were not doing their task seriously as can be seen in the following excerpt:

“Typically, I gave a punishment like some sort of little threat to those who were not paying attention or playing around instead of doing their task. For example, “Hey, if you cannot finish your task within the next 10 minutes, I will reduce your overall score by 5 points.” As a result, they put in more effort to their task.” (For more

detail written in *Bahasa Indonesia*, the information is listed in page 56)

As said in the excerpt above, she would reduce their score by certain amount as a punishment, resulting them to do the task seriously. Additionally, she added another example of giving punishment as follows:

“Punishment can be reduction of score and telling them to stand in front of the class or running around the field.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 64)

Furthermore, she also explained that for several reason, she prefers giving rewards over punishment as can be seen in her statement below:

“But personally, I rarely give any form of punishments because I think giving rewards has way better impact on the learners’ motivation. They feel appreciated and happy when obtaining the rewards, thus it strengthens the relationship between the teacher and the learners.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 64)

It can be concluded that giving reward resulted in a better outcome than giving punishments. Giving rewards made the learners feel appreciated and acknowledged for their work, resulting in stronger relationship between the teacher and the learners. On the other hand, giving punishment might lead to the learners being disappointed and sad which will make it harder for them to study.

Energizer

From the interview data, I found several other strategies that could maintain and regain learners’ motivation. These so-called energizers consist of ice-breaking, giving a short break, and giving positive feedback. Mrs. Asri described how these strategies helped her as can be seen in the following excerpts:

“At some point I noticed that my students started to feel overwhelmed and tired, I decided to give them ice-breaking activities. One of which was a series of relaxing movement to relax their muscle.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 57)

“Ice-breaking can also be done by little dances, clapping, etc.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 58)

She mentioned similar things regarding ice-breaking during the second interview as can be seen in her statement below (For more detail written in *Bahasa Indonesia*, the information is listed in page 64):

“Ice-breaking can be given in the middle of the learning process when they get bored, tired, or overburden, especially at the last hour of the day. There are a lot of different activities that we can do. I often invited them to do a little body movement such as stretching our bodies, doing some clapping, and even massaging with each other.”

Based on the data above, giving ice-breaking activities refreshed the learners' bodies and minds so that they felt motivated again. She encouraged the learners with several sets of moves like dancing, clapping, massaging, and stretching their bodies. This might sound absurd, but they proved to be effective maintaining the spirit of the learners and creating a cheerful atmosphere in the class.

Moreover, Mrs. Asri said that giving the learners some time to take a break could also regain and maintain their motivation as can be seen below (For more detail written in *Bahasa Indonesia*, the information is listed in page 53):

“And in the last hours of the day, sometimes the learners felt tired or sleepy. At this moment, I gave them time to recuperate themselves. I said “okay, I’ll give you 5 minutes (of free time), you guys may talk with each other, you may also take a quick nap. After that, we shall continue the lesson.” So, there was an agreement between the teacher and the learners.”

Furthermore, in the second interview, she also mentioned one example which is accordance with her statement earlier (For more detail written in *Bahasa Indonesia*, the information is listed in page 62):

“Moreover, I gave them time to wash their faces to get rid of the sleepiness and regain their energy. That also worked.”

Here, I discovered Mrs. Asri's experience in allowing the learners to recover their energy by giving them a short break so. Based on her statements, this strategy involved allowing the learners to wash their faces, chat with each other, and take a quick nap.

Besides the previously mentioned strategies, Mrs. Asri shared one more method in maintaining learners' motivation as can be seen in the following excerpt (For more detail written in *Bahasa Indonesia*, the information is listed in page 65):

"...I gave them feedback, a conclusion from what we've learned. And I gave them appreciation for their effort for today, what they have done and achieved. Oh, and I also told them that it is okay to make mistakes, because it is um... a part of the learning process. Giving positive feedback aims to keep their spirits up and make them feel appreciated for their hard work, and to prevent them from feeling down if they um... had a bad day."

Based on the statement above, it is obvious that giving positive feedback helped the learners to stay positive about their performance and it prevented them from losing hope. As Mrs. Asri said, the teacher had to acknowledge and appreciate the learners' effort. If the learners received no recognition at all for their hard work, they would feel unappreciated and unhappy about themselves. Eventually, they would lose their motivation to study.

4.1.2 Hindering Factors in Motivating the Learners

This section consists of several findings of hindrances in motivating EFL learners. Based on the interview data, it was found that the hindrances came from the learners themselves and their surroundings which will be broken down into several subthemes. They will be presented respectively:

Hindrances from the Learners

1. Learners' Background

Based on the interview data, knowing the background of the learners could help Mrs. Asri to predict the behavior of her learners, in this case, their response towards motivation. However, she said that it was difficult to know every single learner's background due to a large number of learners in class. (For more detail written in *Bahasa Indonesia*, the information is listed in page 47):

"Due to the fact that there are lots of learners in the class, teachers are struggling to determine the background of each learner."

After that, she added:

“...yet only a few of the learners were motivated, not all of them. As I said, each learner has a different background, and as a result, I have been getting a variety of responses. And we are all aware that people from diverse backgrounds behave in different ways. Thus, while some students find it easy to be motivated, others do not. Background includes their habits, hobbies, passion, dreams, daily life outside the school, etc.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 47)

From the statement, it can be inferred that background affects how one reacts. She mentioned that learners' habits, hobbies, daily activities, passion, and dreams formed their own backgrounds, leading to a variety of behavior, in this case, awareness of study. Thus, some learners were easy to be motivated, others were not.

2. Low Interest

During the interview, Mrs. Asri described that some of her students had low interest in English subject because of the fact that English has been considered as a foreign language that is quite difficult to learn. It can be seen from her statement below:

“Several learners tend to show low interest in learning English because they think that English is a difficult language and they are unfamiliar with it.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 49)

From the statement above, some of the learners were assuming that English is a difficult language to learn, hence they did not have any interest in studying English. Moreover, Mrs. Asri also mentioned that some learners did not understand the importance of learning English. It can be seen as follows:

“...they don't comprehend the importance of English, the overall potential benefits that English language can offer to their future. Therefore, as I said before, there will always some learners that show little to no interest in English.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 60)

3. Inattention

Inattention refers to the unseriousness of some learners in studying English. She mentioned that they would not pay attention to the teacher and eventually started being noisy. (For more detail written in *Bahasa Indonesia*, the information is listed in page 49)

“They do not pay any attention and are talking to each other during class.”

It can be said that some learners did not study seriously. They neither listened to the teacher nor did the tasks given by her as can be seen in the following excerpt:

“They became noisy, they were not listening to the explanation, and then, they did not do the tasks that I told them to do.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 50)

Furthermore, she added another example of learners' inattention which occurred when they got bored or fed up, tired, and sleepy as can be seen in the following statements:

“Usually they will get tired, bored.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 59)

“Demotivated learners got bored and sleepy, thus failed to comprehend the lesson.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 60)

Based on her experience, there was always a high chance for learners to feel sleepy, tired, and bored at some points during the learning process. Thus, she needed to regain their motivation several times.

4. Shiftlessness

Besides the hindrances mentioned previously, some of the learners were too reluctant to study English. Mrs. Asri stated as follows:

“Not only that, they become lazy to open and read books or dictionary. “So, they tend to ask me the meaning of English words instead of opening their dictionaries.” (For more detail written in *Bahasa Indonesia*, the information is listed in page 49)

The excerpts showed that the learners were too reluctant to read books. She said that it was hard to tell her students to utilize their books to, for example, read

certain chapter of the lesson. They also tended to ask her about the meaning of English words over and over again instead of opening a dictionary.

Hindrances from the Learners' Surroundings

1. Inappropriate Classroom Setting

Based on the findings, it was revealed that the environment in which the learners learn can have an impact on their motivation. Mrs. Asri shared her experience as follows (For more detail written in *Bahasa Indonesia*, the information is listed in page 50):

“So, for example, the class that is located next to the restroom will more likely be interfered by passer-by going to and from the restroom. What often happens is that students from another class tend to peek and call their friends' names as they walk past the class. As a result, my students were distracted by that, causing them to lose their focus.”

From Mrs. Asri's narration, we can see that the location between the class and other public places, such as restroom, might pose a serious problem. Furthermore, she also described more about this issue as follows (For more detail written in *Bahasa Indonesia*, the information is listed in page 51):

“...not only restroom, but also cafeteria. The class 9E is located next to the restroom and near the cafeteria. It always causes a little distraction every time a student comes to the cafeteria for some reason. Even if the door is closed, they can still see the cafeteria through the windows.”

The statement described how a distraction could come from public places such as cafeteria and restrooms that were located near the class. Students from other classes tended to take a peek, call and sometimes yell out their friend's name as they walked near the class, causing the students from that class to stop paying attention to the teacher. It is in the nature of humans to immediately turn their heads and look at something that suddenly appears or makes a loud sound. In this case however, it brought negative impacts on learners' concentration.

2. Unsupportive Peer Behavior

Mrs. Asri stated that learners' motivation could also be influenced by unsupportive peer behavior. More detail about unsupportive peer behavior can be seen in her statement below (For more detail written in *Bahasa Indonesia*, the information is listed in page 50):

"...let's say there is a student who actually has passion in learning English, but the majority of his friends do not. This will sometimes make him feel like he has no partner to share and study with. As a result, he doesn't give his best performance in learning English which is a sad because he will become demotivated over times. It gets worse when his unsupportive classmates are being lazy, noisy, and talking to each other. And yeah, as I said, his motivation will eventually fade away."

The excerpt revealed that unsupportive friends caused a certain learner to lose his motivation due to his friends were being sluggish, noisy, and disturbing. This is so unfortunate because they created disturbance among the learners and had negative impact to them. Students that were originally motivated had a hard time to focus and some of them might feel lonely due to having no study partner. As Mrs. Asri described, it is a pity when diligent students got influenced by their friends causing them to lose motivation.

3. Time Constraints

During the interview, Mrs. Asri added more hindering factors regarding the time constraints that affected her learners' motivation (For more detail written in *Bahasa Indonesia*, the information is listed in page 59):

"Moreover, I sometimes felt disappointed with the fact that in some classes, for example, in class 8B English subject is scheduled on the last hours of school. By that time, usually learners have already felt tired, bored, and sleepy. Because of that, they slowly lost their enthusiasm for studying."

From Mrs. Asri's narration, it can be inferred that the learning schedule also affected learners' motivation. Based on the excerpt above, in some classes, the English subject was on the last hours when everybody started having boredom, fatigue, and sleepiness, and they slowly lost their motivation to study.

