

**ENGLISH TEACHER'S EFFORTS DEALING WITH  
UNMOTIVATED STUDENTS AT 11<sup>TH</sup> GRADE OF MA AL-  
IRSYAD GUNUNGJATI, PAGEDONGAN, BANJARNEGARA**



**IAIN PURWOKERTO**

**THESIS**

**Presented to Faculty of Tarbiya and Teacher Training, State  
Institute on Islamic Studies Purwokerto as a Partial Fulfillment of  
the Requirement for Belowgraduate Degree in English Education**



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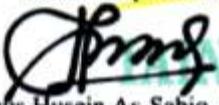
## APPROVAL

Thesis Entitled :

### ENGLISH TEACHER'S EFFORTS DEALING WITH UNMOTIVATED STUDENTS AT 11<sup>TH</sup> GRADE OF MA AL- IRSYAD GUNUNGJATI, PEDAGONGAN, BANJARNEGARA

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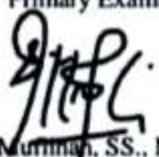
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*Assalamu'alaikum Warahamtullahi Wabarakaatuh*

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UNMOTIVATED STUDENTS AT 11<sup>TH</sup> GRADE OF MA AL-  
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*Wassalamu'alaikumwr.wb*

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## MOTTO

*“ orang bilang, ada kekuatan-kekuatan dahsyat yang tak terduga yang bisa timbul pada samudera, pada gunung berapi dan pada pribadi yang tahu benar akan tujuan hidupnya.”*

*-Pramoedya Ananta Toer-*



## DEDICATIONS

This thesis is dedicated to:

1. *My beloved parents, Slamet and Kartem.*
2. *My beloved brother and his family, Nur Soleh, Putri, and Hayya.*
3. *All of my beloved member of Mbah Supyan's family.*
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers.

Purwokerto, 23 June 2020  
The researcher,



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# ENGLISH TEACHER'S EFFORTS DEALING WITH UNMOTIVATED STUDENTS AT 11<sup>TH</sup> GRADE OF MA AL-IRSYAD GUNUNGJATI

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## Abstract

Motivation is related to students' achievement. In MA Al-Irsyad Gunungjati, motivation was still being a big problem. There were the unmotivated students at 11<sup>th</sup> of MA Al-Irsyad Gunungjati with their own background and cause the bad effect of their achievement. This research aimed to describe English Teacher's Efforts Dealing with Unmotivated Students at 11th Grade of MA Al-Irsyad Gunungjati.

This research was descriptive qualitative research. The subjects of the research were the English teacher and the students of 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati. The object of the research was the English teacher's efforts dealing with unmotivated students. The data were obtained through observation, interview, and documentation. The data were in the form of interview transcripts, filed notes, and picture documentation. The data from the observation, interviews, and documentation were analyzed qualitatively. The researcher used triangulation method namely triangulation of sources, triangulation of technique, and triangulation of time.

The result of this research showed the English Teacher's Efforts Dealing with Unmotivated Students at 11th Grade of MA Al-Irsyad Gunungjati. There were four efforts used by the teacher for motivating the unmotivated students. The first effort was utilizing the ICT Media such as LCD Projector to show a short movie related to the learning material. The second effort was using reward. The kinds of rewards used by the teacher were: by giving additional point, a praise, and giving applause for student that can answer the teacher's question. The third effort was gaming namely a connection word game. The students were asked to continue the last word that was said by the others. It was a cheerful moment. The fourth effort was inserting Islamic values during learning process. The examples of inserting Islamic values were by telling the great story of Islamic figures and by saying the importance of learning based on Koran and Hadith. Based on those efforts, it showed that the kind of motivation which improved was extrinsic motivation. Extrinsic motivation is when someone does something due to the outside of itself. It was proved by the students' acts when the teacher offered something as the teacher's effort.

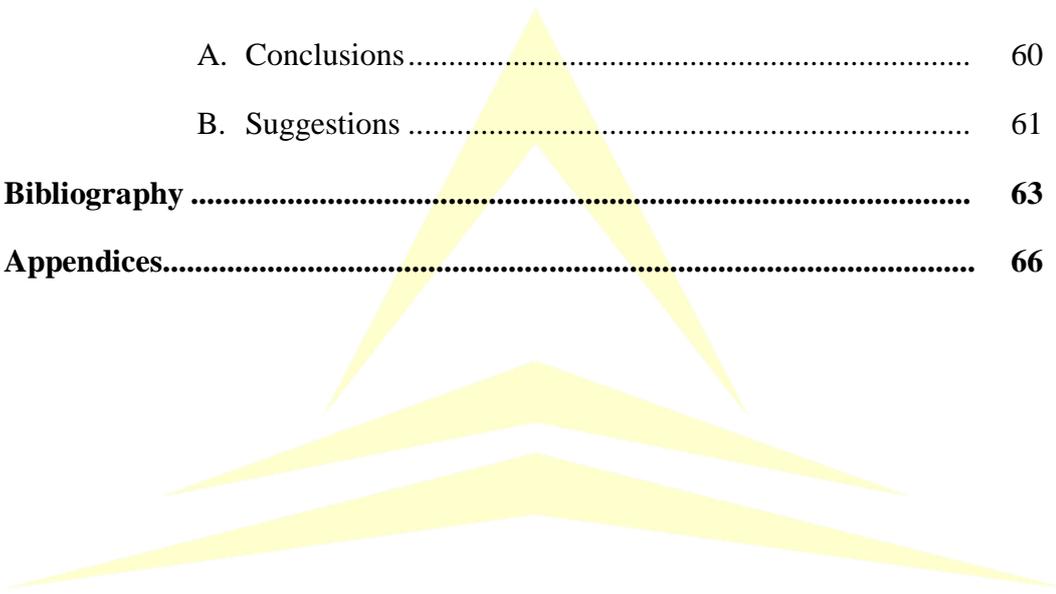
**Keyword :** *Teacher's efforts, Unmotivated Students.*

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

In education, English has been one of the most important subject or material in any educational program. The globalization of English has prompted continuing debate about the rule of English as a language for international communication. English also becomes a requirement of the learning subject for students who want to graduate from junior high school or senior high school. It will be important for people who want to apply for jobs, because it is requirement that is required in most of the companies.

Motivation is such an important element in improving work productivity, every educational administrator needs to have a firm understanding of how it relates to job satisfaction and reward systems. Based on numerous state and national studies concerning the condition of schools, a great deal of time, energy, and effort is expended by educational administrators trying to improve the effective-ness and efficiency of educational delivery systems. Understanding job satisfaction and work motivation can be the key elements to improving educational productivity.

Motivation to learn is the heart of learning activities. Motivation to learn is the driving force that affects whether or not the hard efforts to learn made by the students.<sup>1</sup> Motivation is a basic for doing anything. Motivation is a big problem for the students in learning process. Motivation is preference, energy level, and persistence all depend on one's reasons (or motives) for learning.<sup>2</sup> Motivation is a crucial goal of the entire system education. Its like to be a necessary in the perfomance of all learner behavior.<sup>3</sup> Commonly, the kinds of motivation are intrinsic and extrinsic motivation. Intrinsic motivation means

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<sup>1</sup> As-Sabiq, Agus Husein. Improving Students' Motivation and Reading Skills in Elt Through Audio Visual Media. *Journal Diksi*. Vol 25, No 1, 2017.

<sup>2</sup> Switzky, Harvey N, *Personality and Motivational Differences in Persons With Mental Retardation*, (London: Lawrence Erlbaum Associates, 2001), 53.

<sup>3</sup> Sinagatullin, Ighiz M, *Teaching is More Than Pedagogic*, (United States of America: Rowman & Littlefield Education, 2009), 149.

as the interest and eagerness to do something and take a part in certain activities because of each individual feels that they are pleasant and attractive. Extrinsic motivation it means the eagerness to take part in activities because of the reasons which do not link to the activity.<sup>4</sup> Motivation is an important thing. Then a teacher need the right efforts for motivating the students. If the students are feeling motivated, they will be active in learning process. Motivates a student is not easy as it word. A continuously is needed to motivates the students.

Based on the result of a preliminary observation at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara. This school is the only one school that located in a Village, exactly Gunungjati Village. MA Al-Irsyad Gunungjati also held an informal education as Al-Irsyad Islamic Boarding School. It makes this school becomes a good school with the excellent program also, that are for all students have to memorized Juz 'Amma and they have to learn about Classical Islamic Book although they are not the students in that Islamic Boarding School.

In MA Al-Irsyad Gunungjati, motivation is still being a big problem. Beside the students, but also the parents and the society perspective on English. Some of them think that English is not important in the village and their students must not to be smart in English. So that some of students are unmotivated through of the English learning. In fact, the students are still having difficulties to follow the English courses in the class.

The others school in Banjarnegara especially the school that located in the village areas, also faced the same problems. According to Mrs. Fithria that unmotivated can be handle carefully. Mrs. Fithria as the English teacher also the headmaster of MA Al-Irsyad Gunungjati, said that sometimes the students whom unmotivated doing something wrong, like absence of the English schedule times or not finishing their assignment even being cheating in

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<sup>4</sup> Ryan, R. M., & Deci, E. L, *Intrinsic And Extrinsic Motivations: Classic Definitions and New Directions*,  
*Contemporary Educational Psychology* 2000. 54-67.

examination. She have to try many efforts to motivate those unmotivated students. For her, it is needs more time and do patiently.

Based on the problems in the school, the researcher is interested to do the research about *English Teacher's Efforts Dealing With Unmotivated Students*. The researcher hopes, this research can be used as reference in improving students' motivation in learning English.

## B. Operational Definitions

It is needed to explain the key words of the research to avoid some misunderstanding. The researche explained the definitions as the sentence below:

### 1. Motivation

Motivation is a crucial goal of the entire system education. Its like to be a necessary in the performance of all learner behavior.<sup>5</sup> According to the researcher, motivation is the important thing that will change all of personal attitude and the result. If there is good motivation both from the others or from the inside, the result will be good also. If there's no motivation, its means nothing to do. But overall, the right motivation always comes from inside of every person. How many motivaton comes from outside, if there's no one comes from inside, it doesn't means anything.

### 2. Effort

Efforts are ubiquitous and multifarious. The effort create to solve problems no matter about an individual or in teamwork. Effort is conceptualised as a vector quality with magnitude and direction<sup>6</sup>

## C. Research Questions

The problems that will analyze in this research are:

1. What are the efforts used by the English teacher dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati?

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<sup>5</sup> Sinagatullin, Ilghiz M, *Teaching is More Than Pedagogic*, (United States of America: Rowman & Littlefield Education, 2009), 149.

<sup>6</sup> Massin, Olivier. Towards a Definition of Efforts. *Motivation Science, American Psychological Association*. Vol. 3, No. 3, 2017.

2. What kind of motivation is improved in reference to the efforts used?

#### **D. Objectives and Significances of The Research**

1. The objectives of this research are:
  - a) To describe the efforts of English teacher dealing with unmotivated students.
  - b) To analyze the kind of motivation that is improved in reference to the efforts used by the teacher.

2. The significances of this research

The results of the research is expected to give the benefit both theoretically and practically:

- a) Theoretically significances:

The result of this study is expected to give a worthy contribution to science in teaching and learning English dealing with unmotivated students. Motivation is very important part in learning English. The information about strategies in learning English dealing with unmotivated students can make people who are interested in learning English understand about the various of teacher's strategies in teaching the unmotivated students.

- b) Practically significances:

Practically, the research of this study can be useful for the students, English teacher, the reader, the researcher, and the others.

(1) For the students, it can develop their motivation and strategies dealing with their unmotivated when learn about English. Therefore, they can be easier to interesting and motivating in their learning English and become independent learners.

(2) For the English teacher, this research will help the teachers to design appropriate materials and activities in teaching to improve students' motivation. It means learning strategies can be easy for English teachers in the teaching process, especially in learning vocabulary which can request students' motivation in learning English.

- (3) For the reader, the reader will know what are the efforts used by the English teacher in MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara in learning English dealing with unmotivated students.
- (4) For the researcher, this research will be one of the experiences in writing English while the researcher is studying in the English Department Student and it can be useful as a reference for her teaching in the future.
- (5) For the others, this research will be one of reference in their similar topic.

#### **E. Structure of the Research**

The structure of this research will explain as follows:

Chapter I, showed the introduction. There are include; background of the study, operational definition, research questions, objectives and significanes of the research and structure of the research.

Chapter II, showed the relevant of studies and the theories of the English teacher strategies dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara.

Chapter III, showed the research method. This contain of this chapter are; the research design, subject of the study, object of the study, instruments for obtaining data, technique of collecting data, and technique of analyzing data.

Chapter IV, showed the result of this research which is consists of general description of MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara and discussion of the English teacher strategies dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara.

Chapter V, showed the conclusion and suggestions.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher present the related literature concerning to the conceptual of motivation and teacher's efforts.

#### A. Motivation

##### 1. Definition of Motivation

Motivation becomes a central in all aspects, also in Education. Motivation has been a central to support the success of all students. Motivation is the key to do anything. Motivation is a crucial goal of the entire system education. Its like to be necessary in the performance of all learner behaviour.<sup>7</sup> Motivation to learn is the heart of learning activities. Motivation to learn is the driving force that affects whether or not the hard efforts to learn made by the students.<sup>8</sup> Personality and motivation are in one unity as a self-system processes are the energizing forces that drive all other psychological, learning, and self-regulatory processes.<sup>9</sup>

Motivation is the extent between in making a choice of goals to pursue and the effort in which that will be devote to that pursuit.<sup>10</sup> Motivation can be defined more specifically for learning in college courses as purposeful engagement in classroom tasks and study, to master concepts or skills.<sup>11</sup>

Motivation is preference, energy level, and persistence all depend on one's reasons (or motives) for learning.<sup>12</sup> Motivation is a term which is

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<sup>7</sup> Sinagatullin, Ighiz M, *Teaching is More Than Pedagogic*, (United States of America: Rowman & Littlefield Education, 2009), 149.

<sup>8</sup> As-Sabiq, Agus Husein. Improving Students' Motivation and Reading Skills in Elt Through Audio Visual Media. *Journal Diksi*. Vol 25, No 1, 2017.

<sup>9</sup> Switzky, Harvey N, *Personality and Motivational Differences in Persons With Mental Retardation*, (London: Lawrence Erlbaum Associates, 2001), 53.

<sup>10</sup> Brown, Douglas. *Teaching by Principle an Interactive Approach to Language Pedagogy Second edition*, (California: Longman, 2000), 72.

<sup>11</sup> Forsyth, Donelson R & James Mc Millah, "What Theories Of Motivation Say About Why Learners Learn", Spring, No. 39, 1991, P.40. <https://www.researchgate.net/publication/227670330>.

<sup>12</sup> Covington, Martin, *Overcoming Student Failure: Changing Motives and Incentives For Learning*, (Wahington DC: American Psychological Association, 2002), 5.

often used with respect to second language learning as a simple explanation of achievement, as in statement, ‘‘if the students are motivated, they will’’.<sup>13</sup> Motivation is one of the key factors that influences the rate and success of second or foreign language learning.<sup>14</sup>

In summary, motivation is defined in general way by educators and psychologists as the processes that initiate and sustain behavior. In language learning, motivation is the combination of learners’ effort, attitudes, and inner desire to achieve the goal of mastering language. It is hard for someone to achieve the successfulness without motivation. Motivation is the keys for do anything.

## 2. Theories of Motivation

There are many theories of motivation as bellows:

- 1) **The needs hierarchy system.** Devised by Maslow which is a commonly used scheme for classifying human motives. It involves five categories of motives arranged with lower-level needs on the bottom which must be satisfied first, before the higher level needs come into play. Here shown that theories:
  - a) Physiological needs. It is consists of; food, water, sex, and shelter.
  - b) Safety needs. It is consists of; protection against danger, threat, and deprivation. Behavior which around uncertainty with respect to continued employment or which reflects favoritism or discrimination. Unpredictable administration of policy are powerful motivators of the safety needs in the employment relationship at every level.
  - c) Social needs. It is consists of giving and receiving of love, friendship, affection, belonging, association, and acceptance.

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<sup>13</sup> Gardner, R.C. *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation* [online]. ( London : Edward Arnold, 1985) 51. Available at: <<http://publish.uwo.ca/~gardner/docs/SECONDLANGUAGE1985book.pdf>>. ISBN 07-7131-6425-5.

<sup>14</sup> Dornyei, Z. ‘‘Motivation In Second And Foreign Language Learning’’. *Journal Teaching, Vol.3, No. 31.* hlm117-135 <http://journals.cambridge.org/LTA> .

## d) Ego needs.

It consists of need for achievement, adequacy, strength, and freedom. The essence of this is the need for autonomy or independence. Status, recognition, appreciation, and prestige. In essence this is the need for self-esteem or self-worth.