Besides previously mentioned factors, Mrs. Asri shared one more example as can be seen in the following excerpt (For more detail written in *Bahasa Indonesia*, the information is listed in page 58):

“...we(teachers) don’t have much time at the end of the class. We only have little opportunity to give motivation and sometimes we have to do it quickly. Well, it is understandable that students are eager to end the class and go home or do something else.”

In this case, the hindering factor is that in certain section of teaching-learning in the class, there was only a short window of time for the teacher to motivate the learners. According to Mrs. Asri’s experience, this often happened at the end of the class when the learners were eager to leave the class.

4.2 Discussion

After conducting the research about the teacher’s experience in motivating EFL learners, especially on the strategies and hindrances, I finally arrived at this discussion section. In this discussion section, I elaborated on several points regarding my findings to some of the previous studies’ findings about strategies and hindrances in motivating EFL learners.

The findings of this research revealed that the participant, an English teacher of the state Islamic junior high school of Banyuwangi, applied several strategies in motivating her learners. After analyzing the data from the interview, it was revealed that there were four main strategies. They involved building a good relationship, using interesting learning methods, using various media, and maintaining learners’ motivation. The first major strategy was to build a good relationship with the learners. Building a good relationship is a common strategy to motivate learners and it was mentioned by a lot of experts such as Dörnyei (2001), Özütürk and Hürsen (2014), and Cirocki, et al. (2019). According to Dörnyei (2001), a harmonious connection between the teacher and the learners is crucial because they will be more willing and receptive to learning when they like the teacher. Here I found her experience was similar to what Al Khalidi (2019) found in his study in which learners prefer a teacher who has friendly personality to them. Based on Mrs. Asri’s report, she greeted the learners, put on a happy face, and showed her

enthusiasm to give a good vibe at the start of the class. This strategy is supported by Nunan (2010) who stated that learners are more likely to believe that a lesson has value for them when the teacher is enthusiastic about it. Mrs. Asri said that this simple strategy helped her in making a good impression on the learners which is in line with the study from Dörnyei (2001) about motivational strategies in language classroom. After showing enthusiasm and a happy face, Mrs. Asri asked how the learners were doing to get their attention and start the interaction with them. Furthermore, another thing that teacher can do to build a good relationship with the learners is to be humorous and friendly. According to Mrs. Asri's story, being humorous allowed a relaxing atmosphere and interaction between the teacher and the learners. For an instance, she took a picture of herself with a sleeping student next to her, which woke him up and made his friends laugh, resulting in a fun situation so they could all back to the lesson, still in a good mood. Additionally, she said that being humorous decreases stress and made the learners a lot more approachable which increases their relationship. Nevertheless, Dörnyei (2001) stressed that the teacher should avoid being humorous too frequently because it may waste a lot of time.

The second major strategy was using interesting learning methods. Similar to Cirocki, et al. (2019), Mrs. Asri revealed that using interesting learning activities are the strategies in which the learners found most motivating. Based on Mrs. Asri's experience, in order to motivate her learners, she provided unique and exciting teaching-learning activities by using essential, creating learning groups, using games and quizzes, and learning outside the class. In the beginning of the lesson, she asked essential question to give the learners a basic idea about the lesson. A point worth noting is that an essential question does not have to be in the form of a question, but it can also be in a form of a statement or story. Just like what Mrs. Asri did when she was about to explain about Procedure Text, she told a story about making an instant noodle which gave the learners an idea about the definition and the aim of a procedure text. By doing that, the learners had easier time to grasp the lesson, thus, making them feel more confident to study. After that, she proceeded to explain the core lesson. Sometimes Mrs. Asri formed learning groups as a

strategy to motivate the learners so that they can study and solve problems together. As reported by Özütürk and Hürsen (2014) as well as Dörnyei's (2001), by studying in group, learners become more involved in the learning process, making the learning process more enjoyable and less stressful. Mrs. Asri said that creating learning groups improved her learners' motivation because it allowed them to work together and complete tasks faster. Apart from that, it also allowed her learners to get to know each other especially in the grade 7 classes. It is important to note that the teacher should always guide and monitor the learners while they are working with their groups. Another interesting learning method is using games. From the findings, Mrs. Asri preferred using a simple game such as a vocabulary game because it does not take too much time. She demonstrated that initially, learners sat in a circle. As the music playing, they were required to pass the ball to the friend sitting next to them in turn. Whenever she said 'STOP' or the music stopped, whoever was in possession of the ball had to answer a question regarding the lesson. Besides games, Mrs. Asri also used quizzes to make the learning more interesting. Furthermore, every once in a while, she let her learners to study outside the class while still keeping an eye on them. This was done by giving the learners a task to list vocabulary of the things outside the class, and giving them some time to read books outside the class before having a weekly test. Studying outside the class provided them with relaxing and comfortable surroundings in which they could refresh their mind and increase their motivation.

The third major strategy was using various media. This can be done using videos, songs, and things in teaching the lesson. In line with Cirocki, et al. (2019), Mrs. Asri demonstrated how she used media as a strategy to make the lesson more interesting. In her story, she said that showing a video or slides aided her in explaining the lesson to the learners, and it helped them to comprehend the lesson more easily. In another example, she used two balls with different sizes to demonstrate the Degree of Comparison subject which also served as the essential question. Again, this assisted the learners in understanding the lesson and made the learning process more interesting. She also sometimes used videos and songs to eliminate boredom and sleepiness.

The fourth major strategy was maintaining learners' motivation. Throughout the learning process, some learners lost their focus and got distracted. Thus, this strategy is to gain learners' attention and keep them focused and motivated. Mrs. Asri described how she utilized this strategy in the class. When several learners were not paying attention to her, she would point at one of them asked a simple question such as "*why are you sleeping?*". Just by doing that, she managed to get everyone's attention because it is a common occurrence learners would become frightened and start paying attention assuming they might also be pointed at. Teacher needs to utilize this strategy in order to keep their learners stay focused on the learning process as well as to keep them motivated. She also told the learners the importance and benefits of learning English for their future in order to motivate them. The next strategy in maintaining learners' motivation is by giving them rewards. Mrs. Asri said that giving rewards could be done through games and quizzes, or even just a simple action from the learners such as writing the correct answer on the board. There are two kinds of rewards mentioned by Mrs. Asri; physical and non-physical reward. Things like snacks, meals, and candy are considered as physical rewards. Meanwhile, a non-physical reward can be in the form of extra points for the learners' score. Based on Mrs. Asri's story, giving rewards has to be done with a transparency in which all of the learners must witness the process to avoid any distrust, and to show honesty and openness. Giving rewards gives the learners a feeling of appreciation and recognition of their hard work in which increases their motivation as well as their fondness for their teacher. Besides giving rewards, maintaining learners' motivation could be done by giving punishment to those who were not willing to study. Mrs. Asri would tell them to stand in front of the class for some time, or run around the field. Contrary to giving extra points, a punishment could also be done by reducing their score by a certain amount as reported by Mrs. Asri. However, she rarely gave punishment because it might result in negative impact. Punishment may cause the students to feel dissatisfied and depressed, which will make it more difficult for them to study. Therefore, based on the findings, it was revealed that giving rewards has way better result in motivating the learners than giving punishment. Another strategy

mentioned by Mrs. Asri to maintain learners' motivation was doing ice-breaking. It aims to eliminate boredom, exhaustion, and sleepiness. In other words, it allows the learners to restore their energy both physically and mentally so that they keep motivated. Based on Mrs. Asri's experience, she often instructed the learners to stand up and stretch their bodies, dance, clap, and massage their classmates in turn. Moreover, Mrs. Asri mentioned another strategy to motivate the learners which was giving the learners the opportunity to take a quick break in the middle of a learning lesson, especially in the last hours of the day when they were already tired and sleepy. She gave the learners five minutes of free time and allowed them to talk with each other, take a quick nap, and wash their faces. This aims to help them get rid of boredom, exhaustion, and sleepiness, and recover their energy so that they can be motivated again. One last strategy shared by Mrs. Asri was giving positive feedback. According to Mrs. Asri, it is normally done at the end of the class when she gave the conclusion of what the learners have learned. Then, she expressed her admiration for their efforts and for what they had accomplished that day. She also let them know that making errors is normal because it is all a part of learning process. These strategies were in line with the findings of the prior study conducted by Cirocki, et al. (2019) in which they stated that providing constructive feedback keeps the learners motivated and ensures them from losing hope.

Despite the strategies mentioned previously, Mrs. Asri encountered some hindrances in motivating her learners. Based on the findings, seven major hindrances were revealed. Four major hindrances came from the learners themselves; learners' background, low interest, inattention, and shiftlessness. Meanwhile the other three major hindrances arose from the learners' surroundings; inappropriate classroom setting, unsupportive peer behavior, and time constraints.

The first hindrance was about learners' background. Based on the interview data, knowing the background of the learners could help Mrs. Asri to predict the behavior of her learners, in this case, their response towards motivation. However, she acknowledged that there were a lot of students in the class, making it challenging to know each student's background. This is in line with the study conducted by Nunan (2010), in his research it was found that the diversity in a group

of learners led to the ineffectiveness in giving motivation. The second major hindrance was learners' low interest in learning English. Several learners have low interest in English caused by an assumption that English is difficult language and they are not familiar with it. Similar with a study conducted by Nunan (2010), it also caused by learners' unawareness of the importance of learning English. The third major hindrance was inattention. The term "inattention" describes how some learners did not study English seriously. They took their English studies too lightly. Mrs. Asri said that some of the learners did not pay attention to her explanation and started being noisy. To make things even worse, sometimes they did not do the tasks given by Mrs. Asri. Moreover, inattention also arose when the learners began to get bored, tired, or sleepy which occurred several times during the learning process. The last hindrance that arose from the learners' themselves was their shiftlessness. Based on the findings, some of Mrs. Asri's learners were reluctant to open and read their English books and dictionary. Instead of opening their dictionary, they asked Mrs. Asri about the meaning of English words constantly. This made it difficult for Mrs. Asri to motivate them.

In addition to the previously mentioned hindrances, there were also three major hindrances which arose from the learners' surroundings. The first hindrance was the inappropriate classroom setting. Here, I found it quite interesting that the location of the class and the surrounding places could affect the learners' motivation in some manner. Mrs. Asri described that certain class was located next to the restroom, resulting a disturbance for the students inside the class every time someone passed by the class. Several students from other classes often called their friends, took a peek from the windows, and yelled out one's name as they walked near the class. Humans have a natural tendency to swivel their heads and stare at anything that appears unexpectedly or makes a loud noise. Thereupon, while Mrs. Asri was explaining the lesson, these circumstances kept the learners' attention off of her which is of course, not good for both the teacher and the learners. The learners lost their focus and failed to grasp what the teacher was saying, and the teacher would have to repeat the explanation. The second major hindrance was the unsupportive peer behavior which gave negative impact on learners' motivation.