## e) Self-actualization needs. It is about the need to realize one's potentialities for continued self-development and the desire to become more and more of what one is and what one is capable of becoming. The conditions of modern industrial life afford only limited opportunity for the self-actualizing need to find expression.

**2) Herzberg's Motivation Hygiene Theory.**

Herzberg's motivation hygiene theory is often called the two factor theory and focuses on those sources of motivation which are pertinent to the accomplishment of work. Herzberg concluded that job satisfaction and dissatisfaction were the products of two separate factors: motivating factors (satisfiers) and hygiene factors (dissatisfiers).

Motivating Factors (Satisfiers)	Hygiene Factors (Dissatisfiers)
Achievement	Company Policy
Recognition	Supervision
Work Itself	Working conditions
Responsibility	Interpersonal relations
Advancement	Salary
Growth	Status
	Job security
	Personal life

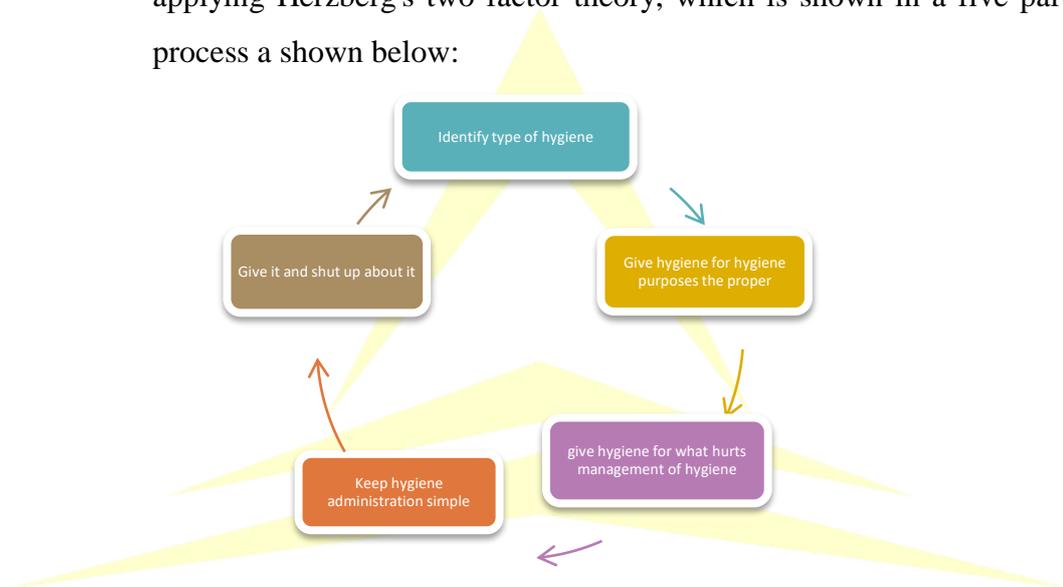
Table 1. Herzberg's motivation hygiene theory

The dynamics of hygiene	The dynamics of motivation
The psychological basis of hygiene needs is the avoidance of pain from the environment.	The psychological basis of motivation is the need for personal growth.
There are infinite sources of pain in the	There are limited sources of motivator satisfaction.

environment.	
Hygiene improvements have short-term effects.	Motivator improvements have long-term effects.
Hygiene needs are cyclical in nature.	Motivators are additive in nature.
Hygiene needs have an escalating zero point.	Motivator needs have a nonescalating zero point.
There is no final answer to hygiene needs.	There are answers to motivator needs.

Table 2. The identification and compares between the dynamics of hygiene and motivation

The proper management of hygiene is an important first step in applying Herzberg's two factor theory, which is shown in a five part process as shown below:



### 3) McClelland's Need for Achievement Theory.

The theory proposes that when a need is strong in a person, its effect is to motivate the person to use behavior which leads to satisfaction of the need. The main theme of McClelland's theory is that needs are learned through coping with one's environment. Since needs are learned, behavior which is rewarded tends to recur at a higher frequency.

The need of achievement involves desire to independently master objects, ideas and other people, and to increase one's self-esteem through the exercise of one's talent.

- a. description set of factors which reflect a high need for achievement. These are:
- b. Achievers like situations in which they take personal responsibility for finding solutions to problems.
- c. Achievers have, a tendency to set moderate achievement goals and take "calculated risks."
- d. Achievers want concrete feedback about how well they are doing.<sup>15</sup>

#### 4) Self-Determination Theory.

Self-Determination Theory is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic meta theory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation by Ryan and Deci.

Motivation concerns energy, direction, persistence and finality of all aspects of activation and intention. Motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation.

Perhaps more important, in the real world motivation is highly valued because of its consequences: Motivation produces. It is therefore of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parent that involve mobilizing others to act.

Although motivation is often treated as a singular construct, even superficial reflection suggests that people are moved to act by very different types of factors, with highly varied experiences and consequences. People can be motivated because they value an activity or because there is strong external coercion. They can be urged into action by an abiding interest or by a bribe. They can behave from a sense of personal commitment to excel or from fear of being

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<sup>15</sup> Parde, Ronald L, *Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation*, (ERIC Publisher, 1990), 4-11.

surveillance. These contrasts between cases of having internal motivation versus being externally pressured are surely familiar to everyone. The issue of whether people stand behind a behavior out of their interests and values, or do it for reasons external to the self, is a matter of significance in every culture and represents a basic dimension by which people make sense of their own and others' behavior.

The focused of this theory are about intrinsic and extrinsic motivation.

a. Intrinsic Motivation.

Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn. Developmental psychologists acknowledge that from the time of birth, children, in their healthiest states, are active, inquisitive, curious, and playful, even in the absence of specific rewards. The construct of intrinsic motivation describes this natural inclination toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment and vitality throughout life.

b. Extrinsic Motivation.

Although intrinsic motivation is an important type of motivation, it is not the only type or even the only type of self-determined motivation. Indeed, much of what people do is not strictly speaking, intrinsically motivated, especially after early childhood when the freedom to be intrinsically motivated is increasingly curtailed by social pressures to do activities that are not interesting and to assume a variety of new responsibilities.

The real question concerning non intrinsically motivated practices is how individuals acquire the motivation to carry them

out and how this motivation affects on going persistence, behavioral quality, and well-being. Whenever a person (be it a parent, teacher, boss, coach, or therapist) attempts to foster certain behaviors in others, the others' motivation for the behavior can range from amotivation or unwillingness, to passive compliance, to active personal commitment. These different motivations reflect differing degrees to which the value and regulation of the requested behavior have been internalized and integrated. Internalization refers to people's "taking in" a value or regulation, and integration refers to the further transformation of that regulation into their own so that, subsequently, it will emanate from their sense of self.

The term *extrinsic motivation* refers to the performance of an activity in order to attain some separable outcome and, thus contrasts with *intrinsic motivation*, which refers to doing an activity for the inherent satisfaction of the activity itself. Unlike some perspectives that view extrinsically motivated behavior as invariably non autonomous.

Self-Determination Theory proposes that extrinsic motivation can vary greatly in its relative autonomy. For example, students who do their homework because they personally grasp its value for their chosen career are extrinsically motivated, as are those who do the work only because they are adhering to their parents' control. Both examples involve instrumentalities rather than enjoyment of the work itself, yet the former case of extrinsic motivation entails personal endorsement and a feeling of choice, whereas the latter involves compliance with an external regulation. Both represent intentional behavior but they vary in their relative autonomy.

The former, of course, is the type of extrinsic motivation that is sought by astute socializing agents regardless of the applied domain.<sup>16</sup>

### 3. Kinds of Motivation

The levels and kinds of motivation are different in any individual from the others. Both of them are different by people own characteristics. Many factors also become the reasons why it differs in each-others. The factors are like personality and age.

There are two kinds of motivation based on the purpose, namely instrumental and integrative motivation. The instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. Instrumental goals, such as: career promotion or furthering a career, reading technical material, translation, good job position and status. The integrative motivation means learning the language with the intention of participating in the culture of its people. Culture is to identify with and to make learners become a part of that society. In the integrative motivation, students need to be attracted by the culture of target language community.<sup>17</sup>

There are two kinds of motivation. Those are integrative and assimilative motivation. Integrative motivation is the eagerness on a part of a language learner to learn the second language in order to communicate with and to find out about members of that. Assimilative is a character of a person who almost still young age then want to identify the correlation between the second language and second culture.<sup>18</sup>

There are two kinds of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation means as the interest and eagerness to do

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<sup>16</sup> Deci, Edward L and Ryan, *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*, (University of Rochester: American Psychologist, 2000) Vol.55 No. 1, 68-78.

<sup>17</sup> Lambert, *Attitude and Motivation in Second Language Learning*, (Rowley MA: Newbury House, 1972) 275.

<sup>18</sup> Quan, Zhu. *Motivation For A Second Or Foreign Language Learning*. (China: EDP Science, 2014) 2-3. <http://www.shs-conferences.org>

something and take a part in certain activities because of each individual feels that they are pleasant and attractive. Intrinsic motivation also refers as a guide from inside of an individual that means no pressure from the others. Extrinsic motivation means the eagerness to take part in activities because of the reasons which do not link to the activity.<sup>19</sup> For example is because of support from the outside of an individual. Sometimes there is a pressure to do. But for the motive of extrinsic motivation, some of them also look to the reward that they will get after do something such as money or something they love. The classifications of a motivation should be related upon a goal rather than upon to instigating behavior. Motivation should be human centered.<sup>20</sup>

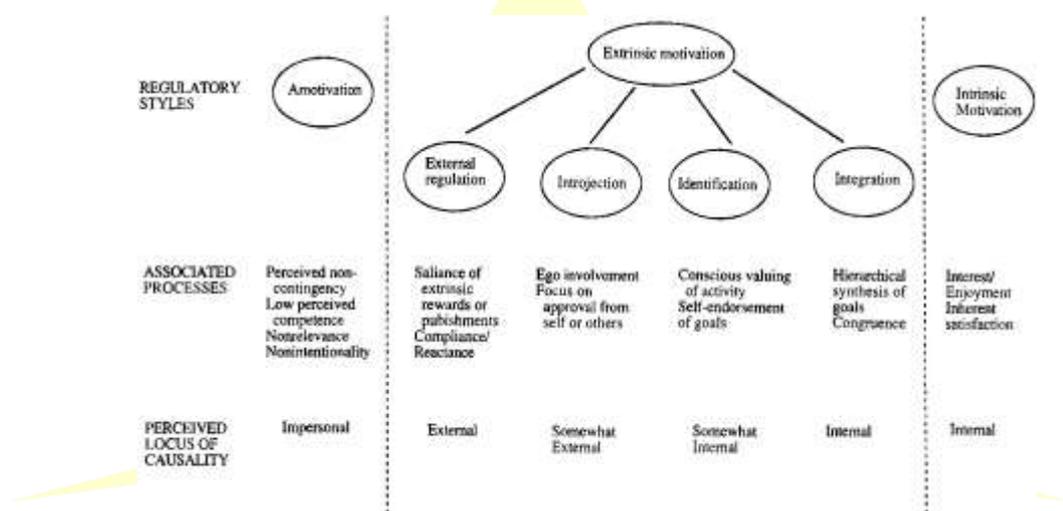


Figure 1. Intrinsic and Extrinsic Motivations based on Ryan and Deci Theories

#### 4. The Characteristics of Motivated Students

In order to knowing more about motivation for students in learning process, the researcher classify into two classification; motivated students and unmotivated students. Between the motivated and unmotivated students, the teacher can sees by the students' attitude during the lesson.

<sup>19</sup> Ryan, R. M., & Deci, E. L, *Intrinsic And Extrinsic Motivations: Classic Definitions and New Directions*,

*Contemporary Educational Psychology* 2000. 54-67.

<sup>20</sup> Maslow, A.H, *A Theory of Human Motivation*, Nalanda Digital Library, Calicut, India, 1943, 4.

There are four varieties of motivated students:

- 1) The concrete students, they are always interest to the learning and they want to perform English outside the class.
- 2) The analytical students, they are very like to study about anything, such as grammar, reading and all about English books. Sometimes, they will show their self by give an analysis of a theme or give a correction to the some friends' mistakes. They also preference to discover their individual mistakes and mentioned by the teacher.
- 3) The communicative students, they are very like to be taught and they have big desire to improve their knowledge by listening and observing to the native speaker, the teacher, their friends, even to others people. They are so talkative. The like to communicate using English and they really like to discussion.
- 4) The authoritative-oriented students, they are the character that want the teacher explain clearly about the material. They always ask by detail. Because they know the orientation in their study English is to get much knowledge. They write every teacher's explanation and they like to remind their notes after going home.<sup>21</sup>

While the motivated students such as:

- 1) Persevering, it means when the students are doing the task, the students are working continuously for a long time, never stop before completion.
- 2) Resilient, it means when the students are facing difficulties (not easily discourage), they do not require encouragement from the outside to achieve the best possible (not quickly satisfied with the achievements they have achieved).
- 3) Prefer to work independently, it means that they can do their task only by themselves. Because they can do by their own plan. If they work in pairs, maybe they will adjust to the partner and it can take long time.

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<sup>21</sup> Jafari, Moghaddas Sepideh and Tengku Sepora. *Motivation, Its Types, and Its Impact in Language Learning*. International Journal of Business and Social Science. Vol.3, no. 24. 2012. 2

- 4) Happy to find and solve problem, it means that the motivated students always be a solver of an issue. They always happy to help someone's problem also their own and always try to share positive vibes.<sup>22</sup>

## 5. The Characteristics of Unmotivated Students

A student that has lack motivation is called as unmotivated student. Here are the characteristics of unmotivated students. The characteristic of unmotivated students are:

- 1) No Confidence. When the students have not confidence in their self, maybe they will be a passive in the class. The are many reason of having no confidence:
  - a. The reason is because before they show up their confidence someone has removed by the words that said.
  - b. The reason is because of childhood condition. Everyone was born to the world by the positive word but life is changes. When was child, there are happy family and broken home. And it is important to the teacher to know their students' background of family. The third, is because past experience condition. Same as the childhood condition, in this term also maybe there is an event that makes trauma for the students until they grow adult now.



Figure 2. mini picture of describing about a confidence

- 2) Worry. A worry same as pessimist. The worrywart students are always feel worry to do something also to be an active students in the class. They worry if they do a mistakes then someone else will loud laugh to

<sup>22</sup> Sadirman, *Interaksi dan Belajar Mengajar*, (Jakarta: Rajawali Pers, 2014).

them or someone else will do a bullying to them even in front of the class.

- 3) No Future. It means the students have no future in learning about English. Sometimes, they will feel the English as unimportant for them.
- 4) Unimportant sense. Discriminative in learning is not good to do by the teacher. Because the students will feel they as unimportant people in the class then they will unmotivated to learn. Finally being wise is a key to be a teacher.
- 5) The students are not knowing what is going on. For the students that have lack of vocabulary they will feel like they are not knowing what is going on or what is the teacher saying in learning process. If the teacher is not recognize, the students will not pay attention to the teacher as long as the learning time.<sup>23</sup>

The others characteristic of unmotivated students in the classroom such as:

- 1) The students hesitated to get involved in learning process. When the teacher asked to them, some of them not answer the question by teacher.
- 2) The students who are not doing their homework. When the students are not doing their homework it can indicates that they are unmotivated. The reason is only because they did not try completing that homework.<sup>24</sup>

## 6. The Reason of Why the Students are Unmotivated

There are six reasons why the students are unmotivated:

- 1) The student is unmotivated because they are difficult to do the assignment by the teacher. The students are lack of basic skills required to do the assignment. The basic skills are include; First, basic academic skills it likes the students' ability to memorize vocabulary.

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<sup>23</sup> Denny, Richard. *Motivate to Win; Third Edition*. (London: Kogan Page, 2009).

<sup>24</sup> Daggol, Gokce Disle. The Reason of Lack Motivation. Akademik Sosyal Arařtırmalar Dergisi. *The Journal of Academic Social Science*. 2013.

Second, cognitive strategies the aim of this is to train the student to identify the condition then knowing the actual strategies for itself. For example of reading comprehension. The student is train to write the main idea of a sentences, then train to write down the moral value of each paragraph. Third, Academic-Enabling Skills. The student learning across wide range of setting tasks and time. For example is the student are try to organizing work materials, time management, and making also sticking to a work plan.