The data from the interview demonstrated how a particular learner's unsupportive friends led to his demotivation because they were unhelpful, reluctant, and disruptive. Hence, it was hard for him to find a partner to study with, resulting to the low level of enthusiasm in learning English. The last hindrance was time constraint. This includes the learning schedule and the limited time the teacher had at the end of the class. Based on the findings, Mrs. Asri described that she felt disappointed when English subject was scheduled on the last hour of the day. At this time, almost all learners were already exhausted, sleepy, and bored. As a result, they did not put their best effort in their educational pursuits. The learning schedules came from the school itself and most of the time, there was no way to propose a change because it would be difficult and affected lots of classes and teachers in that school. In addition to that, Mrs. Asri said that when the lesson was about to end, she only had a brief moment to give motivational strategies in order to keep the learners' spirits high, and encourage them to study for the next session. Technically, she did manage to give few motivational strategies at the end of the class, however, she thought that it was not enough because she had to do it fast due to the short time and the impatience of the learners to quickly go home. In conclusion, this research aims to explore and investigate the junior high school English teacher's experiences regarding the strategies and hindrances in motivating EFL learners. Based on the findings, the English teacher at the Islamic Junior High School in Banyuwangi applied several strategies to motivate the learners throughout the learning process. However, she also faced several hindrances in motivating EFL learners.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This research explored the strategies and hindrances in motivating EFL learners to study English in junior high school. Based on the findings, the first topic is regarding the strategies applied by Mrs. Asri in motivating her learners. Based on the findings, four main strategies were discovered. They are building a good relationship, using interesting learning methods, using various media, and maintaining learners' motivation. First, building a good relationship was done by greeting the learners along with showing a cheerful face, asking how they were doing, having a conversation about what the learners like, and being humorous. Second, interesting learning methods involved the use of essential questions, creating learning groups, games and quizzes, and giving the learners opportunity to study outside the class. Third, using various media such as videos, songs, and things. Last but not least, maintaining learners' motivation was done by pointing at the learners, giving rewards and punishment, and energizer such as ice-breaking. Mrs. Asri claimed that these strategies helped her in motivating her learners to study English.

Meanwhile, the second topic is about the hindrances faced by the teacher. It was found that Mrs. Asri encountered seven main hindrances in motivating her learners. They are learners' background, low interest, inattention, and shiftlessness which originated from the learners themselves. In addition to that, they are also inappropriate classroom setting, unsupportive peer behavior, and time constrain which arose from the learners' surroundings. First, the variety of learners' background which made it difficult for the teacher to know because there are a lot of learners in a class. Second, some learners had a low interest in English because they assumed that it is a difficult language and they did not aware of the importance of it for their future. Third, learners' inattention such as not studying seriously, being noisy, getting bored, tired, or sleepy in class. Fourth, shiftlessness was proved

by the fact that some learners were reluctant to read books and open dictionary. Fifth, inappropriate classroom setting referred to the disturbance created by passer-by due to the location of the class with other public places such as cafeteria. Sixth, unsupportive peer behavior caused by sluggish classmates. They made other learners feel demotivated due to having no study partner. Last, time constrains caused by the fact that in some classes, English was in the last hour of the day where a lot of learners already felt exhausted or sleepy. Furthermore, there was only short period of time at the end of the class to give motivational strategy to the learners.

5.2 Suggestions

After conducting the research, I would like to provide several suggestions regarding my experience in doing this research. The first suggestion is for the English teachers. English teachers should keep up with the development of modern era and familiarize themselves with the current technology to make it easier for them to conduct an interesting teaching-learning process. Moreover, utilizing technology such as smartphones, computers, videos, interactive apps or websites, etc. will make the learners enjoy the teaching and keep them interested and motivated throughout the learning process.

The second suggestion is for the researchers. For other researchers who would like to conduct research regarding the strategies and hindrances in motivating junior high school EFL learners, it will be better to investigate this topic in different research design and different data analysis method.

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APPENDIXES

Appendix 1

Research Matrix

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCE	RESEARCH METHOD
A Junior High School English Teacher's Experience in Motivating EFL Learners: A Narrative Study	1. What are the English teacher's experiences regarding the strategies and hindrances in motivating EFL learners to study English in junior high school?	<ol style="list-style-type: none"> The strategies used to motivate EFL learners in the state Islamic junior high school in Banyuwangi The hindrances in motivating EFL learners in the state Islamic junior high school in Banyuwangi 	<ol style="list-style-type: none"> Good relationship Interesting learning methods Various media Maintaining learners' motivation Learners' background Low interest Inattention Shiftlessness Inappropriate classroom setting Unsupportive peer behavior Time constraints 	Research Participant: An English teacher of the state Islamic junior high school in Banyuwangi	<ol style="list-style-type: none"> Research Design: Narrative Design Data Collection: Interview (Jovchelovitch & Bauer, 2000) Data Analysis Method: Thematic Analysis (Braun & Clarke, 2006)

Appendix 2

Narrative Interview Guide

This guide was constructed based on the steps mentioned by Jovchelovitch & Bauer (2000) in their study concerning Narrative Interviewing.

Prompting question : Bisakah Ibu menceritakan pengalaman Ibu dalam memotivasi siswa EFL untuk belajar Bahasa Inggris? (*Could you please tell a story about your experience in motivating EFL learners to study English?*)

Following questions : Berdasarkan pengalaman yang Ibu ceritakan, apa saja kesulitan yang Ibu alami saat memotivasi siswa EFL untuk belajar Bahasa Inggris? (*Based on your experience, is there any difficulties that you faced in motivating EFL learners to study English?*)

Dari pengalaman Ibu, strategi apa saja yang pernah Ibu terapkan untuk mempermudah Ibu dalam memotivasi siswa EFL untuk belajar Bahasa Inggris? (*From your experience, what strategies have you applied to make it easier for you to motivate EFL learners to study English?*)

Some other follow up questions will be added based on the participant's answers.

Appendix 3

The Transcripts of the Narrative Interview

This research deployed the interview twice.

R: Researcher

A: Astri

Date of interview 1 : Sunday, 11th of June 2023

R : Bisakah Ibu menceritakan pengalaman Ibu dalam memotivasi siswa EFL?

A : Ya, em...jadi motivasi itu kita anggap sebagai dasar ya? Dasar atau tumpuan yang menandakan bahwa anak-anak mau belajar atau enggak, mau belajar bhs inggris atau enggak. Nah pertama itu, tidak mudah untuk menumbuhkan motivasi siswa, apalagi mempertahankan motivasi tersebut agar anak-anak tetap semangat belajar. Karena kan di dalam kelas itu siswa banyak ya, nah jadi kita sebagai guru itu kadang kesusahan dalam...e...melihat background nya anak-anak. Saya biasanya ya memulai kelas dengan menyapa dan memberi motivasi seperti... bercerita dulu kayak basa-basi lah awalnya, nah nanti itu saya sambungkan ke materi yang akan dipelajari. Contohnya itu saya juga pernah bercerita tentang...istilahnya pentingnya pelajaran yang akan dipelajari siswa, kayak importance nya gitu, nah dan saya juga bercerita kalau importance tadi berdampak in real life gitu. Jadi nanti anak-anak diharapkan bisa mengerti pentingnya pelajaran bhs inggris terhadap masa depan mereka gitu, nah nanti dengan itu mereka akhirnya termotivasi dan sadar kalo “oh iya ya, pelajaran ini penting” gitu. Pokoknya kalo anak-anak bisa memahami pentingnya pelajaran yang akan dipelajari, Insyaallah mereka pasti termotivasi. Tapi ya tidak semua siswa termotivasi, biasanya hanya beberapa. Yah itu tadi kan siswa banyak, bermacam-macam background, macam-macam sikap ya. Yang saya sering alami waktu memotivasi anak-anak itu...bermacam-macam respon dari mereka. Ada beberapa yang benar-benar termotivasi, ada beberapa yang tidak. Nah jadi memotivasi siswa itu tidak semudah...e...lebih mudah dikatakan daripada dikerjakan gitu ya. Karena itu tadi siswa itu kan berbeda-beda, nah kalo

seperti itu saya biasanya akan menunjuk salah satu dari mereka yang istilahnya tidak memperhatikan atau yang tidak termotivasi. Nah misalnya saya tanya tentang pemahaman anak itu tentang pentingnya pelajaran yang saya ceritakan tadi, yang tadi itu. Nah anak-anak itu kan biasanya kalo udah salah satu dari temannya ditunjuk, yang lainnya otomatis kayak...noleh semua dan memperhatikan semua gitu, karena merasa bisa aja nanti mereka kena tunjuk, nah biasanya mereka lebih memperhatikan dengan apa yang saya katakan. Jadi gitu, tunjuk salah satu dari mereka, tidak hanya yang ditunjuk itu termotivasi, nanti teman-temannya ikut termotivasi juga, istilahnya sadar lah gitu biar lebih memperhatikan. Biasanya gitu. Terus...e...memang memotivasi siswa itu gak selalu 100% berhasil, masih ada saja yang tidak termotivasi. Tapi ya gitu, sebagai guru kita harus tetap mencoba untuk menumbuhkan semangat mereka karena kalo nggak termotivasi, nanti kan berdampak dengan performa mereka. Otomatis belajarnya kan nggak maksimal gitu lho. Otomatis berdampak juga ke nilai mereka, kan kasihan nanti nilainya tidak memuaskan. Seperti itu sih memotivasi siswa.

R : Ibu tadi sempat menyebutkan tentang background siswa, bisa tolong ceritakan apa yang background yang Ibu maksud dan apa hubungannya dengan memotivasi siswa?

A : Background anak-anak itu bisa diartikan sebagai tumpuan untuk melihat sikapnya mereka. Karena background itu kan latar belakang ya, nah itu latar belakangnya mereka kita coba pahami, background biasanya ya bisa kehidupan mereka di rumah atau selain di sekolah, minat mereka, terus...kebiasaan mereka, hobby mereka, cita-cita juga bisa. Nah dari situ kita dapat mengira-ngira anak ini sikapnya akan seperti ini... “o anak ini memang rajin, o anak ini agak susah belajarnya, o anak ini agak malas” seperti itu. Jadi memotivasi siswa juga harus melihat background siswanya dulu agar lebih efektif lah gitu. Tapi ya itu tadi, karena siswa dalam kelas itu banyak, agak susah untuk mengetahui background mereka secara pasti.

Kita tanyak satu persatu ya juga tidak memungkinkan karena akan memakan waktu yang cukup lama. Memang susah tapi mengetahui background...atau istilahnya diri anak-anak itu penting karena dengan itu guru dan siswa akan lebih dekat gitu. Relationship antara guru dan siswa akan em...apa namanya...akan terbentuk dan kalo udah gitu kan otomatis anak-anak akan merasa kenal dan akrab dengan gurunya. Nanti mereka akan merasa nyaman dan lebih...terbuka lah begitu. Apalagi ya... Apalagi yang ingin kamu tanyakan?

R : Berdasarkan pengalaman Ibu, apa saja kesulitan yang Ibu alami saat memotivasi siswa EFL?

A : Kalo kesulitannya ya...permasalahan yang pertama itu anak-anak tidak fokus ya, tidak fokus dalam proses pembelajaran. Terus kedua, anak-anak kan rame, karena nggak fokus itu jadinya rame di kelas. Terus kemudian, minat siswa itu dalam bhs inggris kan cenderung masih rendah karena dianggap sulit, bukan Bahasa...apa...bukan bahasa ibu, jadi bhs inggris itu dikatakan bhs asing yg sulit dipelajari nah itu. Jelasnya kalo sudah anak-anak nggak minat anak-anak rame kan di dalam kelas itu, tidak fokus jelas ya, rame membuat masalah dan nggak fokus. Akhirnya nanti berdampak pada nilainya. Nilainya anak-anak itu kan akhirnya...istilahnya tidak sesuai dengan harapan dari gurunya kan gitu, tidak menjangkau ke KKM nya kan gitu ya. Intinya itu tadi dari minatnya ke bhs inggris ini, like atau dislike nya. Hmm terus apalagi ya...

R : Dari itu, jadi...mungkin students itu kayak menyepelkan bhs inggris begitu ya, Bu?

A : Iya...jadi tidak ada perhatian kepada bhs inggris. Jadinya itu dianggap pelajaran yang sulit dan apa ya...tidak harus dipelajari gitu. Mesti wes anak-anak itu, "bu sulit ya bu.." jadinya anak-anak itu apa ya...males buka buku akhirnya kan masalahnya mereka tidak mengerti dengan yang ada di buku itu bagaimana, terus kemudian minatnya nggak ada akhirnya mau buka kamus, mau buka translate, mereka itu malas, gitu lho Jadi selalu minta

petunjuk gurunya “bu ini artinya apa?” gitu biasanya ya kan, jadi itu tadi malasnya itu yang membuat mereka nggak mau belajar bhs inggris. Minatnya low lah, low banget karena dikatakan sulit mereka harus buka kamus dan sebagainya. Akhirnya nggak ada motivasi untuk belajar bhs inggris akhirnya mereka santai, tidak mendengarkan, ribet-tibet sendiri dan sebagainya kan gitu ya permasalahannya minatnya itu wes. Karena kalau sudah nggak minat, itu akan pengaruh ke semuanya wes, kecuali memang anak yang minatnya ke situ bisa dimotivasi, bisa... gitu. Ya gitu wes permasalahan dalam kelas itu anak-anaknya ribut, tidak mendengarkan pembelajaran, kemudian itu diberi tugas tidak mau mengerjakan kan gitu ya. Kemudian juga hasilnya tidak sesuai dengan yang diharapkan oleh guru atau standard itu.. KKM, standard nilai yang ditetapkan oleh guru, minimal kan 75. Seperti itu.

R : Apakah ada lagi yang mau Ibu ceritakan?

A : Iya...kalau itu tadikan challenge yang timbul dari anak-anak, ada lagi challenge yang berasal dari...kayak lingkungannya, environment nya gitu. Jelasnya kan situasi di kelas itu mentukan, misalnya seperti posisi kelas. Misalnya kelas itu bersebelahan dengan kamar mandi, kemudian siswa itu kan, siswa dari kelas lain misalnya, mereka kan wara-wiri lewat kan. Nah itu kadang mengganggu siswa di kelas tersebut. Juga barangkali ya ada gebetannya di kelas itu, akhirnya kan lirik-lirik dan sebagainya...terus ada temennya yang satu geng, kan akhirnya kayak manggil-manggil gitu kan, akhirnya yang di dalam kelas itu konsentrasinya ke luar...tidak memperhatikan gurunya di dalam kelas gitu lho. Itu kalo environment nya. Letak kelasnya ya. Kemudian bisa juga kalau dari environment nya itu, misalnya anak itu sebenarnya minat bhs inggris, cumak dia terpengaruh dengan anu...apa namanya...lingkungan dari temannya yang nggak suka bhs inggris terus senengannya rame nah, karena dia merasa dia tidak ada partner istilahnya yang bisa diajak kerja sama dalam belajar bhs inggris, akhirnya dia motivasinya kendor lagi gitu lho. Tidak seperti

yang...diharapkan lah istilahnya. Bisa juga itu environment dari temannya, classmate lah ya. Terus itu tadi letak kelas yang tidak strategis, bukan hanya kamar mandi, kantin misalnya, kayak yang sekarang di sekolah ini itu kelas 9E itu dekat kamar mandi, terus sebelahnya itu kantin, akhirnya itu wes, tempat wara-wiri kan ada anak yang pas gurunya baru keluar terus dia cepet-cepetan mau ke kantin, akhirnya terganggu itu tadi wes konsentrasi dan motivasinya. Jadi itu tadi, kalau lingkungan teman, temannya ini tidak ada minat dalam bhs inggris, akhirnya dia yang sebenarnya ada minat itu, dia terpengaruh dengan temennya. Karena merasa tidak ada partner lah, tidak ada temen belajar di dalam kelasnya itu untuk belajar bhs inggris. Banyak yang seperti itu. Katanya temennya “bu ini sebenarnya pintar ya bu bhs inggris bu” katanya, tapi waktu di tes itu kok nilainya di bawah KKM. Berarti kan dia memang terpengaruh dengan temennya yang masih suka main-main, tidak serius dalam belajar ya jelasnya pertama tadi, tidak minat dalam bhs inggris itu. Dan memang...apa ya...sebenarnya niatnya itu dari siswa itu, niatnya belajar apa nggak itu aja wes. Kalau niatnya siswa itu...walaupun pelajaran apapun ya, mau matematika mau IPA, kalau niatnya anak itu untuk belajar itu di bawah 50%, sulit untuk membuat mereka itu untuk tertarik dengan pelajaran, untuk mereka itu tertarik untuk mau belajar gitu. Faktornya banyak kan, niat, minatnya ya kan, terus teman-teman di sekitarnya itu yang nggak mendukung akhirnya dia terpengaruh, kemudian lingkungan kelasnya yang kurang strategis karena berekatan dengan tempat e...public places lah ya istilahnya, misalnya kantin, kamar mandi, yang membuat anak-anak itu terganggu. Itu wes pengalaman saya dalam kesulitan memotivasi siswa.

R : Apakah ada lagi yang ingin Ibu ceritakan?

A : Kalau dari kesulitan...sepertinya itu saja sih.

R : Baik, kalau begitu. Kemudian dari pengalaman Ibu, strategi apa saja yang pernah Ibu terapkan untuk mempermudah Ibu dalam memotivasi siswa EFL?

A : Oh okay sekarang lanjut ke solving nya, strateginya ya dalam memotivasi. Guru itu selalu diajari strategi pembelajaran, namanya itu apa ya...e...pengelolaan kelas, class management ya? Guru itu harus istilahnya punya kan, tapi memang kita itu sulit, kenapa? Karena sekarang kan kurikulum merdeka, itu kita harus menilai anak, memilah-milah anak mana yang visual, mana yang audiovisual, mana yang kinestetik gitu lho. Itu memang sulit sekali, sebenarnya itu sebelum masuk kelas itu memang harus diadakan tes, harusnya oleh sekolah, bukan oleh guru. Nanti dari sana, baru bisa dipilah, oh anak ini termasuk kinestetik, oh anak ini termasuk audiovisual, kalau yang ini termasuk visual, kan gitu kan ya. Kemudian dalam memulai pembelajaran, guru itu tidak harus langsung memberikan materi, tapi memulai kelas bisa dengan bercerita dulu, bercerita ya...yang setidaknya membuat anak-anak itu tertarik Misalnya itu “eh kemarin itu, kamu saya lihat main sepak bola di stadion diponegoro, itu gimana?” nah nanti dia kan njawab setelah itu sering juga temen-temennya ikut nyaut juga gitu. Bagus itu karena itu tandanya mereka pay attention ke guru dan kita bisa e... siap-siap buat mereka untuk memulai pembelajaran. Kemudian bisa menanyakan kabar anak-anak. Tapi biasanya kita kalau mau e...anak yang agak keliatan wes ya...yang agak rame, kita tanyak aja “eh kamu tadi dianter siapa berangkat sekolah?” “eh tadi sarapannya apa?” misalnya gitu, nah itu nanti akhirnya bisa lanjut kita ke pembicaraan yang santai, jadi nanti yang lainnya ada yang nyaut gitu ya. Jadi jelas tidak wajib untuk langsung memberikan materi, berikan dulu pertanyaan-pertanyaan pemantik lah namanya itu yang bisa menarik minat anak-anak untuk fokus dulu, jadi bukan belajar dulu, tapi fokus dulu, gitu. Apa lagi ya...setelah itu...nah kemudian bisa bercerita terkait dengan materi, berkaitan dengan materi. Misalnya saya mau bercerita tentang narrative text, itu kan cerita yang tidak nyata, atau dongeng lah istilahnya, itu. Nanti misalnya sebelum saya menjelaskan narrative text, saya tanya anak-anak dulu, “anak-anak tau nggak cerita Snow White?” nanti kan anak-anak kan...ngomong. “anak-anak tau nggak cerita Blambangan gimana?” nah nanti mereka respon gitu

lah pokoknya kita bercerita dulu. Jadi itu tadi pertama kita tanyak kabar mereka, apa yang mereka lakukan gitu kan ya. Kemudian bercerita, tapi bukan bercerita ngawur, tapi yang berhubungan dengan materi, nanti lanjut ke materi nah seperti itu ya. Misalnya juga procedure text, paling banyak itu tentang how to make mie instan gitu. Nah tapi kali ini saya bercerita dulu “eh saya tadi malem itu kok laper, tengah malem laper...” nah nanti kan nyambung, dari cerita itu kan nanti “saya masak air, terus masukkan mie nya, siapkan bumbu, terus begini-begini” nah nanti siswa otomatis kan tau “oh itu... ada langkah-langkah membuat sesuatu, oh pasti ini procedure text, ya kan?”. Nah gitu jadi ada ceritanya. Jelas nyambung kan akhirnya dengan materi. Berarti gitu, bisa dengan...pertanyaan santai ae. Biar fokus mereka bisa pulih lagi lah. Kemudian diberikan cerita yang nyambung dengan materi, gitu. Em...terus apa lagi ya?