- 2) The students are unmotivated because there is a great criteria as respon effort after complete the assignment. When the students try to love the lesson and do the assignment, they just do all by their ability. If there is a must to be great, they will feel hard and they less to be motivated. The students' ability are different for each other.
- 3) The students are unmotivated because the classroom instruction does not engage by the teacher. The students are distracted or off-task because classroom instruction and learning activities are not sufficiently reinforcing to hold for them.
- 4) The students are unmotivated because they fail to see an adequate pay-off to doing the assignment. The student requires praise, access to rewards in the short term as a temporary 'pay-off' to encourage them to apply more amazing effort.
- 5) The students are unmotivated because of lack of confidence that they can do the assignment. Yet the students have a negative self-talk so that they are not believe on their ability to show up it.
- 6) The students are unmotivated because they have low emosional relationship with the teacher. Sometimes some teacher just pay attention to the smart student only. Basically, the students are same as the common humans as highly social beings. Close and positive

attention by the teacher are so needed for the students. They will feel happier even can increase students' interest to the lesson.<sup>25</sup>

## B. Teacher's Efforts

### 1. The definition of Teacher Effort

Teacher is a person who teaches, usually as a job at a school or similar institution.<sup>26</sup>Teacher is obliged to possess and master specific skills enabling him or her to productively interact and enhance your global competency function in an interdependent and multicultural world. It becomes necessary for the teacher to be skillful in interacting with colleagues and students from different cultural and ethnic backgrounds not only within the borders of his or her country but also in a more extended socio educational space. This task is not an easy matter.<sup>27</sup>

Effort lead to learning, subsequently to good grades, and hence to success. Effort seems to play a fundamental role in performance and success. Effort is expected to play a key role in both situation.<sup>28</sup> Effort is nothing more, and also nothing less than the tension between means and ends in action, and that the sense of effort is the awareness of the conflict.<sup>29</sup> Effort is that required to achieve a particular task demand, or set of task demands, and which is determined by the current task demands relative to capacity to meet those demands, though can not exceed that current capacity.<sup>30</sup> Effort is significant only in connection with a course of

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<sup>25</sup> Wright, Jim. *Six Reasons Why Students Are Unmotivated (and What Teachers Can Do)*. National Association of School Psychologists Summer Critical Issues Conference/Indianapolis, IN. 2011.

<sup>26</sup> Adapted by collinsdictionary.com

<sup>27</sup> Sinagatullin, Ilghiz M, *Teaching is More Than Pedagogic*, (United States of America: Rowman & Littlefield Education, 2009), 19-20

<sup>28</sup> Cavarretta, Fabrice. Effort is Dead, Long Live Effort: Performance as Planning for a good trip. *Organizational Dynamics*. 2019.

<sup>29</sup> Inzlicht, M., Shenhav, A., & Olivola, C. Y. The effort paradox: Effort is both costly and valued. *Trends in Cognitive Sciences*. 2018

<sup>30</sup> Steele, James. What is effort? Objective and Subjective Effort during Task Performance. *PsyRxiv*. 2020.

action. An action that takes time for its completion since it develops through a succession of stages.<sup>31</sup>

According to the definition of teacher and effort, it can be concluded that teacher effort is like a challenge for the teacher to create something unique during the learning process. Teachers' effort is the teacher's way to solve the problem and how to teach their student in the classroom to improve their student ability.<sup>32</sup>

## 2. The Role of Teacher

A teacher takes as main role in learning process. Teacher is the center by transferring the knowledge to the students. The learning process will be called as successful learning, if the teacher can understand that there are main task to be good teacher in learning process and it is likes the teacher's attitude.

Here are the role of teacher:

### a) Teacher as demonstrator.

The teachers should keep in control of the material or subject matter to be taught and continue to develop it in the sense of increasing its ability in terms of their knowledge as this will greatly determine the learning outcomes achieved by students. One of things that means that teacher has to learn constantly. In this way , the teachers would enrich their own with a variety of science as a provision in his duites as a demonstrator so as to demonstrate what teacher taught a didactic. The point is that it conveys what is actually owned by students.

### b) The teacher as manager.

Teaching successfully means that there must be an active student involvement in learning. Success in learning is determined by

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<sup>31</sup> Dewey, John. *Interest and Effort in Education*. (Chicago: Houghton Mifflin Company).2002.

<sup>32</sup> Ihsan, Hafni Zuraida and Nurul Wahidah. Teacher's Efforts to Overcome the Students' Difficulties in Speaking Ability. *Voices of English Language Education Society*. Vol. 3, No. 2. 2019

the teachers of teaching students in learning activities, as well as student success in learning is also determined by the teacher's role.

c) The teacher as a mediator.

As a mediator teachers should have sufficient knowledge and understanding of educational media for educational media is a means of communication in order to further streamline the learning process. Thus it is clear that educational media is an indispensable base that is complementary and is an integral part for the success of the educational process.

d) Teacher as facilitator.

In the context of education, the term facilitators originally more widely applied for the benefit of adult education, especially in non-formal education environment. As the facilitator, the teacher role is providing services to facilitate students in the learning process. The role of the teacher as a facilitator brings consequences to changes in the pattern of teacher-students relationship that is "top-down".

e) The teacher as evaluator.

In the world of education, any kind of education or education form at certain times during the period of evaluation of education will be held, which means that at certain times during the study period was the always conducted an assessment of the result that have been achieved, both by the educated as well as by educator. Assessment needs to be done, because the teacher assessment can determine success in achieving objective, students' mastery of the subject.

f) The teacher as motivator.

In line with the shift in the meaning of a learning-oriented learning for teaching for teachers (teacher-oriented) to the student-oriented learning (student-oriented), the role of the teacher in the learning process also experiences a shift, one of which is strengthening the role of the teacher as a motivator. The learning process will be successful when students are motivated to learn. Therefore, teacher

needs to foster students motivation. Teacher is required to be creative in arousing students' motivation to obtain optimal learning result, to form an effective student learning behaviors.<sup>33</sup>

### 3. Teacher's efforts in Dealing with Unmotivated Students

The unmotivated students are based on student's behavior. The teacher should understand about the students.

At least there are sixteen ways for motivating the unmotivated's students which the researcher writes here:

- 1) By saying be the cause not the effect.

It means the teacher should say to all students that they have to be the good cause for their educational life before they feel the bad effect of bad cause of their ways of learning in the classroom.

- 2) By saying to do the one good thing.

The teacher can't motivates the students if itself is not doing one good thing continuously. The teacher can say to the students that they must not do too much things, just one good thing then do it continuously each day because one good thing that doing continuously will make good behavior to support the success of them.

- 3) By keep giving feedback.

No matter how the students' ability in the classroom but as the teacher, it a must for keep giving feedback especially good feedback. Such as saying, "you did it well, don't forget to study harder!", "give applause, you all did it great!" etc. By keep giving good feedback, the students will feel better and more curious to the lesson so that they can focus on the teacher's explanation.

- 4) Accelerate Change.

The teacher should keep the students' cheered up, optimistic, and ready to play full-out in the face of change. The teacher can prepare to

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<sup>33</sup> Rani Usha and Archana S. Role of a Teacher in English Language Teaching. *International Journal of Educational Science and Research*. Vol. 7.2017.

communicate about this change in the most enthusiastic and positive way possible. Then the teacher will see the students' reaction.

5) Lead from the front

There is nothing more motivational than leading from the front. It motivates others when the teacher is out there and you do by itself. It's inspiring to them when the teacher do what she want the students to do. Be inspiring. They want rather be inspired than fixed or corrected. They would rather be inspired than anything else.

As a motivational practice, leading from the front hits harder and lasts longer than any other practice. It changes the students more deeply and more completely than anything else can do. So be what you want to see. If the teacher want the students to be more positive, be more positive. Before the teacher takes a pride to them, takes a pride first for itself. Show them how it's done. If the teacher want them to look good and dress professionally, look better to the teacher own self. Want them to be on time? Always be early and tell to the students why its important to be on time.

6) Caring.

Some of students get stressing out by their difficultness and it can makes them to be lazy. The way that teacher can do is by caring to them. Caring is relaxing, focusing, and calling on *all* of their resources, all of that relaxed magic, all of that lazy dynamite that teacher bring to bear when the teacher pay full attention with peace of mind. No one performs better than when the students are relaxed and focused.

7) Create a game.

Not all students are having their all focus during the lesson. When they are feeling not enjoy, it a times that they feel unmotivated. The teacher can make a funny games to bring their motivation back.

8) Communicative.

Unmotivated students' are like a feeler. Feeler is a mysterious person. No one knows about their feeling. A feeler is almost always

trying to be comfortable, but never really satisfied. As a teacher as a model, the teacher should try give best communication to all students. For knowing what is the students feeling when the lesson. For make sure that there is no problems that they bring to the class.

9) Forget about failure.

The students see that failure is just an outcome. It is not bad or good, just neutral. It can be turned into something good if it's studied for the wisdom to be gained from it. It can be turned into something bad if it is made into something personal.

The teacher should suggests them that every people make a failure, but one failure today should become a power for achieve the great result. Don't be afraid of making failure, but be afraid when not doing anything.

10) Create a vision.

The unmotivated students are they that have no idea of future on their mind. As teacher try to supporting them by stimulus to open their mind then create a future for their life and how to get it.

11) Stop looking over the shoulder.

There is no unmotivated students to be around than someone who is always trying to anticipate other people's criticisms. A great students come from getting independently better at what they do, and not living in anticipation of other people's opinion of them. Everyone is unique by their own.

12) Don't be afraid to make a requests.

Every unmotivated students are afraid of making a request or afraid of just making asking to the teacher even their another friend. Being open personal to the others is good way. It can makes more happiness and ease each other.

13) Don't change anything of itself.

Some students think that they want to be another person. It is wrong way. Never think to be someone else, be yourself. Not be better from the others, just be better of yourself.

14) By giving rewards.

The most important principle of motivation is this: You get what you reward. Its true all of relationship. As teacher, can gives the reward for the students as an appreciate of their work. It will makes them motivate to work.

15) Create a daily routine.

There is no an achievement without a struggle which doing continuously. The students should make a daily routine time of study exactly when they are at home. And make sure the teacher always try to control it. The major psychological obstacle to motivational success is the myth of permanent characteristics. It is people who think that their habits of action are not habits, but permanent traits. And it's all unnecessary.

16) Don't give to much punishment.

Giving punishment sometimes can increase students' motivation. But for some students' that they are really dislike to English, it just make them more dislike. Try to set punishment according to the students. and the teacher don't forget to closer with them.<sup>34</sup>

The others line, there are eight ways to motivates students:

1) Be a PathFinder

Consider the pathfinder in the military. This critical position involves going ahead of the troops to gain vital information so they can move forward. The pathfinder is always on the lookout for weather patterns, enemy movements, and environmental hazards. Pathfinder in Education. A teacher as a parent for the students. A good teacher will scout the path ahead of the students to help the students make good

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<sup>34</sup> Chandler, Steve and Scott Richardson. *100 Ways To Motivates Other*. (U.S.A: Bookmart Press), 2008. 19-210.

decisions. The teacher should identify hidden dangers (e.g., unmotivated friends, a lack of education, poor health, toxic relationships); potential threats (e.g., alcohol, drugs, dangerous hobbies); and places out of harm's way (e.g., good peer groups, schools, jobs, opportunities). The job of a pathfinder teacher is to know what may happen next and to deliver that information to the students in a manner that is helpful and well received by them. The key is that the students are perceive that the teacher is actually on their side as always to keep them.

2) By using an attractive Media.

Teaching English by using media is a necessary for the teacher. Beside to improve the teacher's creativity, it also can improve the students' motivation. The teacher can use a media that related to the school condition.

3) Reschedule.

Why reschedule is so important is because maybe the students have no more time to study at their home. As a teacher may to remind them to reschedule of their activities so that they can maximal during the lesson. Applying the strategies in this chapter may seem overwhelming. Just try one little thing at a time.

4) Reduce Comfort.

A comfortable maybe become a key for doing something. But if it comfortable for not doing anything, that is wrong. A students have to always do something for their future. The teacher can make communication to the parents of the students for helping it.

5) By giving moral value .

The gratification that means here is about students over time of using their phone. Playing a mobile phone is one of a happiness for all, include for the students. They can use mobile phone for playing online game a long day but they never do it for study. The point of stopping gratification is to teach the students how to connect a goal with current

behaviors. For example, someone who wants As on his report card will study every day. A person who wants to lose weight will eat less and exercise more. While these connections seem very simple, many students fail to understand them. In learning a process is needed than just a result. In learning process that like a building character. The students need to see the connection between goals, perseverance, and achievement. Most important, teach them that they are capable of achieving and deserving of that achievement through study hard.

6) Create a healthy competition.

By creating a healthy competition in the classroom during the lesson, it can motivates the students. the teacher can makes in some groups then they will do something together. They will motivates each other because they won't to be lose. But the teacher also should choose them wisely. Example, the smart student in one group with the lazy, etc. It will run maximal to increase students' motivation.

7) Create emosional relationship.

For this way, the teacher can give some questions to the students. Such as:

*What do you plan on doing after high school?*

*How are you preparing for that?*

*What are you doing at your home?*

*How your relationship with your parents?*

After hearing their answer, the teacher can gives an advice to them. The important point of the tacher is not lost communication wirh the students' for controlling them. Take a communication with their parents also needed.

8) Create a sense of purpose.

The students who lack of motivation sometimes crisis mental. Sometimes they try to a new thing. If there is no control from teacher maybe they will not concentrate during the lesson. It can disturb the other students. Every students have their own special things. It can be different with the others. As a teacher, helping the students find

purpose by their potential. The teacher has to pay attention to see what is important to the students.<sup>35</sup>

- 9) Set a personal example with your own behavior.

Role models in general have been found to be very influential on student motivation and the most prominent model in the classroom is the teacher: student attitudes and orientations towards learning are, to a large extent modeled after their teachers both in terms of effort expenditure and orientations of interest in the subject.

- 10) Create a pleasant, relaxed atmosphere in the classroom.

This commandment requires little justification; model, ‘attitudes toward the learning situation’ is a key determinant of the motivation complex, and any practicing teacher is aware of the fact that student anxiety created by a tense classroom climate is one of the most potent factors that undermine L2 motivation.

- 11) Present the tasks properly.

The way teachers present a task is a powerful tool in raising students’ interest in the activity as well as in increasing the expectancy of task fulfillment by setting realistic goals and offering effective strategies in reaching those.

- 12) Develop a good relationship with the learners.

This is a well-known principle among teachers: a great deal of the students’ learning effort is energized by the affiliation of motive to please the teacher, and a good rapport between the teacher and the students is a basic requirement in any modern, student center approach to education.

- 13) Increase the learners’ linguistic self-confidence.

This commandment reflects the recognition in the last 20 years that one’s perceptions of one’s own competence as well as judgment of one’s abilities to achieve a goal greatly determine the person’s

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<sup>35</sup> Caffre, Janie W. *DRIVE 9 Ways to Motivate Your Kids to Achieve*. (United States: Da Capo Press, 2008) 1-175.

aspiration to initiate and perform goal-directed action. It must be stressed that self-confidence is not directly related to one's actual ability or competence but rather to subjective ability/competence; it is not necessarily what someone knows or can do which will determine their L2 use but rather what they think they know or can do.

14) Make the language classes interesting.

The basis of this commandment is the general observation that the quality of the students' subjective experience is an important contributor to motivation to learn. The concept of interest is so important. The students have to be interest in English learning.

15) Promote learner autonomy.

The students autonomy enhanced motivation is conditional on the students taking responsibility for their own learning and perceiving that their learning successes and failures are to be attributed to their own efforts and strategies rather than to factors outside their control.

16) Personalize the learning process.

This commandment concerns the need that the L2 course should be personally relevant to the students. The teacher makes the course relevant by doing a need analysis and adjusting the syllabus accordingly. The current version of the commandment is broader in that it extends relevance to the personal content of tasks as well. This has also been seen as a key factor in promoting peer relations and group development in the classroom.

17) Increase the students' goal oriented ness.

Goal-setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal-setting.

18) Familiarize the students with the target language culture.

Language learning success is dependent on the students' affective predisposition towards the target linguistic-cultural group.<sup>36</sup>

Language teaching is culture teaching. Therefore, language teachers must pay a big attention to the learners' cultural background. Teaching English in Indonesian context, it means that the teacher must pay attention about the learners' to the Indonesian culture. In Indonesia, there are five officially admitted religions namely Islam, Christianity, Hinduism, Buddhism and Confucianism. Among those religion, Islam has the largest adherents. The big number of Muslims in Indonesia makes it the world's biggest Muslim population. Therefore, Islam influences many fields such as economics, politics, culture, and education. In educational context, this situation can be benefitted in educational activities by instilling the Islamic values in all lesson. In education, by instilling the Islamic values especially to the English lesson is one of the effort or way to motivate the students. It is fine for the language teachers to let religion or any other contentious issue appear in the classroom.<sup>37</sup>

### C. Review of The Relevant Studies

The researcher showed up the previous research that are in line with the topic of this research. Those are:

The first, the research entitled, '*English Teachers' Strategies In Managing A Large Class at SMP Negeri 4 Kota Jambi*' by Meria Santy Sibarani from University Of Jambi in 2017. The purposes of her research was to know how teacher manage their class. Based on her research, the strategies are include five sub-themes, there are; making students disciplined in classroom, making students enthusiastic in classroom, making grouping discussion for students in classroom, giving punishment to students in classroom. Therefore, may affected the student's motivation in learning english. The similarity with this research is both of them are talking about

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<sup>36</sup> Dornyei and Kata, *Ten commandments for motivating language learners: results of an empirical study*, 1998.