R : Kalau ini tadi kan strategi Ibu dalam memotivasi siswa di awal kelas, awal pembelajaran. Nah mungkin bisa diceritakan strategi memotivasi saat pertengahan kelas, di saat tengah-tengah mengajar?

A : Nah, itu kalau di tengah-tengah pembelajaran itu jelas kita itu...itu tadi, memberikan jokes. Candaan dulu. Intinya jadi humoris gitu ya. Ini anak-anak mesti suka ya yang namanya guru humoris itu. Nah contohnya saya pernah... ada siswa yang tertidur diliatin teman-temannya, itu saya diemin aja, terus saya suruh salah satu temannya untuk foto saya sama anak yang lagi enak tidur itu, otomatis semuanya ketawa dan anak itu langsung bangun kan kaget, hehe. Misalnya lagi, pas ulangan harian, itu saya buat soal pake namanya anak-anak. Jadi nanti pas anak-anak baca itu senyum-senyum sendiri, gitu aja cukup sih buat mereka good mood istilahnya kan ya. Kemudian kita bisa beralih ke quiz. Tanyak-jawab ringan aja Anak-anak sudah merasa lelah nanti kita berikan quiz tanya-jawab. Jadi anak-anak itu e...istilahnya ya...yang tadi tidur, bisa fokus lagi gitu ya. Tadi apa ya yang pertama? Jokes ya? Kemudian quiz ringan yang masih sekitar materi gitu. Kalau jokes itu kan anu ya...luas ya. Candaan itu kan banyak kan. Mau

membuat satu temannya sebagai contoh, bisa, sebagai contoh candaan. Kemudian itu, mau bercerita, misalnya anak-anak yang laki-laki ini yang seneng tidur di kelas, misalnya tadi malem begadang gara-gara nonton sepak bola, nah kita bisa bahas itu sepak bola jadi anak-anak itu nanti bisa fokus lagi lah istilahnya. Setidaknya anak-anak itu jadi tidak ngantuk lah gitu di dalam kelas. Terus di jam-jam pelajaran terakhir kadang anak-anak itu “bu istirahat, bu capek” nah berikanlah mereka itu waktu. Saya bilang “ya sudah, Ibu kasih waktu 5 menit ya, anak-anak boleh ngobrol dulu wes dengan temennya, boleh tidur-tiduran wes. Setelah 5 menit bisa dilanjutkan lagi pelajarannya?” gitu. Ada kesepakatan kan antara guru dengan muridnya nah itu bisa juga kita pakai seperti itu. Terus yang terakhir ya...akhirnya nanti kita memberikan mereka kesempatan misalnya...tapi ini bukan semua pelajaran sih, pelajarannya tertentu aja. Misalnya kayak...benda-benda, yang kelas 7 biasanya kan ya, kelas 7, nah itu biasanya benda-benda. Nah yawes kita belajar “papan tulis itu ini bhs inggrisnya ini begini-begini, nah sekarang dibagi beberapa kelompok” kita langsung membuat aja, tiba-tiba membuat kelompok “anak-anak ayo sekarang teliti yang di luar kelas itu apa saja? Benda-bendanya di sana nanti gini-gini” nah itu diberikan kesempatan untuk ke luar, explore di luar gitu Terutama untuk bhs inggris ya itu tadi, benda-benda, nama benda yang ada di luar kelas. Itu aja sih sebenere, yang bisa membuat anak-anak itu...fokusnya biar ini lagi ya, pulih. Jadi, membuat group, istilahnya untuk...keluar, memberikan waktu siswa untuk explore di luar gitu lah. Mau digroup kan mau dia sendiri-sendiri no problem wes, ya. Memberikan mereka waktu explore di luar biar tidak jenuh. Misalnya meneliti benda-benda yang di luar kelas itu apa, misalnya ada perpustakaan, ada kantin, ada kelas lainnya. Nah itu nanti disuruh ngumpulkan dulu wes kosa katanya apa saja nanti dijadikan PR di rumah “itu nanti bhs inggrisnya apa? Nanti dicari ya dirumah” gitu lho, maksudnya memberikan mereka waktu untuk explore di luar, tapi temanya masih berkaitan dengan...itu tadi...pelajarannya kan gitu kan. Atau kalau bawa laptop ya...berikan video edukasi yang berkaitan dengan materi agar gampang dipahami, terus pas

jenuh ya video-video yang lucu. Pakai media gitu. Jadi misalnya gurunya bawa laptop, terus kemudian nanti pas anak-anak itu jenuh, bisa pakai musik, kemudian nanti ada video-video. Tapi jangan video yang ga jelas. Video lucu yang sekiranya bisa membuat anak itu tidak jenuh gitu lho. Kita bisa bikin seperti itu, pakai media ya. Ya...video atau musik saat mereka mengerjakan itu kita hidupkan musik lah. Terus pas ngajar pakai media seperti... saya pernah waktu mengajar materi degree of comparison, itu saya bawa 2 bola yang beda ukuran ya. Nah jadi nanti saya tunjukkan 2 bola tadi ke para siswa, saya tanyak “anak-anak, apa yang kalian pikirkan saat melihat 2 bola ini? Apa yang bisa kalian simpulkan?” nah nanti kan mereka nyimpulkan bahwa ukurannya beda, atau warnanya beda dan sebagainya. Nah itu saya gunakan media yaitu bola tadi biar nggak monoton nulis di papan tulis atau di buku gitu aja. Biar lebih menarik dan gak bikin jenuh dan bikin motivasi mereka terjaga. Terus apa lagi ya... ada lagi nggak sih ya... em... Kebanyakan anak-anak itu kalau jenuh itu misalnya...kita ngomong-ngomong santai aja...biar yang jenuh itu bisa istilahnya nggak jenuh lagi terus yang masih bisa mengerjakan, sambil ngerjakan santai lah gitu. Yang tadinya misalnya, pinginnya saja sebagai guru “selesai sekarang, harus selesai hari ini” gitu ya, akhirnya gak bisa wes. Akhirnya nanti anak-anak disuruh anu...diberikan PR. PR-nya misalnya “cari nanti di google, apa yang dimaksud dengan ini? Cari ya. Pertanyaan pertama apa?” nah itu aja wes, nanti kita sudah tau. Kita nggak harus capek-capek lagi dari awal e...apa namanya...muter otak menjelaskan. Misalnya pada hari itu saya...anak-anak ini gak bisa diajak belajar gitu, ya kita ngomong-ngomong santai kemudian berikan saja mereka PR di rumah, 5 soal saja berkaitan dengan materi itu. “Apa yang dimaksud dengan ini? Terus contohnya apa? Cari di google bisa, di buku bisa” nah nanti waktu pertemuan selanjutnya nanti kita tinggal anu aja...balik tanya lagi “ayo PR-nya sudah dikerjakan?” nanti mereka tinggal jawab gitu lho. Jadinya itu satu dua masalah bisa diselesaikan lah gitu. Tapi ya itu...tidak bisa dalam waktu yang kita kehendaki. Kayaknya itu saja sih

em...media sudah, memberikan musik misalnya saat mereka mengerjakan, itu boleh.

R : Apakah Ibu pernah menggunakan reward sebagai strategi untuk memotivasi siswa?

A : Oh iya...bisa itu. Pakai games atau quiz untuk memberi rewards. Memberikan quiz, bisa kita siapkan reward gitu 1 kelompok itu misalnya kita bagi 5 orang, misalnya anaknya 30 sekian, berarti harus 6 kelompok misalnya kan. Nah kita bisa menyiapkan reward tadi. Nanti misalnya kalau dalam waktu itu kamu tidak membawa rewardnya, tidak siap-siap rewardnya, tiba-tiba kok anak-anak ini kayak jenuh, diberikan quiz singkat lah gitu. Nah nanti gitu aja, “ayo wes nanti siapa pemenangnya nanti Ibu belikan ini ini” gitu bisa. Kalau disiapkan kan enak, berarti kan sudah siap gitu kan. Misalnya coklat atau permen apa gimana, gitu, “nanti yang menang nanti dikoperasi, misalnya ambil ini ini, nanti Ibu bayar” gitu. Nah itu anak-anak udah seneng wes semangat soalnya kan seru belajarnya. Itukan karena kita nggak siap, kalau sudah siap, enak. Itu tadi yang di quiznya, ada reward. Atau biasanya rewardnya nggak usah berupa barang. Rewardnya itu biasanya saya...bisa berupa...saya berikan tambahan nilai. Bisa gitu. Misalnya gini ya, “ayo siapa yang bisa menjawab pertanyaan Ibu, nanti yang nilai ulangannya kemarin tidak tuntas, saya tambahkan 10 wes. Saya tambahkan 10 nilainya agar bisa tuntas.” Nah itu bisa. Jadi memotivasi anak dengan penambahan nilai. Penambahan nilai ulangan atau nilai tugas mereka, tapi harus transparan. Misalnya “kamu waktu itu ulangannya dapet berapa?” “saya dapet 70 puluh ya bu” 70 kita cek di anu nya...di jurnal kita buku nilai itu. “yawes ini karena kamu sudah bisa menjawab, tak tambah 10 jadi 80” misalnya, tapi anak-anak bisa melihat sendiri, jadi mereka termotivasi, tidak seperti dibohong-bohongi gurunya dan ada kesempatan untuk dapet tambahan nilai juga kan gitu ya Kalo sekiranya kita tidak siap dengan hadiah kan, bisa dengan tambahan nilai. Nah itu ya. Terus...oh iya iya. Biasanya Ibu juga melakukan gini lho, kalo anak-anak yang sekiranya

nggak fokus, itu nanti kadang-kadang saya gini, misalnya pada saat pertengahan pelajaran dia ngganggu temennya, “eh kamu kalo tidak bisa mengerjakan dalam waktu 10 menit, nanti nilai kamu tadi yang 80 tak kurangi 5” misalnya. Nah itu bisa juga, sebagai efek jerah, efek jerah anak-anak. “Kalo nggak selesai hari ini, nanti nilainya dikurangi 5 atau 10 poin” jadi nanti mereka itu ada effort nya, ada usaha untuk segera menyelesaikan tugas itu, gitu. Apa ya namanya itu ya...punishment ya... punishment tapi yang ringan berupa pengurangan nilai misalnya. Itu bisa. Tapi biasanya gitu itu tapi kan tidak semua anak itu bisa digitukan ya, ada yang menyepelekan tidak semua anak...manjur sih. Maksudnya ada aja sih yang...istilahnya memang dia nggak bisa kan, memang kalo nggak bisa sama sekali, sulit ya. Walaupun diberikan ini, istilahnya diancam lah ya, tapi dia itu sulit. Ya tetep kita harus ini lah...kita tetep aja pada jalur kita gini “saya kan kemarin sudah bilang, yang mengumpulkan terlambat, dikurangi 5” nanti akhirnya...ya siapa tau di tugas selanjutnya, dia bisa memperbaiki...nggak telat-telat seperti itu lah ya. Apa lagi ya...