<sup>37</sup> Albantani, Azkia and Ahmad, *Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context. Advances in Social Science, Education and Humanities Research*. 2017.

English teacher efforts. The difference is, the previous is talking about teacher efforts in managing a large class, while this research is talking about teacher strategies dealing with unmotivated students.

The second, the research entitled "*Motivational Strategies Used By English Teachers*" by Iida Kalmari from University of Jyväskylä in 2017. In her result of research she mentioned, that the students' favourite motivational strategies are included; when the teacher giving them regular experiences of success, when the teacher giving grades in a motivational manner, when the teacher making the students aware of the possibilities that they have is they have good English skills, and the last when the teacher creating a supportive atmosphere in the classroom. So it can be concluded that the teacher strategies in teaching are so affected towards the students. Only some of teacher can do great strategies. The similarity with this research is both of them are talking about the strategies of the English teacher to improve the motivation of the students. The difference is, the previous is focus on motivational strategies that used by English teacher, while this research is about teacher strategies dealing with unmotivated students.

The third, the research entitled, "*Students' Motivation In Learning English By Using Games*" by Titik Nur Hidayati from Walisongo State Islamic University in 2016. The purposes of his research was to obtain the answer of the question whether by using games can improve students' motivation in learning English at The Third Grade of Intensive English Class of Pondok Pesantren Darul Falah Be-Songo Semarang. The result of his research showed, that students motivation in learning english can improve by using games, that means, all of the participants in the class were active in the learning process. They can share all of their knowledge with the others. The students also feel happy because there is games in their learning process of English. The similarity with this research is both of them are talking about teaching strategies to improving students' motivation. The difference is about the strategies, the Titik Nur Hidayati's research is only using Games.

Based on the results of the research and the relevant research above, the researcher concluded that there are several similarities to this research including the same as English teacher strategies, while the focuses is about improving the students' motivation. Then the students are need good motivation to learn about English.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Types of Research**

Type of this research is field research. It means that the researcher conducted or involved in the learning process as the passive-participant. The researcher used the descriptive qualitative method in this research. Descriptive qualitative research describes and interprets events, condition, or situation, of the present. It aims to explore and understand about the topic that needed. Descriptive research is scientific research which the purpose to picture out the phenomenon. Qualitative research is exciting and important. It is highly rewarding activity because it engages us with the thing that matters, in ways that matter. Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter.<sup>38</sup> Qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations.<sup>39</sup>

#### **B. Sources of Data**

##### **1 Location of Research**

The researcher was taken place of this study in MA Al-Irsyad Gunungjati. This school is located at Jl. Raya Gunungjati, Pagedongan, Banjarnegara, Central Java. The researcher interest of choosing this school by consideration that this school is good institution. This is an Islamic foundation that included Islamic Boarding School also for the students who want to learn more about Islam. Namely Al-Irsyad Islamic Boarding School. Not only formal education but also informal. A student can chooses one of them even both of them. It really good as a role model education. The researcher think it so important to explore more about

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<sup>38</sup> Denzin, Norman and Lincoln. *Qualitative Research; Third Edition*. (California: Sage Publication,2005.)

<sup>39</sup> Milles N Huberman, *Qualitative Data Analysis*, (California: Sage Publication,2014.)

teacher's efforts that applied in learning process especially for English learning process.

## 2 Primary Sources

Primary source means data source that directly provides to the researcher. The primary data sources in this research are obtained from:

- a) The English teacher of MA Al-Irsyad Gunungjati.
- b) The students with total number thirty five at 11th grade of MA Al-Irsyad Gunungjati

## 3 Secondary Sources

Secondary source means data source that indirectly provides to the researcher. The secondary data source in this research is English teacher strategies in teaching English dealing with unmotivated students. The researcher explore more about it. By the suggestion of the teacher for unmotivated students and the data's reason of unmotivated students.

### **C. Techniques Of Data Collection**

Techniques of data collection is so important because without knowing that techniques of data collection, the researcher can not get the data which want to get.

#### 1) Observation

Observation is watching and recording of event that the researcher want to gained the information. To obtain valid data, the researcher used participant observation model (passive participant). The instruments of observation are observation sheet and field note. Observation sheet is used to write the questions which proposed to the informan. In this research, observation used to gain the data about the teacher strategies in teaching English dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati.

#### 2) Interview

Interview is a meeting of two people to exchange information and ideas through question and answer, so that constructs of meaning can be constructed in a particular topic. Interview is a process to gain an

information by two people or more than it. The researcher took an interview with Mrs. Fitri as the English teacher to gain information about her teaching effort in dealing with unmotivated students. The interview with Mrs. Fitri also for knowing her views of unmotivated students when learning English. The researcher also took an interview with the students for knowing their unmotivated reason and their view of teacher's style in teaching English. Before took an interview, the researcher used a procedure interview as below:

- a) Prepared the questions for interview to the informan.
- b) Make sure that there was a free time for interview.
- c) Prepared the noted book to write down the informan's answer.
- d) Prepared a smartphone for recording the informan's answer.
- e) The researcher wrote interview transcript based on the results of recording.

There are three kinds of the interview as follow:

- a) Unstructured interview: In this type of interview, the interviewer carries out the interview with no systematic plan of questions.
- b) Structured interview: The interviewer carries out the interview by using a set of questions arranged in advance.
- c) Semi-structured interview: The interviewer uses a set of questions, which are developed to gain specific information.<sup>40</sup>

In this research, the researcher used the instrument of researcher as the guide during the interview. The instrument of research is showed as the structured interview. The structured interview which is the content and procedures are organized in advance. This means that the sequence and wording of the questions are determined by means schedule and interviewer is left little freedom to make modifications.

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<sup>40</sup> Berg, Bruce L, *Qualitative Research Methods For The Social Sciences*. (USA: Allyn & Bacon, 2001) p.80-86.

### 3) Documentation

Written documents are sources of research, which are often having important roles in qualitative research. In this research, the researcher analyze documents in the form of syllabus, lesson plans, books, journals, and article. Document is a record of an event that has passed. This document is written in the form of images or the monumental works of a person.<sup>41</sup> The researcher also collected some of those. The researcher used documentation as the support of this main research.

In this researcher, the researcher collected a documentation from this school as follow, the vision and mision, the infrastructures of this school, and the process of the English teacher's efforts dealing with unmotivated students. The values can be used as additional data to support other data obtained by the observation and the interview.

#### **D. Techniques of Analysis Data**

For analyze the data, a researcher needs through some steps are data reduction, data display, conclusion, and verification.<sup>42</sup> In this research, for analyzing the data, the researcher used qualitative data analysis. The data analysis consists of three concurrent flows of activities, those are:

##### 1. Data Reduction.

Data reduction is the process of taking and selecting the right data that appear in written-up field note or transcriptions according to needed standard criteria. In this research, the researcher collected the datas by the observation, interview, and documentation. Then the researcher focused on the data by filtering the relevant and irrelevant information.

##### 2. Data Display

Display of the data is a description of the data. As the second component in analyzing the data, this technique is used in arranging information, description or narration in order to draw conclusion. After

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<sup>41</sup> Sugiyono. *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabet, 2015)

<sup>42</sup> Huberman et all. *Qualitative Data Analysis A Methods Sourcebook*. (USA: SAGE Publication, 2014)

collecting and reducing data, the researcher displayed to the description and narration. In the process of displaying, the researcher should be based on relative data.

### 3. Conclusion and Verification.

Although start from beginning the researcher made a conclusion but it is only for temporary. The perfect conclusion happened in this last step. The researcher drawn the conclusion of data after displaying the data.

In this research, the researcher used a temporary conclusion and final conclusion drawing to make the data valid. The conclusion drawn was started since the beginning of the research after the data were collected by making a temporary conclusion. Then show the final drawn of conclusion.

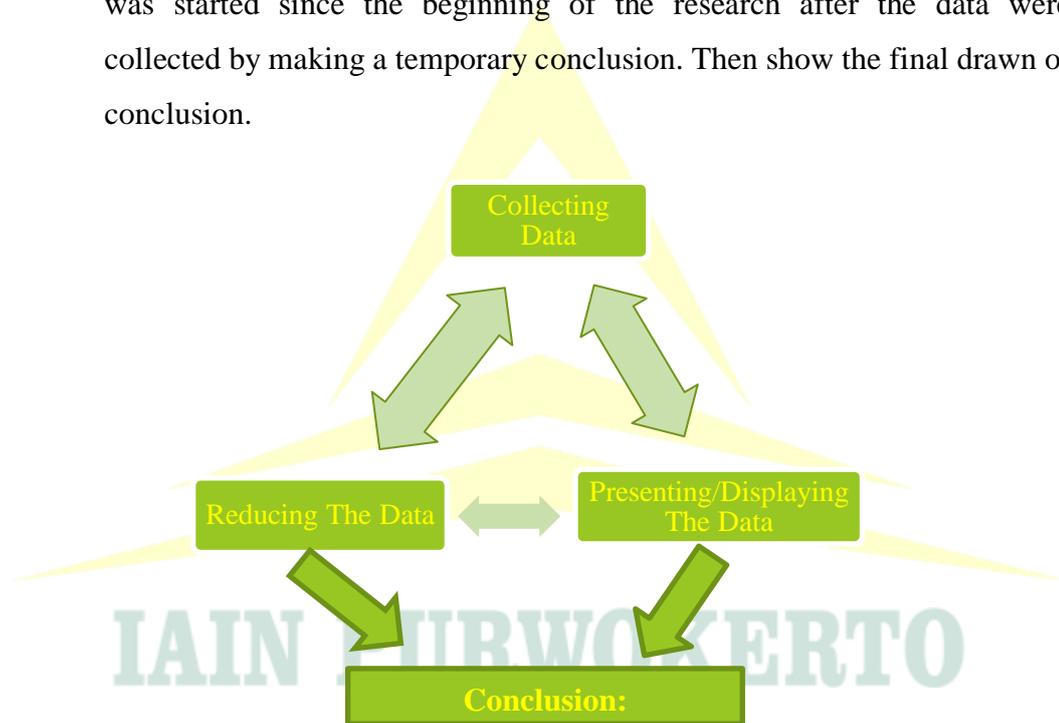


Figure 3. Miles and Huberman Flows

### E. Truthworthiness of the Data

The validity of the data is needed in qualitative research. In this research, the researcher used triangulation to develop the trustworthiness of

data. Validity is the degree of accuracy between the data that occurs in the object of research with the power that can be reported by researcher.<sup>43</sup>

There are three triangulations in testing the validity of the data:

1. Triangulation of Sources

The triangulation of sources is to test the credibility of the data is done by checking the data obtained through several sources. In this research, the researcher tested the credibility of the data through several sources, for examples from the English teacher and students relating to the English teacher's strategies dealing with unmotivated students at 11<sup>th</sup> of MA Al-Irsyad Gunungjati.

2. Triangulation of Technique

Triangulation of technique is to test the credibility of the data is done by checking the data to the same source with different techniques. In this research, the researcher examine the credibility of the data through three data collection techniques including interviews, observation, and documentation relating to the English teacher's efforts dealing with unmotivated students at 11<sup>th</sup> of MA Al-Irsyad Gunungjati.

3. Triangulation of Time

Time also often affects the credibility of the data, where the data collected by interview techniques in the morning when the interviewees are still fresh, has not been a lot of problems, would provide more valid data so it is more credible. In this research, the researcher tested the credibility of the data by interviews, observations, and documentation with different times and situations held from March to May 2020.

In this research, the data validity test used source triangulation. For the triangulation of sources, the researcher reinforces the data obtained by comparing with information from other sources. It aimed to know how the English teacher's efforts dealing with unmotivated students at 11<sup>th</sup> grade of

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<sup>43</sup> Sugiyono. *Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, and R&D.* (Bandung: Alfabeta, 2015)

MA Al-Irsyad Gunungjati by an interview with the English teacher and the students.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter discussed the profile of MA Al-Irsyad Gunungjati and the English teacher's efforts dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati. This was the discussion and analysis on the data obtained during the research.

#### **A. General Description of MA Al-Irsyad Gunungjati**

##### **1 The History of MA Al-Irsyad Gunungjati**

MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara, was established on July 1st, 2003. Charter of Establishment No.WK/5.a/PRO 3.2/204/03 dated February 10th, 2013 as the Islamic Educational Institution at the level of competition over located in Banjarnegara Region, located in Gunungjati Village, Pagedongan District, Banjarnegara Regency. MA Al-Irsyad Gunungjati is a formal Educational Institution under the Banjarnegara Ministry of Religion. MA Al-Irsyad Gunungjati is a development of the Salafiyah Al-Irsyad Islamic Boarding School Gunungjati.

At the beginning of the establishment, the facilities and infrastructure was not a big problem because it used the building of the Salafiyah Al-Irsyad Islamic Boarding School. MA Al-Irsyad Gunungjati was established by initiated Educational figure in Pagedongan, namely Abdul Wahab. He also was the founder of Salafiyah Al-Irsyad Islamic Boarding School Gunungjati. His motivates were to provide a formal Educational Institution around the Salafiyah Al-Irsyad Islamic Boarding School Gunungjati.

Since the established, the founder held a discussion with the other figures to localized and provided learning facilities so that teaching and learning acitivites are in accordance with the standards quality of educational services. By the perseverance and high discipline from all the Education staff of MA Al-Irsyad Gunungjati, they tried the best in order to

created progress and increased the quality. The effort was so hard. By the time, MA Al-Irsyad Gunungjati showed a positive development and marked by the implementation of an equivalent public school. The development also followed by the increased of the quantity students. The facilities and infrastructure also showed good development. The teachers of MA Al-Irsyad are professional level by undergraduate education. The teacher divine to permanent teacher, wiyatabhakti teacher and certification teacher.

One of the effort to be high quality school, MA Al-Irsyad was formed a school committee as the societies participant for modernize the school. The existence of school committee involved the stake holders of education. The idea called as intelligent idea in the autonomy education era. It was the solutions that considered more realistic and possible as a result of discussion by the founder and the other figures education in their region. The existence of school committee in MA Al-Irsyad Gunungjati was the reality participant of the societies which wished can solve a problem in future that the headmaster can't fixed it. The participant of societies wished can be partner of headmaster to increase the quality of this school.

## **2 The Vision and Mission of MA Al-Irsyad Gunungjati**

As an educational institution that carries out tasks in the form of the curriculum in order to achieve educational goals, in carrying out its duties MA Al-Irsyad Gunungjati has the following vision and mission:

### **a. Vision**

“ forming the students that have faithful, educated and religious character “

### **b. Mission**

Equipping students by skills and technology as the provisions for community life.

- 1) Implement the learning and guidance based on curriculum effectively.
- 2) Improve the students' achievement in achieving test scores.
- 3) Take the students to the next education level as well.

## **B. The Subjects Selection**

This research was located in MA Al-Irsyad Gunungjati. The data in this research was collected by using observation, interview, and documentation. The researcher investigated English teacher's efforts dealing with unmotivated students' at MA Al-Irsyad Gunungjati. The subjects of this research were the students who were unmotivated in English learning.

The description of subjects were to describe about who were involved in this research. In this research, the researcher conducted subject with Mrs. Fithria as the English teacher of MA Al-Irsyad Gunungjati. From the Mrs. Fithria, the researcher got some information about the students' motivation in learning English and also about her efforts in learning English that can motivates all students by an interview. Mrs. Fithria realized that they are many students whom unmotivated in her English class. Then, the researcher also got information from the students by an interview. The researcher interview with ten students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati. The researcher was interview both of male and female students.

## **C. DATA PRESENTATION**

The researcher described data which had been gotten from some kinds of data collection techniques. The data were obtained from observation and interview with the English teacher and the students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati. According to the observation which had been done by the researcher during the English teacher's strategies dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati, the researcher found some findings.

The researcher did the observation in the classroom when the teacher taught the lesson. The researcher observed activities from starting school, resting, and teaching and learning activities in the class. The finding of the

research concerning the English teacher's strategies dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati were discussed in following:

### 1. Classroom activities

The observation was conducted on February until May 2020 at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati. At 11<sup>th</sup> grade consists of 19 male students and 16 female students with an English teacher namely Mrs. Fithria.

For the opening, Mrs.Fithria greeted all of the students by saying, *'Assalamu'alaikum Wr.Wb, good morning my students.'* after that, some of the students answered by saying, *'good morning, miss.'* Then, Mrs.Fithria asked the condition of all students, *'how are you today?'* some of the students answered, *'I am fine, thanks. And you?'* then Mrs.Fithria answered, *'I am well. Thanks.'* After greeted and asked the condition of the students, Mrs.Fithria checked the attendance of the students by calling one by one.