R : Berdasarkan pengalaman Ibu, apakah Ibu pernah menggunakan games untuk memotivasi siswa?

A : Ya pernah. Games dan biasanya itu ice breaking itu pemecah kebuntuan itu ya. Itu biasanya ice breaking itu di sebelum sama di tengah-tengah pembelajaran. Misalnya liat anak-anak kok kayaknya sulit ngerjakan, nah itu bisa kita berikan ice breaking, ya...pemecah kebuntuan tadi ya. Itu dengan...itu tadi gerakan-gerakan yang santai ya biar ototnya relax. Tapi bukan hanya gerakan sih sebenere. Bisa dengan itu tadi, kosakata. atau games juga bisa. Tapi kalo games itu apa ya...membutuhkan waktu. Khusus itu kalo games itu. Sulit kalo misalnya gitu. Tapi bisa aja sih kalo games nya singkat, ya. Tapi kalo games nya membutuhkan waktu, sulit. Games yang mudah itu...game kosakata, anak-anak membuat lingkaran, terus anak-anak dibilangin “siapa yang kenak bola misalnya pas mengatakan ‘F’ misalnya, nanti yang mengatakan itu harus bisa menjawab buah yang huruf

awalnya ‘F’” gitu bisa. Permainan kosakata, vocab. Tapi itu tadi dengan menggunakan games membuat lingkaran, kemudian anak-anak itu “a b c d...dan seterusnya” nah pas yang kenak itu nanti dia disuruh itu... bisa seperti itu. Itu game yang mudah itu, tidak membutuhkan waktu lama lah ya. Kalo game-game yang di HP itu yang butuh waktu lama itu. Pake aplikasi itu...itu butuh waktu khusus itu. Kalo games itu singkat aja...ya, pokoknya anak-anak istilahnya...cerah, gerak lah dalam artian tidak hanya fokus di pelajaran bisa sambil santai tapi kita masih...apa ya, menguji anak-anak untuk kosakatanya itu tadi. Ice breaking juga bisa...dengan megal-megol, atau dengan... tepuk-tepuk apa gitu, bisa. Kayaknya itu saja sih.

R : Berdasarkan pengalaman Ibu, seperti apa strategi memotivasi yang Ibu lakukan di bagian akhir pembelajaran atau saat akan menutup kelas?

A : Oh iya itu jelasnya kan memberi feedback kan ya. Misalnya itu kesimpulan dari materi. Setelah itu diberikan tindak lanjut berupa penugasan. Kemudian... ya itu penugasan terakhirnya ya motivasinya anak-anak di feedback itu tadi. Terus “anak-anak tolong dipelajari tugas yang ini sesuai dengan...berkaitan dengan materi yang kita pelajari tadi” Terus apa lagi ya... diakhir itu sedikit ya waktunya ya. Jadi untuk memberi motivasi itu gak bisa panjang-panjang dan kadang harus cepet gitu kan soalnya ya anak-anak terburu-buru pingin pulang atau kemana kan gitu ya, dan pas di akhir kelas itu waktunya lebih banyak dipake untuk feedback dan tindak lanjut tadi. Feedback jelas ya, kesimpulan, terus tindak lanjut memberikan tindakan tindak lanjut berkaitan dengan materi itu tadi. Jadi anak-anak nanti termotivasi lah untuk belajar ini. Memberikan tugas itu...macam-macam, bisa tugas individu, kelompok, terus tugasnya juga bisa mengerjakan soal-soal bisa. Terus misalnya tugasnya kayak...label. Label, itu nanti anak-anak disuruh misalnya beli...”eh besok kamu beli 3 jenis makanan dan minuman” misalnya, besok dibawa ke sekolah. Misalnya mereka itu biasanya...bawa minuman susu biasanya kan, sama 2 makanan, nah itu nanti kita bisa...e...pertemuan selanjutnya suruh bawa, kemudian langsung

menunjukkan label, materi label, terus ditunjukkan... gitu aja. Jadi, penugasannya bisa tertulis bisa tidak tertulis. Terus apalagi ya... ya... terus doa. Terus selesai wes. Ya itu biasanya saya kasih feedback dan tindak lanjut, tindak lanjutnya bisa berupa tugas dan tugasnya bisa bermacam-macam. Tidak harus tugasnya secara... menulis aja. Em... kayaknya itu saja sih kalau di akhir pembelajaran. Biasanya saya seperti itu.

R : Apakah ada lagi yang ingin Ibu ceritakan?

A : Tidak. Sepertinya cukup itu saja.

R : Baik, terima kasih, Bu.

Date of interview 2 : Sunday, 18th of June 2023

R : Baik, bisa diceritakan lagi pengalaman Ibu dalam memotivasi siswa EFL?

A : Ya, jadi... e... memotivasi siswa itu penting karena motivasi itu yang istilahnya membuat siswa semangat belajar. Seperti yang saya bilang minggu lalu, kita sebagai guru harus tau dulu siswa kita itu seperti apa. Background nya, terus... style belajarnya apa misalnya kinestetik, visual, atau audiovisual. Nah saya biasa memulai kelas dengan menyapa tentunya, menyapa dengan... wajah yang ceria dan senyuman gitu biar nanti kan kesan anak-anak itu... mereka ikut senyum juga. Itu sepele sih ya tapi ya bisa membuat situasi yang nyaman antara guru dan siswa, kan awal-awal udah senyum, ceria kan enak kan jadinya. Nah menyapa dengan wajah ceria, terus menanyakan kabar dan lain sebagainya, intinya biar ada interaksi antara guru dan siswa. Kita tumbuhkan semangat anak-anak dengan itu tadi... apalagi misalnya kalo waktu pelajaran bhs inggris ini... misalnya di kelas 8B, itu jadi pelajaran terakhir, biasanya kan itu anak-anak udah capek banget ya, capek otomatis jenuh, semangatnya nggak kayak yang di pagi hari tadi. Nah itu kita tumbuhkan semangat mereka dengan menyapa, menanyakan kabar, bercerita... pokok yang membuat anak-anak itu memperhatikan dan... membuat mereka tertarik, otomatis mereka nanti

jenuhnya...ngantuknya...hilang, dan otomatis mereka termotivasi lagi untuk belajar kan gitu ya. Ya, seperti itu. Jadi menurut saya, memotivasi siswa itu penting...terutama ini dalam mengajar bhs inggris ya. Karena motivasi itu e...mempengaruhi sikap siswa kan, kinerja belajar mereka juga. Siswa yang tidak termotivasi ya akan jenuh, ngantuk akhirnya nggak ngerti yang dijelaskan oleh guru. Nanti jadi malas belajar, malas buka buku, nggak pernah ngerjakan tugas, walaupun mengerjakan tapi biasanya...itu...menyontek punya temannya kan gitu ya. Nanti pada akhirnya nilai mereka tidak memuaskan nah itu. Makanya kita sebagai guru harus membantu mereka untuk e...tetap termotivasi lah gitu.

R : Apakah ada lagi yang ingin Ibu ceritakan?

A : Sepertinya itu saja.

R : Baik. Kemudian berdasarkan pengalaman Ibu, apa saja kesulitan yang pernah Ibu hadapi saat memotivasi siswa?

A : Nah, yang pertama itu...beberapa dari anak-anak, minatnya dalam bhs inggris itu kurang. Tidak ada kesadaran bahwa bhs inggris itu penting, istilahnya bhs inggris bisa berguna untuk masa depan mereka, tapi mereka nggak berpikir begitu jadinya kan...e...mereka nggak ada minat, terus akhirnya ya gak semangat belajar bhs inggris. Nah di situ lah saya sulit untuk memotivasi siswa kalau sudah mereka...dari awalnya belum sadar akan pentingnya bhs inggris, gitu lho. Nah jadi itu, mereka tidak sadar akan pentingnya bhs inggris, terus mereka menganggap bhs inggris sebagai...bhs asing yang sangat susah gitu. Kalau sudah gitu, beberapa dari mereka akhirnya nanti waktu saya menjelaskan, nggak memperhatikan, rame, gangguin temannya. Wes...itu susah wes. Pembelajaran jadi nggak efektif kan, dikasih motivasi pun ya kadang nggak manjur, apalagi siswa yang bandel banget kan ya. Padahal nanti ya kasihan juga kalau nilainya nggak memuaskan. Terus kemudian... em... oh iya kesulitan memotivasi itu bisa juga karena anak-anak terpengaruh dari lingkungannya, misalnya kondisi kelasnya nggak nyaman atau gimana. Posisi kelas juga bisa mempengaruhi

seperti yang saya bilang kemarin itu ya. Misalnya kelasnya deket kantin, atau kamar mandi, atau e...lain sebagainya, nanti banyak yang lewat gangguin konsentrasi anak-anak yang ada di kelas itu. Biasanya mereka manggil-manggil, lihat-lihat kan gitu ya, wes itu kita harus em... menarik perhatian siswa agar kembali fokus ke pelajaran. Kemudian... itu, siswa bisa kurang motivasi karena pengaruh temennya. Anak ini awalnya sudah niat belajar, tapi temen-temennya banyak yang nggak niat, akhirnya dia merasa nggak punya partner ya kan. Ada beberapa anak yang gitu, akhirnya e... dia kurang semangat belajarnya, gampang jenuh, dan segala macam wes. Itu yang saya...e...kasihan gitu lho kan eman ya. Ya...harus tetap dimotivasi agar apa ya...anak yang minat tadi motivasinya nggak gampang terpengaruh dengan temennya. Nah temen-temennya yang lain juga kita kasih motivasi juga, agar anak-anak semuanya bisa termotivasi dan semangat belajar, kan harapannya gitu ya. Untuk kesulitan yang saya alami, cukup itu saja sih.

R : Baik. Kemudian dari pengalaman Ibu, strategi apa saja yang pernah Ibu terapkan dalam memotivasi siswa?

A : Okay, yang pertama itu...dari awal kelas dulu ya? Nah awal kelas itu saya menyapa anak-anak dengan muka yang ceria ya tentunya, agar kesan pertama anak-anak itu e...ikut ceria juga. Kalo misalnya guru masuk kelas awal-awal eh tapi kok muka nya nggak ceria kan anak-anak malah jadi jenuh juga kan. Nah makanya kita harus senyum, itu. Habis itu...saya menanyakan kabar ya biasa lah “how are you going today, students?” seperti itu nah itu... dilanjutkan basa-basi dulu ya, kayak yang menanyakan itu...e...misalnya “eh tadi sarapan apa?” dan lain-lain seperti itu. Itu tujuannya untuk menarik perhatian anak-anak, jadinya anak-anak bener-bener mendengarkan guru. Nah kemudian, saya lihat dulu misalnya ada yang masih ngantuk, jenuh dan lain sebagainya, saya kasih cerita dulu, bercerita biasanya tentang pentingnya materi yang akan dipelajari, tapi agak saya...sambungkan dengan kehidupan sehari-hari mereka gitu lho. Agar anak-anak itu bisa...apa istilahnya ya... agar mereka bisa relate lah

gitu, dengan harapan mereka akan sadar dan termotivasi. Gitu. Terus habis itu... mulai masuk ke materi ya, tapi sebelum itu biasanya saya kasih pertanyaan pemantik yang nyambung dengan materinya. Misalnya hari ini materi... procedure text, itu pertanyaan pemantiknya ya seperti “anak-anak ada yang pernah membuat kopi panas?” misalnya. Nanti kan anak-anak nyaut-nyaut wes “saya pernah bu” “saya bu” saya bu” nanti ada yang langsung menyebutkan langkah-langkahnya “pertama saya buka kemasan terus saya masukkan kopinya ke cangkir lalu ini ini itu” seperti itu wes ya kan. Nah kalo anak-anak udah nyaut gitu kan e... atmosphere kelas jadi enak kan anak-anak aktif semua gitu, menandakan mereka semangat belajar dan memang bisa relate kalo “ooo ini ya langkah-langkah membuat ini itu, ooo itu namanya procedure text ya” nah seperti itu kan ya. Kalo di awal kelas itu sih strateginya. Nah kalo pas pertengahan kelas itu biasanya yang tadi pada masih semangat semua, sekarang biasanya ada beberapa yang mulai jenuh ya kan. Misalnya ada yang tidur, pertama ya kita bangunin dulu kan, terus habis itu saya tanya, misalnya “eh tadi malem kamu begadang atau gimana? Kok udah tidur aja di kelas?” nantikan teman-temannya biasanya ikut njawab juga kan, nah pokok biar kelas itu agak sedikit rame lagi lah, otomatisakan semuanya akan memperhatikan kembali ke gurunya. Gitu yang pertama, itu memang agak sepele ya keliatannya, tapi ya harus gitu...ya. Biasanya saya juga kasih waktu mereka buat cuci muka biar ngantuknya hilang dan berenergi lagi, itu juga bisa ya. Kayak yang saya bilang minggu lalu, saya juga biasanya kasih mereka buat ngobrol dulu, 5 menit misalnya, jangan lama-lama wes. Itu...e...memulihkan motivasi mereka gitu, biar fokus kembali kan gitu ya. Kemudian...bisa juga itu...memberi kesempatan anak-anak untuk keluar kelas. Maksudnya keluar kelas ini bukan sembarang keluar ya, maksudnya ya, bukan ke kantin atau ke mana, tapi belajar diluar. Kayak kemarin kan saya suruh anak-anak kelas 7 untuk menyebutkan kosa kata benda-benda yang ada di luar kelas. Misalnya lagi saya...di kelas 9, saya kasih mereka waktu untuk membaca buku di luar kelas, misalnya kalo mau ulangan harian ya, biasanya kan jenuh gitu di dalam kelas, nah itu saya

beri kelonggaran “boleh belajar di luar kelas wes, cari tempat yang menurut kamu nyaman, saya kasih waktu 10 menit” misalnya gitu, nah nanti anak-anak kan merasa...e...agak nyaman lah gitu, belajarnya lebih relax dan semangat. Tapi kita sebagai guru ya juga harus sambil mengawasi, jangan sampai nanti anak-anak malah ke kantin, nggak belajar dan lain sebagainya, nah itu ya kita juga harus mengawasi mereka. Kemudian... memotivasi siswa di tengah pembelajaran itu bisa juga dengan...membuat group. Ya group belajar gitu, group discussion. Terserah guru wes mau... anggotanya di tentukan atau anak-anak milih sendiri, terserah wes. Nah yang penting itu tadi bikin group, biasanya 5 sampai 6 orang. Nah dengan belajar group ini proses belajar jadi lebih e...menyenangkan lah istilahnya, daripada belajar sendiri kayak biasa e. Karena kan di group belajar itu nanti bagi tugas, “e nanti kamu ngerjakan yang ini, nanti kamu yang ini. Aku bagian yang ini ini itu” nah lebih banyak interaksi antara siswa, apa lagi di kelas 7, biasanya kan siswa baru masuk ke SMP ini belum kenal semua temennya kan. Nah itu group belajar juga berguna agar mereka saling kenal, saling bekerja sama buat belajar. Nah itu tingkat e...semangat siswa, motivasi siswa bisa tinggi dengan diterapkannya group belajar tadi. Dengan begitu kan anak-anak lebih aktif dan guru hanya meee...apa namanya... mengarahkan dan mengawasi. Strategi yang lain itu... nah hampir sama kayak yang kasih mereka waktu buat ngobrol atau cuci muka, tapi kita kasih musik, musik disaat mengerjakan atau bisa berhenti ngerjakan dulu, kita kasih video-video lucu atau yang sekiranya membuat mereka tertarik dan gak jenuh. Gitu ya.

R : Apakah ada strategi lagi yang mau Ibu ceritakan?

A : Ya...ada. Memotivasi siswa bisa dengan reward itu ya. Reward dan punishment kan ya? Hampir sama kan itu konsepnya cuma beda e...penerapannya aja. Kalau reward kan, ya...kita kasih hadiah jika anak-anak bisa mengerjakan, atau istilahnya mau belajar gitu, biar semangat belajar. Nah kalo punishment ya kita kasih hukuman. Tujuannya kan sama

ya, agar anak-anak itu meningkatkan semangat belajarnya, meningkatkan e... apa namanya itu... performanya kan gitu. Misalnya saya bilang “yang bisa membuat kalimat dengan e...ungkapan...present perfect tense” misalnya “buat bentuk positif, negatif, dan interogatifnya nanti saya kasih reward” ya rewardnya bisa jajan atau apa gitu. Ya bisa juga tambahkan nilai kan ya seperti itu. “Nanti yang berani maju, saya kasih tambahan nilai 10 poin” nah kalo sudah gitu otomatis anak-anak lebih semangat, lebih heboh gitu, maksudnya heboh dalam artian...bagus gitu. Kalo misalnya dibagi kelompok gitu ya bisa, nanti kalo kelompok yang menang, ya semua anggotanya dapet reward, gitu. Kalau reward penambahan nilai harus transparan seperti yang saya jelaskan minggu lalu ya. Semua siswa harus tau...harus melihat kalau guru benar-benar menambahkan poin nilai ke yang...anak atau pun kelompok yang dapet reward tadi, gitu ya. Kemudian kalo punishment itu ya kayak pengurangan nilai... terus kemudian bisa juga ya seperti suruh berdiri di depan, atau lari-lari dilapangan. Tapi saya sendiri jarang sih pakai hukuman, kalo reward lebih sering, ya saya sering pakai reward kalo seperti ini e...memotivasi seperti ini. Saya rasa lebih efektif dan juga kan kalo pakai strategi memberi reward itu hubungan antara guru dan siswa bisa lebih erat gitu kan, kan siswa suka diberi hadiah, nanti jadi senang ke gurunya gitu ya. Kalau dikasih hukuman malah sebaliknya, kan gitu ya.

R : Apakah ada lagi yang ingin Ibu ceritakan?

A : Iya bentar lupa...oh iya ice breaking. Nah pas di tengah pelajaran kan jenuh ya itu bisa kita terapkan ice breaking. Ini juga bisa dilakukan di awal pembelajaran ya, terutama jika di jam terakhir. Ice breaking ya bermacam-macam ya, kalau yang sering itu ya anak-anak suruh melakukan gerak-gerak santai, senam santai...ya bukan senam sih, apa ya istilahnya... stretch their body gitu lah biar nggak pegel gitu. Kita suruh mereka berdiri, kemudian suruh menghadap ke temen sebangkunya, suruh tepuk-tepuk gitu. Atau biasanya saya suruh saling memijat gitu ya biar itu tadi nggak pegel, jenuhnya hilang. Ice breaking bisa juga dengan games ya, games yang

ringan aja biar nggak memakan waktu yang terlalu lama. Yang biasa saya gunakan kalo games itu ya, yang itu e...kosa kata. Jadi anak-anak duduk membuat lingkaran, terus mereka ngasih bola secara bergiliran ke temen sebelahnya, nanti bisa kita bilang “STOP” atau bisa juga dengan musik, nanti siapa yang pegang bola pas musiknya berhenti, kita kasih pertanyaan gampang aja, kalau nggak bisa njawab, kita kasih hukuman ringan, suruh nyanyi atau apa gitu. Tapi kalau ini, saya seringnya pakai ice breaking sih daripada games. Soalnya ya itu tadi ice breaking lebih simple dan efisien aja sih. Kalo sekarang itu pada pake aplikasi dari HP ya, pake dari web gitu ya. Kalau saya sendiri nggak pernah sih soalnya ya udah nggak ngerti hehe. Nggak terlalu mengerti yang gitu ya. Oh iya lupa tadi, memotivasi siswa juga bisa pakai quiz ringan ya, bisa di gabung dengan reward tadi ya. Itu aja sih kalau strategi yang di tengah-tengah pembelajaran.

R : Baik. Kemudian strategi yang Ibu terapkan di akhir pembelajaran, bisa tolong di ceritakan?