Before Mrs.Fithria started the lesson, she reminded about the students' attitude during the learning. She also gave motivation for warming up the students. Mrs. Fithria told to the students about the material by the theme of asking or giving suggestions and offer. Mrs. Fithria gave a simple expression to the students as her question *'Do you have an idea for this holiday?'* Mrs.Fithria also told about how important of this material for their future.

Mrs. Fithria started the learning by giving instruction for the students to open their book. Then Mrs.Fithria asked to the students for mentioned the example of asking or giving suggestions and offer expressions. The students were silent. The reason of their unmotivated were because they didn't know the meaning. In this class, the characteristics of unmotivated students were by screaming as their refuse for English class, by not following the instruction of the teacher, by not doing the assignment, and by talking to the others when the teacher

explaining the material even there were the sleepy students as always. Mrs. Fithria just repeated the instruction. Mrs. Fithria ignored of all their respon to her. She continued the material. Then, one of them mentioned the example as, *“You should not go anywhere because it is rain.”* then Mrs. Fithria gave an applause for that student. Mrs.Fithria reminded them for focus to the learning again. But the students were still in their fantasy.

Then, to get the students in focus, Mrs. Fithria divided the students into some groups. Mrs. Fithria showed a short movie related to the material by Utilising ICT Media as LCD. Then the students got an assignment to arrange the material by their own understanding in the groups. After that, each groups presented the result of the group discussion in front of the class and so on randomly. Each group could get another information by exchanging the knowledge although in one material. Mrs. Fithria could evaluate the students by their performance. By the students' performance, they were still unconfident even some of them just followed their friends in that group. They were seems not serious in the learning process.

After that, Mrs.Fithria asked the students to sit down to their chair again. Then, Mrs.Fithria played a game with the students for refreshing their mind. Each students had to mention a word then continued by the others based on the last alphabet of the word. The situation was crowded because they have to memorize the vocabulary in their mind. It was a cheerful moment.

Before closing the class, Mrs.Fithria evaluated the learning process commonly. For the students who were not active participate or sleepy during the learning, she gave punishment as memorizing vocabularies that correlated with the material in that day. For the students who were got involved in active learning, she gave a reward as a complement. Then, Mrs. Fithria gave a conclusion and closed the class by praying together with the students and said *“see you good bye.”*

## 2. The English Teacher's Efforts Dealing with Unmotivated Students.

This part, the researcher explained the data presentation which the researcher found. It related to English Teacher's Strategies Dealing with Unmotivated Students. The researcher observed the English learning during the lesson in classroom activities. Finally, the researcher got some data. The results of the research findings are presented in the descriptions as below:

- a) The material used by the teacher in teaching English at the 11<sup>th</sup> grade students of MA Al-Irsyad Gunungjati.

Material was very important position of the curriculum, which should be prepared for the implementation of learning to achieve the target. The teacher used the material to develop the students' ability and knowledge. Hopefully, it supposed to help the students to understand the lesson easily. Then the material supposed to be appropriate with the lesson plan and syllabus. The teacher prepared all it well. The material that used by the teacher related to the 2013 curriculum. Mrs. Fithria said in interview with the researcher:

*"it is important for a teacher for preparing all the material well. Without a preparation, the teacher can not teach the students well. And I always try to be best for my English class. That all also can give an effect to the students, whether they will be motivates or even unmotivated."*

- b) The efforts that used by the teacher.

The teacher was utilizing the ICT Media. The ICT Media such as LCD Projector, she said in interview that,

*"By using LCD can attract the students' interest so that they will not feel unmotivated. The teacher was using the LCD just for some moments because the tools should be shuffled with the other teacher."*

Beside it, the teacher used gaming namely connection word games in dealing with the unmotivated students. In a interview, the teacher explained,

*“ I usually using a connection word games. With the rule is the students have to connect new word by the last alphabet that said by the others randomly and so on. This games can refresh the unmotivated students. so that they will not feel bored or sleepy.”*

The teacher also used reward as the effort for dealing with the unmotivated students. The Reward used for appreciated the students who were active in the class. The reward was giving additional point, a praise, and applause for students. The teacher never gave a reward as in a goods. Based on her,

*“ I never gave a goods such as book, pen, even money for appreciated the student. I just give a praise or by asking all of the students for gave applause to that student. I think, when a teacher give something, it will make the students oriented to the gift. If there was a gift they will do, if there was no gift they won't. Sometimes, I gave additional point for the active student. And it can motivate the others.”*

The last effort was inserting Islamic values. In the class, the teacher gave a short speech about how the important to learn hat correlated to the Islam. Such as mentioned the hadith or the story of figure in Islam. The teacher mentioned,

*“I usually gave them motivation by the spirit in learning and the important of learning based on Islam.”*

There were no more efforts in dealing with unmotivated students. Actually, most of the reason of the unmotivated students because they did not know the meaning but they were lazy to learn. There was no pressure effort for solving the reason of their unmotivated. The teacher only used those four efforts in dealing with Unmotivated Students.

As mentioned on a theory above that one the role of teacher as a motivator. Teacher is required to be creative in arousing students' motivation to obtain optimal learning result, to form an effective student learning behaviors.

### 3. The English's teacher perception on the unmotivated students.

Mrs. Fitri as the English teacher, she recognized for having that unmotivated students in her English class. Even the located of MA Al-Irsyad in village areas. According to her, the reason for unmotivated students was caused by many factors such as the broken home, the bullying from the other friends, the unstructured time management learns between Islamic boarding or formal school, the lost control of parents even the misunderstood of English materials. Due to those reasons, the students would show any activity in English learning. She told,

*“ the reasons of unmotivated students would affect in their English learning. Such as any permission to went to the toilet, even slept over the learning. It was bothering but I reminded and gave them an advice.”*

While, in the learning process Mrs. Fitri gave an advice for all students. When the researcher asked her opinion about motivation, she said in interview,

*“ Actually, motivation is the basic for the student who want to be success. The types of motivation are intrinsic and extrinsic motivation. And for the unmotivated students, it is balance of those types. The family or parents are so influence to building their intrinsic motivation. They spent long time in their house so that so important for building their motivation from the inner. As a teacher, I just can give them by external motivation. Like giving spirit, praise, attention, even reward and also emosional approach to the students.”*

One of the efforts in dealing with unmotivated students was making a close relationship between the teacher and the students. As the reseacher mentioned in the theory. Then the researcher asked about the teacher's relationship with the students. Mrs. Fithria said in interview,

*“ As a teacher, I have to take attention for all my students. my relationship is over all well. I did as a friend for them. They can tell their personal problem.”*

In dealing with unmotivated students, once time the teacher reminded them to focus. The teacher said,

*“ Sometimes, I ignore them if I have remind them for once. But I would call them personality after the lesson to know what happened.”*

The teacher also gave oral motivation as the inserting Islamic values for the students by a short speech about how is the important of study even in Islam. As her explanation,

*“ Usually, I motivated them by saying a short speech about how is the important of study even in Islam. And I correlated with their parent in their house. Then they can get focus again although just for a minute. I thought it was not hard for motivating the unmotivated students, but I just thought that the motivation can not change easily. The students have to motivate by their own self. Not only depend on the outside motivation.*

#### **4. The unmotivated students’ perception on the English Teacher**

In this case, the researcher interviewed with the unmotivated students consists of male and female. The interview was conducted several times with several questions about how teacher ways in teaching English and students motivation related to the teacher’s efforts in English learning process.

According to Azizah, the researcher conducted information. For Azizah, the teacher gave the material well enough. Although she dislike English learning but she felt that the teacher was easy to communicate with her. She became unmotivated in English learning because of many reasons. The first was because of her dislike to English. The second was because of Mrs. Fithria gave the homework too much. She never finished the homework by her own self. She was done with homework by saw on the other work.

For the teacher’s effort during the English learning, she thought that it was run well. She was like all of the efforts that used from the teacher. Even she more interested when the teacher gave a game in classroom. Although she was never got additional point. The teacher

always motivated her and all of the students about how the important of study even in Islam. She stated as below,

*“Since my junior high school, I was never like to learn English. But I like to communicate to the English teacher. I never finished my homework and cheating was my solution. In the class, if I really in my bad mood, I just keep silent not active in the class. I never bothering when the teacher explained the material. But I always bad mood when the time for English. For the strategy, I think it was good. I like the game. Although after that I’m back to be myself as usual. I hate that I never get additional point.”*

According to Rudi, the researcher conducted information. Based on his story, the teacher taught all students well. The teacher gave motivation for all students. He just in unmotivated because he was not interest in English. He prefer to learn about mechanic. Therefore, he was never active in the class. The teacher was punishing him because of his bothering in the class. The teacher also gave a motivation as usual about the important of study until he felt bored for hearing about that. In the interview he told,

*“I really hate this lessons. Further more, I hate the teacher by giving punishment. Basically I did not like English. My parents never feel angry with me. If I bored in the class, sometimes I made an excuse to went out of the class then I bought something in the canteen. Sometimes I felt bored if the teacher saying about the important of study.”*

According to Rayhan, the researcher conducted information that one problem that he often sleepy because he was playing a game online over the night. He prefer interest to learn about sport subject. He stated,

*“There is no reward for him. There is only punishment. I often get punishment to write 100 vocabularies in front all. Maybe it because my sleepy during the English learning.”*

According to Fatmah, the researcher conducted information that she became unmotivated because she was never like English. She wants not to learn about English she prefer to do the traditional self-defence arts than to learn about English. She more said,

*“ Actually the teacher never show her anger to all students, but the teacher was so bored for me. I just felt happy if I got an additional point as the reward. I also felt sad if I got punishment because I have not finish my homework yet. And it was so annoyed for me.”*

When the researcher asked about her schedule of study in the home, she explained that she never restudied about English in her house. If there was a homework, she would see her friend's answer. The parents was never cared about it.

According to Wiwit, the researcher conducted information that she disliked English because she did not know the meaning about English then she became lazy. There was no confidence in her own self. But sometimes she motivated when the teacher used the media by using LCD. She said the teacher so friendly with her. But she just does not like the English.

*“In English learning maybe i'm be the one female that lazy to be active in the class. I did not know all of the explanation by the teacher. I just feeling lucky because of the teacher was so friendly. I felt motivate when the teacher using LCD. It was so interest for the lazy student like me.”*

According to Elma, the researcher conducted information that she was always sleepy during the English learning. She said, there was no a reward just punishment. She felt bored when the teacher gave her homework. About the teacher, she told that the teacher so patient to teach in the class even for the student likes her. The teacher also always gave an oral motivation by saying how the important of study even in Islam. She explained,

*“ I did not know why I was always sleepy during the English learning with Mrs. Fithria. I thought she was so patient. She was always gave punishment. I thought there was no reward for the student like me. The teacher was always reminded about how is the important of study in Islam. I just realized at the time, after that I forgot it.”*

According to Uhti Nurul, the teacher was not create an interest atmosphere during the learning. Therefore she felt unmotivated and it was support her for being sleepy. She was so moody. She would learn about

English if there was a task by the teacher. Her scores was bad when she was done the task by her own. She said that there was no reward just punishment for her to stand up in front of the class. She was like to learn whe the teacher was utilizing a media as LCD. As she said,

*“ I did not know why the atmosphere in learning was so flat. So that I felt not in interest to learn English. I did not like a forcement to learn. I would learn if there was a task. But it was annoyed, when I did it by my own, I got bad score. So I thought it better to swa the others. I was like the using of media as LCD so that I and my friends can request a song to refresh our brain.”*

According to Arif, the teacher was teaching patiently. Sometimes, the teacher asked the difficultness of the students. But he was still unmotivated to learn about English. Beside he felt difficult to understand the meaning of English, but there was no support from his family to learn more about English. His parents was never cared that he was in difficultness to understand of English. Sometimes, he asked with the smart English student to help his task. Therefore he was never learned in his house even for many subjects. For the teacher effort, it was enough for him. As she explained,

*“ I just feel so so in learning English. First, because of I don't know the meaning. Second, because of no support from my parent. For what I learn more about English. But I think Mrs.Fithria is a good teacher. I like her way for using LCD although just for a while. In my house, I never learn about my lessons not only in English but also for all. I like for asking or cheating to my friend.”*

When the researcher asked more about what was the teacher done to help him. He said,

*“ The teacher never gave more help anything. I also won't to tell my story with her. She was never come to my house for asking the reason of my parents. I just felt lucky, that I never got punishment. I prefer for watching an anime movie when I was at home.”*

According to Mafal, the teacher was so friendly. The teacher was never showed her anger with the unmotivated students or passive students in the class. The teacher just reminded to focus with her explanation. But

if the students were still bothering, she kept silent until all of the students were silent. The reason of his unmotivated in learning English was because he did not know what was going on the learning process. He became lazy to explore himself. The effort of the teacher sometimes could raise up him, but he was still feeling bored. He would not to get punishment but there was no reward for him. His score was always bad. He often cheated to finish the assignment. In his house, he never restudied about the material. The researcher asked more about another way of the teacher in motivating the students and about how the relationship with the students. He explained,

*“The teacher was motivate the students every English class. The teacher was always said how was the important of study. But, for me it just a word. It was motive me at the moment. For about my relationship there was no close relationship. The teacher was never come to my house or call me personal to her room.”*

According to Rofik. This student was the ones which often absent to join the English class. The researcher conducted an information from him that he was being the victim of bullying by his friends. The reason that he was not smart and lazy. When he did not come to the class, he just stayed at the Islamic Boarding School. Actually, he wanted to be smart student, but without any effort. He also realized that how pity of his parents. But he wanted not to do anything. The teacher just sent message for him and the teacher asked about his explanation for not coming to the class. After that, he would come for the next meeting. The teacher was never called him or his parents personally. He was so pessimist for his future. He explained,

*“I was shy for coming to the class and I also became lazy for going to the school. I realized that I was so stupid. I want to be smart, but I want to do anything. For my stupidity, almost of my friends always gave me a bullying. I never answered all of their bullying. I accepted and I would remember for all. Therefore, I prefer for stayed at Al-Irsyad Islamic Boarding School. The teacher sent me a message for coming to the class again. I would come for the next meeting. But the teacher was never come for me or my parents personally. The teacher would come to my house if I*

*decided for leaving the school. I really realized for all this mistakes. Sometimes, I thought about the struggle of my parents. But, I want not to got more bullying.”*

Based on the data of unmotivated students, the researcher concluded that most of the reason for their unmotivated was because of their lack of vocabulary so that they did not know the meaning of teacher explanation and they were lazy to learn more. Besides it, the other reason was also because of no support or control by their parents. Therefore, they thought not important for being smart in English.

For the characteristics of the unmotivated students, most of them showed that they screamed during the learning as they refused teacher instructions. They had not finished the assignment that was given by the teacher. They were talked to the others when the teacher explained the material. They were being sleepy in the English class. The teacher had not applied the effort that could solve all of those.

#### **D. Discussion**

After describing the English teacher's efforts dealing with unmotivated students at 11<sup>th</sup> Grade of MA Al-Irsyad Gunungjati, the researcher found some research findings to answer the research problem about the English teacher's efforts in dealing with unmotivated students and the kind of motivation that improved the unmotivated students according to the teacher efforts. The result findings could be classified as follows:

##### **1. The English teacher's efforts dealing with unmotivated students.**

In teaching English dealing with unmotivated students, the English teacher used some efforts:

###### a) Utilizing ICT Media.

The ICT Media that used was LCD Projector that showed as audio-visual for a short movie that related to the material. It was attracted to the student's attention. The students liked for learning by listening and the visual of that explanation so that the students could

imagine. By this effort, the students were more attentive in class and prepared them for class well.

In similar line, the research observed about improving students' motivation in MTs Al-Iman Purworejo, the result showed that using an audio visual could improve the students' motivation. The improvement of high motivation by using audio visual included of their interest, attitude even an effort in learning English. Therefore, the students having a high score than the minimum standard.<sup>44</sup>

Related to this, to motivate the unmotivated students could use a movie clip. By using a movie clip, it could improve the students motivation included the students became brave to respond task or challenge, the students had high confidence and ready to present their work orally, the students had a desire to be successful in learning English, and by using movie clip in English class was made an interesting atmosphere during the English learning.<sup>45</sup>

The problem of teaching and learning English was the unmotivated students that showed all of their not interest in English. The role of media was very important in English teaching and learning process to achieve the instructional goal also the motivated students. Among the result by using instructional media are attracting attention, developing interest, adjusting the learning climate and promoting acceptance. Those all the result efforts dealing with unmotivated students in SMPN 2 Tonjong.<sup>46</sup>

By using an attracting media, it was proved that this effort can motivate the student and it also related to the theory that mentioned before about the motivational effort to the students. It showed that the

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<sup>44</sup> As-Sabiq, Agus Husein. Improving Students' Motivation and Reading Skills in Elt Through Audio Visual Media. *Journal Diksi*. Vol 25, No 1, 2017.

<sup>45</sup> Syahrozi Hanafi et all. *Improving Students' Motivation in Learning English Using Movie Clip*. Sebelas Maret University of Surakarta. <https://jurnal.uns.ac.id>.

<sup>46</sup> Tanggoro, Urip. *The Use of Instructional Media to Improve Students' Motivation in Learning English*. Vol. 3, No. 1, 2015. <https://jurnal.peradaban.ac.id>.

teacher used the right effort to motivate the unmotivated students although there was still a limitation.

b) Giving the reward.

The reward was appreciated for the students who be brave for being active in the class. The reward was the most important principle of motivation: You got reward what you were done. The reward which used by the teacher in dealing with unmotivated students in MA Al-Iryad Gunungjati were by giving additional point and giving a praise; by the words and giving applause.

The reward was an appreciation given by the teacher to the students who could follow the lesson well. Meanwhile, punishment was a bad treatment that was given to the students who did not focus in the learning process, do not care about the assignment, and they have bad habit during the class. Both of reward and punishment are similar to make students more motivated and discipline even study harder than before.<sup>47</sup>

In the other line, the study case of the use of reward for young learners show the result that the students were happy and enthusiastic in learning English after the teacher gave them a reward than a punishment.<sup>48</sup> The punishment that given by an English teacher poorly administered to students and this create room for chaos in school characterized with school property destruction and thus affecting the students' general academic performance.<sup>49</sup>

As mentioned on the theory before, one of the effort to motivate the students by giving reward. In educational context, a reward gave a satisfication for the students. The students felt happier

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<sup>47</sup> Irawati and Fauzia Rozani Syafei, *The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English As Foreign Language Adapted to Indonesian Context*. Journal of English Language Teaching. Vol.5, No.1, 2016.

<sup>48</sup> Harum Mardinarsari, *The Use of Rewards to Motivate Young Learners in Learning English*. 2013. Repository.upi.edu.

<sup>49</sup> Arigbo and Adeogun. Effect Of Punishment On Students Academic Performance: An Empirical Study Of Secondary School Students In Ikwuano, Abia State, Nigeria. *International Journal Of Applied Research and Technology*. Vol.7 No 10. 2018. Esxon Publisher.

then motivate to learn. It was a simply effort that could use by the English teacher.

c) Inserting the Islamic Values.

The role of a good education was for character building. As the Islamic School, it was important to be correlated the material with the Islamic values. This effort used by the teacher for motivating the students. The teacher was giving a short speech that contained the Islamic values as the important of learning in Islam while the learning process in the class. The teacher delivered about the important of learn in Islam as conducted from the Hadith or Koran. Most of the students were motivated for a while and they were realized.

A word that said by the teacher as the magic in a learning. Therefore, the teacher should be more creative in choosing the word for motivating the students by this effort. And the motivational word like this should be said in every meeting. Besides to remind the students but also to build their good character.

In similar, the inserting Islamic values as sholawat by modify the song of sholawat then correlated to the English material can motivated the students in learning vocabularies and pronunciation. The songs also were chosen based on the most students had already been familiar. The students were learn happily.<sup>50</sup>

In other line, inserting Islamic values in teaching of English to students is not a norm even when the language is taught in Muslim countries by Muslim teachers. Because English is the language of Western world. Though good values may be taught in this class not normally represent the values Muslims should possess. The teacher should created the good Islamic values if it is possible for inserting in the English class.<sup>51</sup>

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<sup>50</sup> Maisarah, Internalization of Islamic Values into English Teaching Media for Teaching English in Pesantren. *Jurnal SMART*. Vol. 4, No. 2. 2018

<sup>51</sup> Shamsudin, Sarimah et.all. Integrating Islamic Themes and Values in English Classes. *Academia.edu*.

The other line, Indonesia as the biggest Muslim country where the big number of Islam affiliated schools play a role in shaping the educational policy. It is considered important that teachers have to find a good way to take a part in delivering Islamic values while administering the instruction, particularly in the teaching of a foreign language as English. The teacher should more aware of filtering the English culture which is relevant or irrelevant with Islamic culture.<sup>52</sup>

d) Gaming.

Gaming was an important thing for the teacher in making the classroom is happy learning. The connection word game was chosen by the teacher as an effort to motivate the unmotivated students. Not only for fun but also to test their knowledge in English vocabulary. The students had to continue the last word that said by the others. The teacher only used this one game to motivate the students. The teacher should prepare much another game as a variety in teaching English dealing with unmotivated students. As mentioned on the theory of motivating students that creating a creative game for the students can be solution for the unmotivated students in helping them learning English. For choosing the game, it should be educational game that is related with English learning at the right time and place.

In similar line, the games have influence on the students' motivation dealing with learning English and that the use of them in the class is not just for fun but it also serves many educational purposes such as creative thinking, critical thinking, problem solving, role playing and collaborative work among others.<sup>53</sup>

By using game, it can motivate the students not only for their attitudes towards the English learning, but also in their motivation to

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<sup>52</sup> Madkur, Ahmad and Azkia Muharom. Instilling Islamic Values in Foreign Language Teaching: An Indonesian context. *Advance in Social Science, Education and Humanities Research*, Vol. 115. 2017.

<sup>53</sup> Mahmoud Ahmed and Ziyad Ahmed. *Using Games To Promote Students' Motivation Towards Learning English*. Al-Quds Open University Journal For Educational & Psychological Research & Studies. Vol.2 No 5. 2014. <https://www.researchgate.net>.

memorize vocabularies in English. The games provide logical contribution while students interact in the group, allowing the student to clarify the meanings of the words. This strategy also enhanced students' enthusiasm to learn more of new vocabulary.<sup>54</sup>

Several games can be applied by the teacher to motivate the students. For examples, the first is using video game. It is offers the students a considerable increase their motivation towards the learning process for all the basic English. This video games contributes positively to raise the students' motivation and therefore to favor their further involvement in their own learning.<sup>55</sup>

The second is using picture game. It can motivate the unmotivated students. In using picture game, besides it can motivate the unmotivated students, it also can be used for increasing students vocabularies. Both of unmotivated students and lack of vocabulary were related to be a problem in English learning. By using the picture game, the students felt happy and it can increase students' motivation to learn more so that the students' achievement also improved.<sup>56</sup>

When motivate student by gaming, it was not only made the students happier, but also increase their creativity to answer each instruction that was given by the English teacher. Motivate students by gaming was the best one effort even every teacher could make a game for their class that related to the material of learning. It was related to the theory that mentioned before.

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<sup>54</sup> Al-Shawi Muna, *Using Games Trategy For Motivating Students To Learn New English Vocabulary*. Journal Of American Arabic Academy For Sciences And Technology. Vol.5, No.12, 2014. [www.amarabac.com](http://www.amarabac.com).

<sup>55</sup> Ruiz, Victor Osma et all. *Learning Englih Is Fun! Increasing Motivation Through Video Games*. Proceedings of ICERI Conference. 2015. [oa.upm.es](http://oa.upm.es).

<sup>56</sup> Rizki, M Syaeful et all. *The Use Of Picture Game To Improve Students' Motivation In Learning Vocabulary*. English Educational Journal. Semarang. 2013.

## 2. The kind of motivation that improved related to the English teacher's efforts

Based on the the efforts that used by the English teacher dealing with unmotivated student at 11th grade of MA Al-Irsyad Gunungjati, it showed all of the efforts that used was dominantly motivating the extrinsic motivation. The extrinsic motivation mentioned based on Self-Determination Theory. The unmotivated students would be motivated if the English teacher gave them a stimulus by all of the efforts that mentioned above.

It would be important for the teacher to know that two types of motivation which intrinsic and extrinsic motivation. Both of intrinsic and extrinsic motivation have two subgroups that can activate the learners. The teacher should not only know how to motivated by extrinsically only, but both of istrinsically and extrinsically then it would effective to create the success of English learning.<sup>57</sup>

The other, the result of research between the instrinsic and extrinsic motivation showed that the instrinsic motivation gave a positive effect and the extrinsic motivation gave the negative effect. In the extrinsic motivation, the students were to work in return of the rewards. Intrinsic motivation expressed an activity of the students who engaged on task on own sake, without expecting any incentive in their act. It was important for the teacher should be motivated balance intrinsically and extrinsically.<sup>58</sup>

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<sup>57</sup> Mahadi, Tengku Sepora and Sepideh Moghaddas Jafari. *Motivation, Its Types, and Its Impacts in Language Learning*. International Journal of Business and Social Science Vol. 3 No. 24,2012.

<sup>58</sup> Farhath and Mohd Hilmi. Effect of Intrinsic and Extrinsic Motivation on Teachers in Secondary School of Telangana. *An International Journal of Advanced Studies*. Vol.2, 2017. <https://www.researchgate.net/>

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this research, the researcher conducted descriptive research in order to describe the English teacher's efforts dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati. This research was to analyze the process of the English teacher's efforts dealing with unmotivated students.

Based on the data gotten from the observation, the result of the interview; and also documents analysis, it could be concluded that there was not an outstanding effort used by teacher dealing with unmotivated students at MA Al-Irsyad Gunungjati. There were four efforts used by the teacher for motivating the unmotivated students. The first effort was utilizing the ICT Media such as LCD Projector to show a short movie related to the learning material. The second effort was using reward. The kinds of rewards used by the teacher were: by giving additional point, a praise, and giving applause for student that can answer the teacher's question. The third effort was gaming namely a connection word game. The students were asked to continue the last word that was said by the others. It was a cheerful moment. The fourth effort was inserting Islamic values during learning process. The examples of inserting Islamic values were by telling the great story of Islamic figures and by saying the importance of learning based on Koran and Hadith. Based on those efforts, it showed that the kind of motivation which improved was extrinsic motivation. Extrinsic motivation is when someone does something due to the outside of itself. It is proved by the students' acts when the teacher offered something as the teacher's effort.

Most of the reason for unmotivated students was caused by many factors such as the broken home, the bullying from the other friends, the unstructured time management learns between Islamic boarding or formal school, the lost control of parents even the misunderstood of English materials. Based on those efforts used by the teacher, it improved students'

motivation extrinsically included their extrinsic motivation. In creating effective efforts, it should be really planned and considered to the both of students or the school condition.

## **B. Suggestions**

The reseacher thought some of suggestions for this research towards the English teacher's efforts dealing with unmotivated students at 11<sup>th</sup> grade of MA Al-Irsyad Gunungjati.

### **1. For the teacher**

Through this research, the teacher expected to be more innovative and creative to create the strategies in teaching English. The efforts that used before were good, but it will be better to improve by any creativity although there was a limit condition. Before the teacher choose an efforts for learning, it is better to know what is the reason of the unmotivated students so that it will be maximal for giving the learning. The teacher also should be closer to the students by personal approach so that the students will following the class as well as the teacher hope.

On of the success of a students by having close relationship with the teacher, sometimes the students were shy, it will be important for the teacher to create the open communication. Both of top-down or down-top communication, the teacher also should have a close relationship to the students' parents. The teacher can control the students by the parents. Because not all parents are care to the students' achievement at their school. The teacher should apply the startegies that can be the solution of the reasons of the unmotivated students. Therefore, it will increase their quality of motivation in learning English.

### **2. For the students**

Through this research, the researcher expected to the students to understand their role, as students. Motivation is a key for their succes so that the students have to build their own strenght motivation inside. The students also have to know that being smart is not instant. It needed an effort as the long as the proccess. The students also should learn to respect

their friends. The students also should build close relationship both to the teacher and the parents. It should be balance for supporting their process in achieving a success.

3. For the researcher

The researcher realized that this research is far from being perfect and the perfect is only belongs to Allah SWT. The researcher hopes that this research will be useful for everyone and this result of this research, it would help the next researcher as the source to conduct the next research with the similar issue.



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# **APPENDICES**

**IAIN PURWOKERTO**

## **Appendix 1 Pedoman Pengumpulan Data**

### **A. PEDOMAN INTERVIEW GURU**

1. Apa saja yang disiapkan sebelum pelaksanaan pembelajaran Bahasa Inggris?
2. Bagaimana mengawali pembelajaran Bahasa Inggris tersebut?
3. Apakah Guru sering mengaitkan materi dengan peristiwa aktual?
4. Suasana seperti apa yang diciptakan dalam proses pembelajaran?
5. Bagaimana respon para siswa dalam proses pembelajaran?
6. Bagaimana antusiasme para siswa terhadap proses pembelajaran ketika berlangsung?
7. Bagaimana sikap Guru ketika siswa kurang terlibat aktif dalam pembelajaran?
8. Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?
9. Apa saja strategi-strategi dalam proses pengajaran terhadap siswa?
10. Bagaimana sikap guru dalam menghadapi siswa yang tidak memiliki keberanian dalam pembelajaran, baik ketika diberi kesempatan berbicara maupun diskusi kelompok?
11. Apa ada Reward dan Punishment dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?
12. Bagaimana sikap siswa ketika diberlakukan reward dan Punishment dalam proses pembelajaran?
13. Apakah sebab siswa kurang menyukai pelajaran Bahasa Inggris?
14. Bagaimana hubungan emosional guru dengan siswa? Sejauh dan seperti apa guru mengetahui tentang siswa?
15. Bagaimana perubahan yang terjadi dalam semangat siswa ketika pembelajaran dengan menggunakan metode yang guru gunakan?

### **B. PEDOMAN INTERVIEW SISWA**

1. Apakah Anda menyukai Pelajaran Bahasa Inggris?
2. Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?

3. Apakah Guru sering mengaitkan materi dengan peristiwa actual?
4. Suasana seperti apa yang diciptakan dalam proses pembelajaran?
5. Bagaimana respon para Anda dalam proses pembelajaran Bahasa Inggris?
7. Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?
8. Bagaimana sikap Guru ketika siswa kurang terlibat aktif?
9. Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.
10. Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?
11. Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?
12. Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?
13. Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?
14. Apakah sebab Anda kurang menyukai pelajaran Bahasa Inggris?
15. Apakah pentingnya belajar Bahasa Inggris?
16. Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?
17. Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?
18. Biasanya kamu dapat nilai berapa?
19. Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?

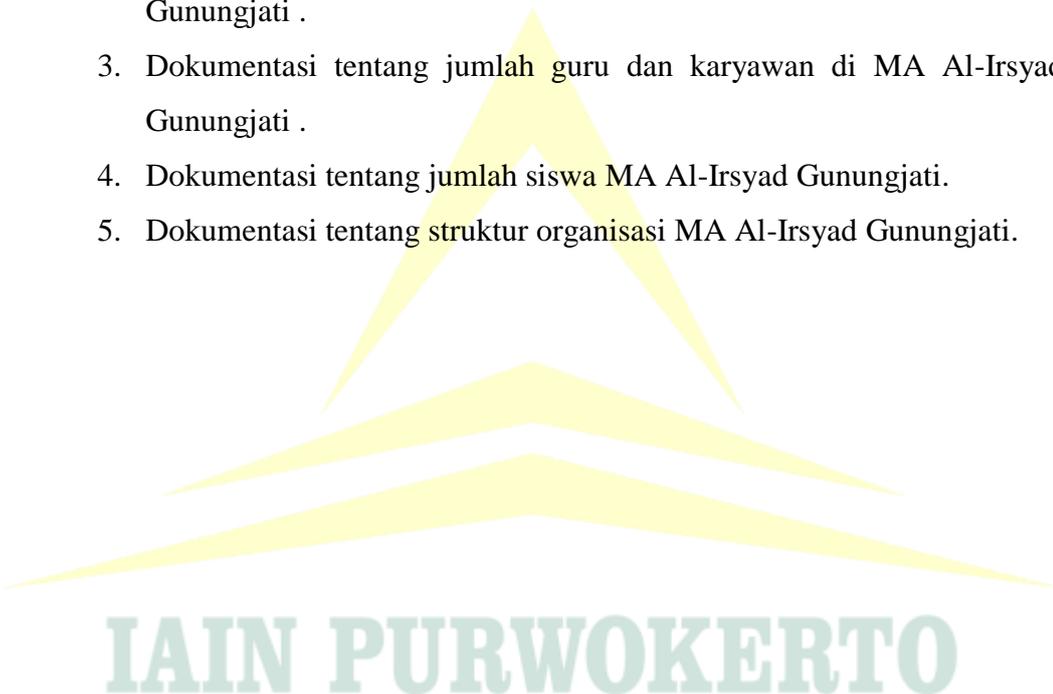
### **C. PEDOMAN OBSERVASI**

1. Mengamati keadaan fisik dan lokasi MA Al-Irsyad Gunungjati.
2. Mengamati keadaan sarana dan prasarana di MA Al-Irsyad Gunungjati.

3. Mengamati kegiatan guru dalam melaksanakan proses pembelajaran Bahasa Inggris pada kelas XI di MA Al-Irsyad Gunungjati.
4. Mengamati anak-anak yang tidak termotivasi dalam pembelajaran Bahasa Inggris.
5. Mengamati strategi guru yang digunakan dalam pembelajaran Bahasa Inggris berkaitan dengan siswa yang tidak termotivasi.