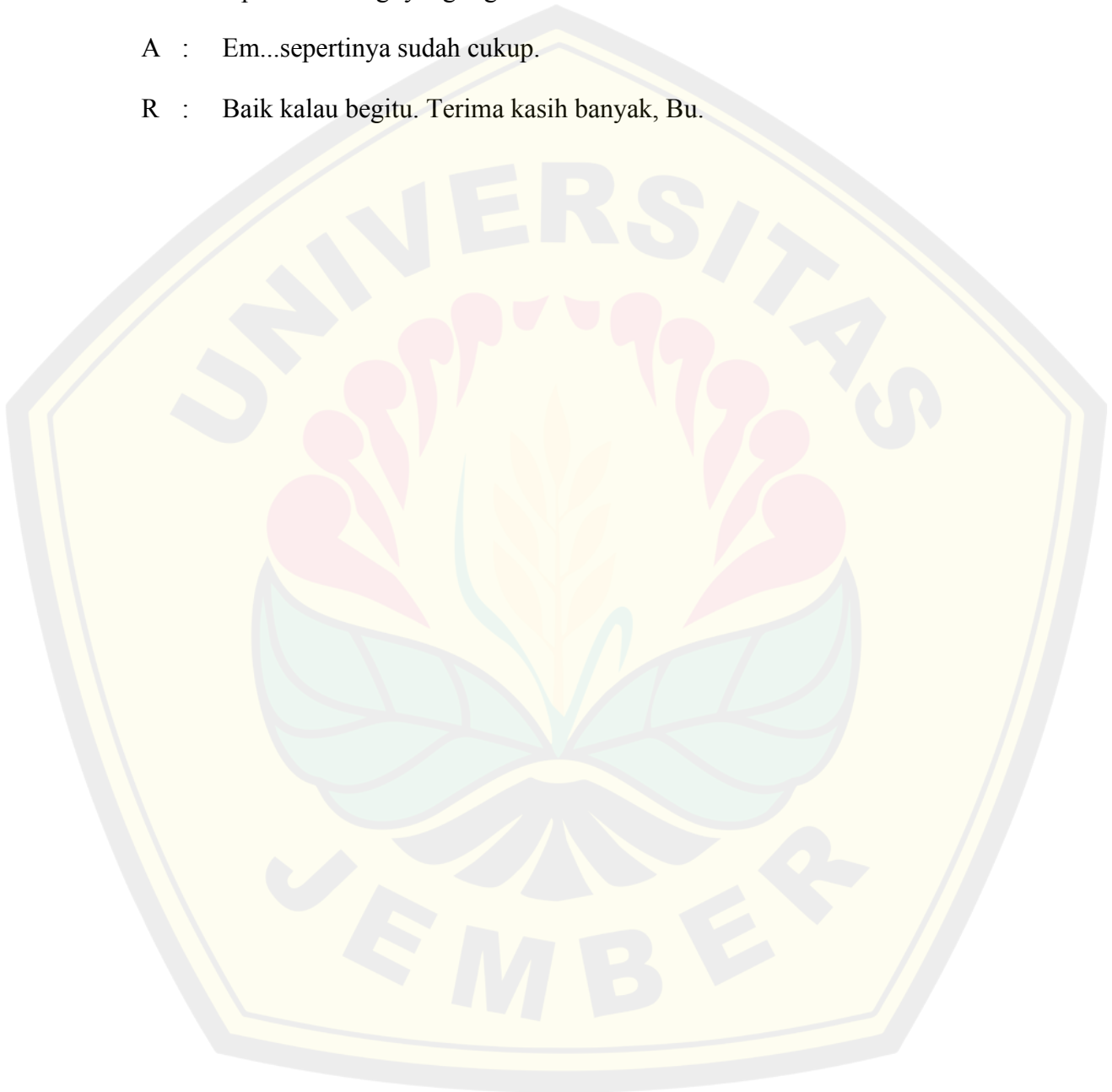
A : Ya... pertama-tama saya memberikan feedback, kesimpulan dari materi yang sudah kita bahas. Dan juga saya apresiasi anak-anak untuk hari ini, apresiasi karena mereka sudah belajar hari ini. Oh iya dan juga saya bilangin ke anak-anak bahwa membuat kesalahan itu tidak apa-apa, karena itu kan... e... bagian dari proses gitu kan ya. Tujuannya biar mereka merasa dihargai atas kerja kerasnya hari itu dan biar nggak merasa down lah gitu jika mereka e... istilahnya having a bad day. Lalu, saya jelaskan lagi pentingnya materi itu dan kaitannya dengan real-life mereka, masa depan mereka gitu. Kemudian memberi kesempatan anak-anak untuk bertanya. Tapi biasanya nggak ada yang bertanya kan gitu ya hehehe. “Any questions, students?” “NOOO” kan gitu ya biasanya. Ya gitu wes. Habis memberi kesempatan bertanya, saya beri penugasan. Penugasan bisa tertulis bisa juga nggak tertulis ya. Tertulis contohnya ya kayak kita kasih 5 atau 10 soal gitu. Kalau tidak tertulis itu biasanya saya suruh mereka cari di internet tentang materi untuk minggu depan. Kadang saya juga kasih mereka link video, nah nanti

suruh mereka liat di rumah link video tersebut. Nah besok pas materi selanjutnya, anak-anak sudah ada e...pandangan gitu tentang materi untuk hari itu. Jadi kita juga agak mudah ya dalam menjelaskan materi tersebut. Setelah itu... ya doa. Habis itu ya selesai sih itu saja.

R : Apakah ada lagi yang ingin Ibu ceritakan?

A : Em...sepertinya sudah cukup.

R : Baik kalau begitu. Terima kasih banyak, Bu.



Appendix 4**The Table of the Initial Codes**

Name	Sources	References
a large number of learners	1	3
afraid of being pointed out	1	2
answering the questions	2	2
asking how they are doing	2	5
asking simple(common) question	2	3
asking what they are doing	1	1
assuming that English is difficult	2	5
at the end of the class	1	4
at the start of the class	2	6
background affects behavior	1	2
being affected by lazy classmates	2	7
being called by a passerby	2	2
being demotivated affects their performance	2	7
being demotivated made them too relax	1	1
being humorous	1	3
being noisy	2	9
building a good relationship	2	4
buying them things as reward	2	3
cheerful face	1	3
clapping	2	2
closing prayer	2	2
conclusion of the lesson learnt	2	3
consuming too much time	1	4
copying or cheating	1	1
creating learning groups	2	9
dancing	1	1
determining learners' learning style	2	2
disrupted by passerby	2	5
disturbing their classmates	1	1

doing relaxing movement	2	4
English being the last lesson of the day	1	2
friends were answering along	2	3
gaining learners' focus or attention	2	6
games from phone	1	2
getting bored or fed up	2	12
getting sleepy	1	3
getting tired	2	3
giving appreciation	1	2
giving extra score as reward	2	6
giving homework for the next session	2	5
giving less punishment, more rewards	1	2
giving positive feedback	2	6
giving rewards	2	14
giving rewards are more effective	1	1
giving score reduction as punishment	2	4
giving short break	2	4
giving task about labels	1	1
giving tasks	2	8
giving them chance to ask questions	1	2
glancing around	2	2
greetings	2	6
group task	1	1
hard to know learners' backgrounds	1	4
having a transparency in giving rewards	2	2
having class management	1	1
having low interest in English	2	11
having no awareness of the importance of English	1	3
having small talk	2	9
hindrances from learners' surroundings	2	3
hindrances from the learners themselves	1	1
ice-breaking is simpler and more efficient	1	1

in the middle of the class	2	7
increasing their motivation(performance)	1	1
individual task	1	1
interaction between teacher and learners	1	1
reluctant to learn English	2	2
reluctant to open books	2	2
reluctant to open dictionary	1	1
learners didn't focus on lesson	2	6
learners like humorous teacher	1	1
learning group offers more interaction	1	2
learning outside the class	2	8
letting them wash their faces	1	2
limited time at the end of class	1	2
lots of passerby	2	3
making the learners have a good mood	1	1
making the learners smile back	1	2
making the learning interesting	2	2
making them focus first before study	1	1
massaging each other	1	1
motivation affects behavior	1	1
motivation as driving factor	2	3
motivation is important	1	3
not all of them were motivated	2	4
not doing the tasks	2	2
not easy to maintain motivation	1	1
not easy to motivate	2	4
not enough time to finish today's task	1	1
not explaining lesson right away	1	2
not having study partner	2	4
not listening to the teacher	1	2
not studying seriously	1	1
playing music	2	4

pointing at the students	1	3
position(location) of the class	2	7
prefers ice-breaking over games	1	1
preventing them from feeling down	1	1
quick game	2	5
restoring their motivation	1	2
smiling	1	3
so they have a view of the lesson for that day	1	1
tasks can be written or unwritten	2	3
teacher should supervise their students	1	3
telling importance of lesson	2	4
telling jokes	1	3
telling story regarding to the lesson	2	6
telling them to run around the field as punishment	1	1
telling them to stand in front of the class as punishment	1	1
the learning becomes ineffective	1	1
uncomfortable classroom	1	1
using essential questions	2	7
using games	2	10
using ice-breaking	2	10
using media	1	6
using punishment	2	7
using quizzes	2	8
using videos	2	6
using vocabulary for ice-breaking	1	4
usually nobody asks questions	1	1
various backgrounds	2	3
various behaviors	1	2
various responses towards motivation	1	3
waking a sleeping student up	1	1
wanting to end the class immediately	1	1
124 items		

Appendix 5

The Table of the Final Themes and Subthemes

Name	Sources	References
<u>Motivational Strategies Applied by the Teacher</u>	2	205
Building a good relationship	2	45
Greetings	2	6
Smiling	1	5
Showing cheerful face	1	3
Asking how they are doing	2	5
Having small talk	2	15
Being humorous	1	7
Using interesting learning methods	2	54
Using essential questions	2	9
Creating learning groups	2	11
Using games	2	13
Using quizzes	2	8
Learning outside the class	2	11
Using various media	2	16
Using videos	2	6
Playing music	2	4
Using things	1	2
Maintaining learners' motivation	2	90
Focusing	2	16
Gaining learners' focus or attention	2	12
Telling importance of lesson	2	4
Giving rewards	2	22
Things	2	3
Extra score	2	6
Giving punishment	2	11
Score reduction	1	2
Physical punishment	1	2
Energizer	2	39

Using ice-breaking	2	22
Giving short break to chat with friends	2	4
Letting them wash their faces	1	2
Giving positive feedback	2	11
<u>Hindering Factors in Motivating the Learners</u>	2	132
Hindrances from the Learners	2	84
Learners' background	2	21
A large number of learners	1	3
Hard to know learners' backgrounds	2	14
Not all of them were motivated	2	4
Low interest	2	19
Assuming that English is difficult	2	5
Having no awareness of the importance of English	1	3
Inattention	2	39
Not studying seriously	2	4
Not focusing on lesson	2	8
Being noisy	2	9
Getting bored or fed up	2	12
Getting sleepy	1	3
Getting tired	2	3
Shiftlessness	2	5
Reluctant to learn English	2	2
Reluctant to open books	2	2
Reluctant to open dictionary	1	1
Hindrances from the Learners' Surroundings	2	30
Inappropriate classroom setting	2	18
Being disrupted by passerby	2	11
Position(location) of the class	2	7
Unsupportive peer behavior	2	12
Being affected by sluggish classmates	2	8
Having no study partner	2	4
Time constraints	2	5

English being the last lesson of the day	1	2
Limited time at the end of class	1	3
<u>Other</u>	2	7
Motivation affects behavior	1	1
Motivation as driving factor	2	3
Motivation is important	1	3
68 items		