#### **D. PEDOMAN DOKUMENTASI**

1. Dokumentasi tentang sejarah berdirinya MA Al-Irsyad Gunungjati.
2. Dokumentasi tentang sarana dan prasaran yang ada di MA Al-Irsyad Gunungjati .
3. Dokumentasi tentang jumlah guru dan karyawan di MA Al-Irsyad Gunungjati .
4. Dokumentasi tentang jumlah siswa MA Al-Irsyad Gunungjati.
5. Dokumentasi tentang struktur organisasi MA Al-Irsyad Gunungjati.



**IAIN PURWOKERTO**

## Appendix 2

### INTERVIEW GURU

**Narasumber : Fithria Rokhayati, M.Pd.**

Peneliti : "Apa saja yang disiapkan sebelum pelaksanaan pembelajaran Bahasa Inggris?"

Narasumber : "Saya menyiapkan RPP, Media Pembelajaran, Kemudian latihan-latihan soal."

Peneliti : "Bagaimana mengawali pembelajaran Bahasa Inggris tersebut?"

Narasumber : "Saya sampaikan tegur sapa. Dengan menanyakan salam dan kabar."

Peneliti : "Suasana seperti apa yang diciptakan dalam proses pembelajaran?"

Narasumber : "Tentunya saya menciptakan suasana yang menyenangkan dan terbuka. Sehingga anak tidak akan merasa bosan dalam pembelajaran Bahasa Inggris."

Peneliti : "Bagaimana respon para siswa dalam proses pembelajaran?"

Narasumber : "Responnya antusias namun hanya beberapa saat saja. Sehingga setelah itu saya perlu menyiapkan beberapa teknik untuk menjaga antusiasme mereka."

Peneliti : "Bagaimana sikap Guru ketika siswa kurang terlibat aktif dalam pembelajaran?"

Narasumber : "Saya akan memberikan pertanyaan-pertanyaan yang membuat mereka akan berfikir."

Peneliti : "Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?"

Narasumber : "Saya sering memberikan motivasi seperti mengatakan pentingnya mencari ilmu. Karena ilmu adalah jendela dunia. Jadi harus semangat belajar."

Peneliti : “ Apa saja strategi-strategi dalam proses pengajaran terhadap siswa?.”

Narasumber : “Selain menggunakan LCD Proyektor, saya juga menggunakan reward dan punishment serta permainan. Karena keterbatasan situasi dan kondisi jadi pemakaian LCD hanya beberapa waktu saja.”

Peneliti : “Apa sajakah reward dan Punishment tersebut?”

Narasumber : “Bentuk reward yang saya berikan adalah pujian. Selain itu juga saya memberikan nilai tambahan. Saya tidak pernah memberikan reward berupa uang ataupun barang, karena itu akan mebgubah orientasi mereka pada materialistik. Untuk punishment, saya berikan kepada mereka yang tidak mengikuti pelajaran dengan tertib, terlambat datang ke kelas, terus keluar dari kelas, kemudian kepada yang tidak mengerjakan tugas atau PR. Untuk bentuk hukumannya ada dua macam. Pertama, saya kan menyuruh anak itu berdiri di depan kelas selama pelajaran berlangsung. Kedua, saya akan minta anak tersebut untuk menuliskan seratus kosakata dalam Bahasa Inggris di papan tulis.”

Peneliti : “ Bagaimana sikap siswa ketika diberlakukan reward dan Punishment dalam proses pembelajaran?”

Narasumber : “Bagi anak-anak yang menyukai Bahasa Inggris, tentu hal itu dianggap sepadan. Tapi bagi mereka yang tidak menyukai, maka akan dijadikan sebagai beban.”

Peneliti : “ Apakah sebab siswa kurang menyukai pelajaran Bahasa Inggris?”

Narasumber : “ Menurut saya, karena mereka tidak mengetahui arti dari sebuah teks atau materi yang diberikan. Kemudian, ketika saya suruh membuka kamus, justru terlanjur malas untuk

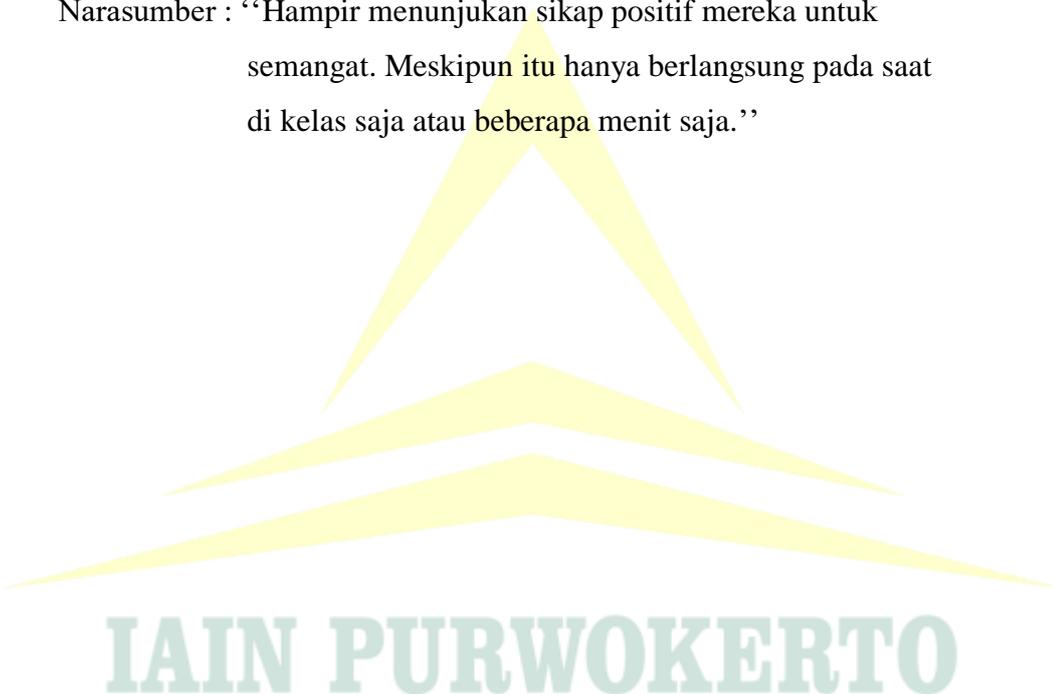
membuka.”

Peneliti : “Bagaimana hubungan emosional guru dengan siswa?  
Sejauh dan seperti apa guru mengetahui tentang siswa?”

Narasumber : “Saya mengetahui siswa dengan mengabsennya.  
Kemudian apabila ada yang tidak masuk, maka lewat  
temannya akan saya tanyakan kenapa alasannya.”

Peneliti : “Bagaimana perubahan yang terjadi dalam semangat  
siswa ketika pembelajaran dengan menggunakan  
metode yang guru gunakan?”

Narasumber : “Hampir menunjukkan sikap positif mereka untuk  
semangat. Meskipun itu hanya berlangsung pada saat  
di kelas saja atau beberapa menit saja.”



IAIN PURWOKERTO

### Appendix 3

#### INTERVIEW SISWA

Narasumber : Siti Nur Azizah

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak, saya tidak suka pelajaran Bahasa Inggris.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Dengan mengucapkan salam dan menyapa murid-muridnya.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Suasana biasa aja sih. Nyaman saja buat santai.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Biasa aja saya mba.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Biasa saja mba.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Biasanya sih dengan menegur aja.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Sebenarnya baik, tapi kalau ngasih tugas itu banyak banget. Jadi pusing. Karena gak suka si.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya. Biasanya bu guru akan memotivasi dengan mengatakan pentingnya belajar dan supaya bisa sukses.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Tidak. Kadang membosankan.”

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan punishment tersebut?”
- Narasumber : “Ada sih. Tapi saya gak pernah peduliin. Secara umum, kalau saya bisa dapat hadiah pasti senang tapi kalau dapat hukuman ya sedih dong.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena saya tidak tahu artinya. Saya tidak tahu apa yang sedang guru bicarakan.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Agar kita tahu bahasa luar negeri.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Biasa saja.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “ Iya. Kadang-kadang.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”
- Narasumber : “Biasanya dengan memberikan permainan.”
- Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”
- Narasumber : “83, mba. Tapi itu saya dapat dengan mencontek teman.”
- Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”
- Narasumber : “ Gak. Biasanya saya belajar Bahasa Indonesia dan SKI kalau sudah di rumah.”

**Appendix 4****INTERVIEW SISWA****Narasumber : Rudi Santoso**

Peneliti : “ Apakah Anda menyukai pelajaran Bahasa Inggris?”

Narasumber : “ Tentu tidak.”

Peneliti : “ Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”

Narasumber : “ Guru kami mengawalnya dengan salam dan nasihat.”

Peneliti : “ Suasana seperti apa yang diciptakan dalam proses pembelajaran?”

Narasumber : “Suasana yang baik-baik saja.Karena diawali dengan salam sih.”

Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”

Narasumber : “Respon saya biasa aja mba.”

Peneliti : “ Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”

Narasumber : “Tidak sama sekali. Tidak memiliki semangat tapi justru merasa membosankan.”

Peneliti : “ Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”

Narasumber : “Sikapnya baik, tidak pernah marah. Hanya menegur saja.”

Peneliti : “ Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”

Narasumber : “Guru yang sabar.”

Peneliti : “ Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”

Narasumber : “Iya, contohnya diberitahu agar tidak suka membolos dan tetap semangat belajar.”

Peneliti : “ Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”

Narasumber : “ Kadang-kadang saja mba. “

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Saya rasa tidak ada reward atau saya gak pernah dapat ya mba. Untuk punishment itu kadang guru menyuruh untuk menulis 100 500sakata dalam Bahasa Inggris.”
- Peneliti : “ Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “ Saya kan gak pernah dapat reward atau hadiah itu. Jadi saya seringnya dapat hukuman tapi ya perasaan saya biasa aja mba.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “ Saya tidak suka dan gak semangat karena saya gak tahu apa apa tapi saya juga malas untuk belajarnya sih. Orangtua gak pernah maksa.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Ya pentingnya sedikit-sedikit bisa tahu lah. Walaupun gak selalu ngomong dengan menggunakan Bahasa Inggris.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Biasa aja mba. Karena saya termasuk gak rajin gini jadi ya gak dekat apalagi diingat guru.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “Perubahannya sih saya santai saja. Yang penting saya tetap mengerjakan apapun dengan kehendak hati saya sendiri. Dan sebenarnya saya lebih menyukai pelajaran otomotif. Tapi saya disuruh belajar di sekolah ini saja.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”

Narasumber : “ Biasanya diberikan tugas juga dengan permainan yang tidak menyeleweng dari Bahasa Inggris.

Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”

Narasumber : “Nilai saya 50.”

Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”

Narasumber : “Tentu tidak. Karena saya gak suka sih untuk apa.”



## Appendix 5

### INTERVIEW SISWA

#### Narasumber: Rayhan Muhammad Syafi

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Gak begitu suka mba.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Diawali dengan salam.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Ngantuki mba.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Selalu mengantuk.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak semangat, biasa aja.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Ditegur oleh guru supaya bisa aktif di kelas.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Seorang guru yang baik.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya. Memotivasi untuk giat belajar dan disiplin.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Tidak. Saya merasa bosan. Kadang kalau sudah bosan dan malas suka teriak-teriak minta pulang atau bilang malas gitu kalau disuruh ngerjain tugas.”

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Tidak ada hadiah. Hanya ada hukuman bagi saya. Hukumannya adalah dengan berdiri di depan kelas atau menulis kosakata dalam Bahasa Inggris di papan tulis. Dan itu sangat memberatkan.”
- Peneliti : “Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “Kalau dihukum saya sih gak pernah nurut. Kalau hadiah belum pernah dapat.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena gurunya mengajar dengan terlalu biasa.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Ya agar kita tahu tentang Bahasa Inggris.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Biasa aja. Guru saya tidak mengetahui apapun tentang saya.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan strategi yang guru gunakan?”
- Narasumber : “Biasa aja. Tapi kadang-kadang ya terenyuh aja.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”
- Narasumber : “Ya kadang dengan menampilkan pembelajaran dengan LCD , terus permainan juga.”
- Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”
- Narasumber : “Nilai bagus. Karena selalu kerjasama dengan teman.”
- Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”
- Narasumber : “ Jarang banget.”

## Appendix 6

### INTERVIEW SISWA

#### Narasumber: Wiwit Nurhasanah

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak suka.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Diawali dengan salam dan mengecek kehadiran.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Suasana yang tenang.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Tidak percaya diri. Karena saya malu saja masih bodoh.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak. Saya merasa masih kurang.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Memberikan masukan agar siswa tetap semangat.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Seorang guru yang baik.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya. Memotivasi untuk rajin belajar dan terus berusaha.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Kadang-kadang. Tapi saya masih merasa kurang percaya diri.”

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Ada hadiah. Jika bisa menjawab pertanyaan, maka akan mendapatkan nilai tambahan. Hukumannya adalah dengan berdiri di depan kelas atau menulis kosakata dalam Bahasa Inggris di papan tulis. ‘
- Peneliti : “ Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “Kalau saya bisa mendapatkan hadiah, maka saya akan merasakan senang. Jika saya mendapatkan hukuman, justru saya kecewa dengan diri sendiri.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena belum memahami makna dan terlalu banyak tugas yang diberikan malah jadi pusing.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Ya agar bertambah wawasan.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Biasa aja.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “Iya kadang-kadang saya itu ingin berubah tapi bingung atau malas itu sama aja. Gak percaya diri deh mba.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”
- Narasumber : “Ya kadang dengan menampilkan pembelajaran dengan LCD , terus permainan juga.”
- Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”

Narasumber : “Nilai yang gak bagus deh aja.”

Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”

Narasumber : “Jarang banget.”



## Appendix 7

### INTERVIEW SISWA

#### Narasumber: Uhti Nurul

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak suka.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Diawali dengan memberi salam.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Suasana yang ngantuk.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Respon saya senang kalau bisa memahami materi, tapi banyak gak mudengnya mba, jadi saya malas.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tergantung mood saya saja.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Memberikan cerita-cerita.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Seorang guru yang baik hati.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya. Memotivasi untuk semangat belajar dan tidak putus asa dalam mengejar ilmu.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”

- Narasumber : "Iya, seketika saya sadar pentingnya belajar. Tapi ya nyatanya ngantuk mba."
- Peneliti : " Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?"
- Narasumber : "Tidak ada hadiah khusus. Yang ada cuma hukuman, yaitu berdiri di depan kelas."
- Peneliti : " Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?"
- Narasumber : "Saya kalau dihukum gak pernah mau maju."
- Peneliti : " Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?"
- Narasumber : "Karena belum paham artinya apa, jadi saya gak tahu bu guru sedang berbicara tentang apa."
- Peneliti : " Apakah pentingnya belajar Bahasa Inggris?"
- Narasumber : "Ya agar tidak hanya bisa Bahasa Indonesia."
- Peneliti : " Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?"
- Narasumber : "Biasa aja. Tidak dekat."
- Peneliti : " Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?"
- Narasumber : "Iya lumayan."
- Peneliti : " Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?"
- Narasumber : "Melalui motivasi secara lisan dan mengajak terus belajar. Kalau saya pribadi lebih menyukai dunia fotografi."
- Peneliti : " Biasanya kamu mendapatkan nilai berapa?"
- Narasumber : "Nilai seringnya itu mendapatkan 60."
- Peneliti : " Kalau di rumah, mengulang pelajaran Bahasa Inggris tidak?"
- Narasumber : " Jarang banget mba ."

## Appendix 8

### INTERVIEW SISWA

#### Narasumber: Fatmah

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak suka.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Baik.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Suasana yang seringnya itu membosankan.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Respon saya biasa-biasa saja.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak. Karena jujur saya sama sekali tidak suka dengan Bahasa Inggris. Saya lebih suka belajar silat/bela diri.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Diberi nasihat.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Seorang guru yang cantik, baik, dan ramah. Gak pernah marah.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya. Memotivasi untuk semangat belajar dan tidak putus asa dalam mengejar ilmu.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”

- Narasumber : "Iya, seketika saya sadar pentingnya belajar. "
- Peneliti : " Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?"
- Narasumber : "Reward yang biasa diberikan tentunya tambahan nilai. Hukumannya suruh maju ke depan atau nulis kosakata bagi yang gak disiplin."
- Peneliti : " Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?"
- Narasumber : "Saya senang mendapat tambahan nilai, tapi kadang kalau misalkan dihukum gak pernah mau maju."
- Peneliti : " Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?"
- Narasumber : "Karena sulit memahami, jadi saya gak tahu bu guru sedang berbicara tentang apa. Terlebih saya itu sukanya belajar silat."
- Peneliti : " Apakah pentingnya belajar Bahasa Inggris?"
- Narasumber : "Agar bisa berinteraksi dengan orang luar negeri."
- Peneliti : " Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?"
- Narasumber : "Biasa aja. Tidak dekat."
- Peneliti : " Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?"
- Narasumber : "Masih sama. Belum ada perubahan. Saya masih gak paham."
- Peneliti : " Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?"
- Narasumber : "Melalui motivasi secara lisan dan mengajak terus belajar."
- Peneliti : " Biasanya kamu mendapatkan nilai berapa?"
- Narasumber : "Nilai seringnya bagus, karena kerjasama dengan teman."
- Peneliti : " Kalau di rumah, mengulang pelajaran Bahasa Inggris tidak?"
- Narasumber : " Tidak lho mba."

## Appendix 9

### INTERVIEW SISWA

#### Narasumber: Elma Nuraeni

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak suka.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Dengan sapaan good morning.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Suasana yang seringnya itu membosankan.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Dengan mencoba memahami.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak. Karena jujur saya sama sekali tidak suka dengan Bahasa Inggris.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Disuruh membaca buku pelajaran.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Seorang guru yang baik dan ramah. Gak pernah marah-marah.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya. Memotivasi untuk semangat belajar dalam mengejar cita-cita.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Iya, seketika saya sadar pentingnya belajar.”

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Tidak ada reward, hanya ada hukuman.”
- Peneliti : “ Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “Saya suka gak mau kalau mendapatkan hukuman.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena sulit memahami, jadi saya gak tahu bu guru sedang berbicara tentang apa. “
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Kita bisa bicara dengan Bahasa Inggris.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Biasa aja. Tidak dekat.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “Masih sama. Belum ada perubahan. Saya masih gak paham.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”
- Narasumber : “Melalui memberi tugas untuk bercerita. Tapi justru anak tambah beban.”
- Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”
- Narasumber : “Kalau gak nyontek, saya dapat kecil. Kalau nyontek bagus.”
- Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”
- Narasumber : “Tidak. Karena susah dan orangtua juga tidak bisa.”

## Appendix 10

### INTERVIEW SISWA

#### Narasumber: Arif Mustajib

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak suka.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Dengan memberikan salam dan menyapa.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Biasa aja.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Kurang minat.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak sama sekali.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Disuruh baca atau jawab soal”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Ramah, baik dan gak pernah marah.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Diberikan nasihat untuk terus semangat”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Tidak. Saya rasa tidak hidup pembelajarannya.”

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Tidak ada reward. Kalau hukuman itu kadang-kadang.”
- Peneliti : “ Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “Biasa aja loh.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena antara tulisan dan cara bacanya itu beda jauh. Berbeda dengan Bahasa kita sehari-hari. Jadi saya malas.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Penting sih, tapi saya tidak suka.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Tidak ada.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “Sama aja. Saya gak pernah belajar. Sukanya main game online.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”
- Narasumber : “Ya itu dengan diberi nasihat-nasihat kadang juga permainan.”
- Peneliti : Biasanya kamu mendapatkan nilai berapa?
- Narasumber : “Kecil kok. Kalau dengan teman lainnya, baru tinggi.”
- Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”
- Narasumber : “Tidak pernah.”

## Appendix 11

### INTERVIEW SISWA

#### Narasumber: Mafal

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Lumayan tidak.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Dengan mengucapkan salam dan selamat pagi.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Tenang.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Biasa saja.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Memberi arahan agar lebih baik.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Bu guru baik.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya, dengan itu memberi arahan untuk jadi lebih baik dan semangat belajar.”
- Peneliti : “Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Tidak.”

- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Tidak pernah ada reward untuk saya. Sering hukuman untuk menulis kosakata.”
- Peneliti : “ Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “Ketika diberi hukuman, saya melawan karena gak mau.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena tidak tahu arti apapun yang dibicarakan guru.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Tidak pengen tahu.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Tidak. Saya merasa biasa saja.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “Ya tidak berubah. Saya hanya bisa mengikuti saja asal berangkat. Selebihnya terserah saya mau ngapain.”
- Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”
- Narasumber : “Memberikan tugas atau permainan juga kadang diberikan.”
- Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”
- Narasumber : “Kecil. Tapi gak penting untuk saya.”
- Peneliti : “ Kalau di rumah, mengulang pelajaran Bahasa Inggris tidak?”
- Narasumber : “Tidak pernah.”

## Appendix 12

### INTERVIEW SISWA

#### Narasumber: M. Rofik Saifulloh

- Peneliti : “Apakah Anda menyukai pelajaran Bahasa Inggris?”
- Narasumber : “Tidak.”
- Peneliti : “Bagaimana guru mengawali pembelajaran Bahasa Inggris tersebut?”
- Narasumber : “Dengan mengucapkan salam dan mengecek kehadiran.”
- Peneliti : “Suasana seperti apa yang diciptakan dalam proses pembelajaran?”
- Narasumber : “Tenang. Kadang bikin ngantuk. Karena saya di Pondok, jadi ngantukan banget.”
- Peneliti : “Bagaimana respon Anda dalam proses pembelajaran Bahasa Inggris?”
- Narasumber : “Biasa saja.”
- Peneliti : “Apakah anda merasa antusias tinggi saat pelajaran Bahasa Inggris? Anda merasa memiliki semangat dalam belajar Bahasa Inggris?”
- Narasumber : “Tidak.”
- Peneliti : “Bagaimana sikap Guru ketika siswa kurang terlibat aktif?”
- Narasumber : “Memberi motivasi.”
- Peneliti : “Jelaskan pendapatmu tentang guru Bahasa Inggris yang mengajar Anda.”
- Narasumber : “Bu guru baik dan ramah.”
- Peneliti : “Apakah guru sering memberikan motivasi di sela-sela proses pembelajaran? Jika iya, motivasi seperti apa yang diberikan?”
- Narasumber : “Iya, dengan itu memberi arahan untuk jadi lebih baik dan semangat belajar.”

- Peneliti : “ Apakah anda merasa termotivasi dalam belajar Bahasa Inggris bersama guru tersebut?”
- Narasumber : “Tidak.”
- Peneliti : “ Apa ada Reward (hadiah) dan Punishment (hukuman) dalam pembelajaran? Jika iya, apa sajakah reward dan Punishment tersebut?”
- Narasumber : “Tidak pernah ada reward untuk saya. Sering hukuman untuk menulis kosakata.”
- Peneliti : “ Bagaimana pendapat Anda ketika diberlakukan reward (hadiah) dan Punishment (hukuman) dalam proses pembelajaran?”
- Narasumber : “Ketika diberi hukuman, saya malu karena tidak bisa.”
- Peneliti : “ Apakah sebab Anda kurang menyukai atau tidak termotivasi dalam pelajaran Bahasa Inggris?”
- Narasumber : “Karena saya tidak tahu artinya. Terus saya ini di kelas sering di bully oleh teman saya. Mungkin karena saya sering ngantuk atau karena saya bodoh. Maka dari itu, saya jarang masuk kelas. Saya tahu saya salah. Saya uga sering kepikiran orangtua yang sudah biayai. Tapi saya malu. Saya pingin pintar tanpa harus belajar. Saya suka di pondok aja. Kalau gak sekolah, saya uga tetap di pondok aja.”
- Peneliti : “ Apakah pentingnya belajar Bahasa Inggris?”
- Narasumber : “Untuk menambah wawasan.”
- Peneliti : “ Bagaimana hubungan emosional guru dengan Anda? Sejauh dan seperti apa guru mengetahui tentang Anda?”
- Narasumber : “Tidak . biasa saja.”
- Peneliti : “ Sejauh ini, bagaimana perubahan yang terjadi dalam semangat Anda ketika pembelajaran dengan menggunakan metode yang guru gunakan?”
- Narasumber : “Ya agak sedikit baik. Meskipun masih kadang-kadang.”

Peneliti : “ Solusi apa yang sudah dilakukan guru dalam menyikapi anak-anak yang tidak semangat dalam belajar Bahasa Inggris tersebut?”

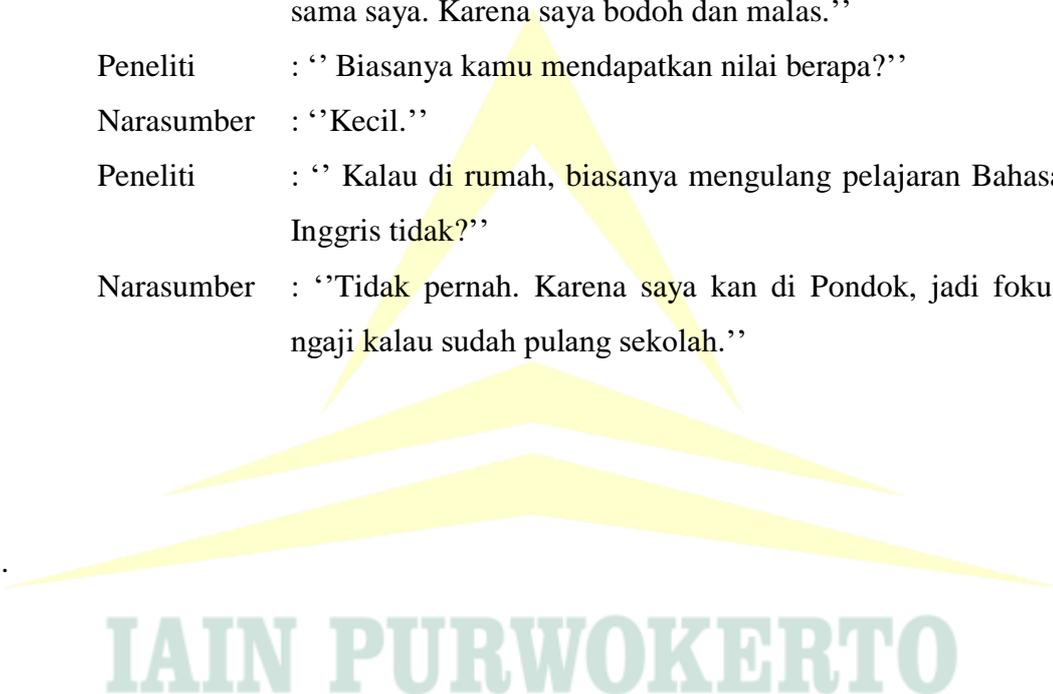
Narasumber : “Diberikan motivasi untuk semangat belajar dan pentingnya menuntut ilmu. Beliau kalau saya suka gak berangkat agak lama, itu akan kirim pesan mengabari untuk berangkat di pertemuan berikutnya. Bu guru hanya akan datang menemui orang tua, ketika saya menyatakan diri keluar dari sekolahan. Setelah ini, mungkin mba akan benci sama saya. Karena saya bodoh dan malas.”

Peneliti : “ Biasanya kamu mendapatkan nilai berapa?”

Narasumber : “Kecil.”

Peneliti : “ Kalau di rumah, biasanya mengulang pelajaran Bahasa Inggris tidak?”

Narasumber : “Tidak pernah. Karena saya kan di Pondok, jadi fokus ngaji kalau sudah pulang sekolah.”



IAIN PURWOKERTO

**Appendix 13**

NO.	NAMA	KET.
1.	Akbar Maulana Husen	L
2.	Dwi Julianto	L
3.	Dzikri Bagus	L
4.	Fajar Julianto	L
5.	Kukuh Surohmat	L
6.	M. Agus Khoeron Fadli	L
7.	M. Arif Mustajib	L
8.	Mafal Junianto	L
9.	M. Rofik Saifulloh	L
10.	M. Tio Dwi Yunianto	L
11.	M. Irfan	L
12.	Nur Arifin	L
13.	Rayhan Muhammad Syafi	L
14.	Rudi Santoso	L
15.	Saprin	L
16.	Sarif Hidayah	L
17.	Slamet	L
18.	Tulus Febrianto	L
19.	Yayan Multasa'ali	L
20.	Afnini Fi'lina Fiata	P
21.	Diah Mei Safitri	P
22.	Diah Novia	P
23.	Elma Nur Aeni	P
24.	Fatmah Yanti	P
25.	Iis Izatunisa	P
26.	Laeli Hikmawati	P
27.	Lili Hestiyani	P
28.	Neli Robihatun	P

29.	Refi Agustin	P
30.	Retno Wulan Sri	P
31.	Sefrin Arimah	P
32.	Siti Nur Azizah	P
33.	Uhti Nurul Ngaenaeni	P
34.	Widi Ismalia	P
35.	Wiwit Nurhasanah	P



## Appendix 14

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Al-Irsyad Gunungjati  
Mata Pelajaran : Bahasa Inggris  
Kelas : XI  
Materi Pokok :Ungkapan memberikan saran dan tawaran  
Alokasi Waktu : 2 X 45 menit

#### A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
- 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya
- 4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespons ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### Indikator Pencapaian Kompetensi(IPK):

- 3.1.1 Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks pada ungkapan saran dan penawaran dengan penuh percaya diri dan bertanggung jawab.
- 3.1.2 Mengurai gambaran umum dan informasi tertentu dari teks pada ungkapan saran dan penawaran dengan penuh percaya diri dan bertanggung jawab.
- 3.1.3 Meendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pada ungkapan saran dan penawaran.

## C. Tujuan Pembelajaran

Siswa terampil menggunakan ungkapan menyatakan dan menanyakan tentang suatu saran dan tawaran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

## D. Materi Pembelajaran

“Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya.”

### 1. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

### 2. Struktur text

Gamal : *Why don't you talk to your parents. You should let them know. I think they will understand.*

Siti : *I don't know. But I'm afraid they will be angry with me.*

Gamal : *I don't think so. Just go.*

Evi : *He will go out from the class at 10. You can wait for him in my room.*

Johan : *Thanks a lot. But I'd better go to bank first, and then I'll go back*

Evi : *Okay. I'll tell him that you came.*

### 3. Unsur kebahasaan

- (1) Kosakata terkait dengan kesehatan, tugas sekolah, kebersihan lingkungan, dsb.
- (2) Tata bahasa: simple past tense, simple present tense, present perfect tense.
- (3) Kata kerja bantu modal *should, have to, can, will*, dsb.
- (4) Ungkapan *I think, I know*.
- (5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- (6) Ucapan, tekanan kata, intonasi
- (7) Ejaan dan tanda baca
- (8) Tulisan tangan

### 4. Topik

Berbagai hal terkait dengan interaksi siswa dengan guru, teman, adik, kakak, dsb. tentang berbagai kegiatan siswa sehari-hari di rumah, sekolah, di dalam maupun di luar kelas.

## E. Metode Pembelajaran

Grammar translation method

Role play technique

Pendekatan saintifik

Strategi : Menyimak, diskusi kelompok, presentasi, permainan

## F. Media, Alat, dan Sumber Pembelajaran

### 1. Media/ Alat/Bahan

- Power point presentation
- Video tentang memberikan saran: *Learn To Give Advice. Easy English Conversation Practice*
- Video tentang memberikan tawaran: *Can, could and would for invitations, offers, requests, and permission.*
- Loud speaker laptop
- laptop
- LCD

### 2. Sumber Belajar

- Buku Siswa Bahasa Inggris MA kelas XI

- Guru
- Internet:
- [www.engvid.com](http://www.engvid.com)
- <http://www.youtube.com/watch?v=TwVdMT3CGTU>
- <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/can-could-and-would-invitations-offers-requests-and-permission>

## G. Langkah-langkah Kegiatan Pembelajaran

### 1) Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru membuka dengan salam dan berdoa bersama
- Brainstorming
- Guru menanyakan pengalaman siswa dalam berbahasa Inggris (social chat);
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

### 2) Kegiatan Inti

#### Mengamati

- Siswa menyimak contoh video tentang ungkapan memberikan saran yang diputar oleh guru
- Siswa mengamati nilai moral dari dialog dalam video
- Siswa belajar menemukan masalah, ungkapan memberikan saran, respon, dan solusinya berdasarkan video yang disajikan
- Siswa mengidentifikasi cara-cara ungkapan memberikan saran dan responnya.
- Siswa dituntut untuk mencontoh video tersebut dengan memberi saran dan tawaran serta responnya, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya

#### Menanya

- Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara memberi saran dan tawaran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

- Siswa saling berargumen dan bertanya tentang ungkapan-ungkapan memberikan saran dan responnya.

#### Mengumpulkan Informasi/Mengeksplorasi

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi dengan memberi saran dan tawaran serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi memberi saran dan tawaran serta responnya.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dalam konteks pembelajaran, simulasi, dan permainan.

#### Mengasosiasi

- Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan memberi saran dan tawaran serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan

#### Mengkomunikasikan

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk memberi saran dan tawaran serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk memberi saran dan tawaran serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

#### 3) Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

#### H. Penilaian

##### 1. Jenis/teknik penilaian

- tes tulis dan tes kinerja

Penilaian proses berlangsung selama pembelajaran berlangsung yang dimulai sejak aktivitas mengamati, menanya, mengeksplorasi, mengasosiasi hingga mengkomunikasikan.

Sikap:

- observasi, penilaian diri, teman sejawat  
(capaian siswa dinilai oleh guru, siswa sendiri dan temannya dengan menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik.

- Jurnal, di dalam dan luar kelas, berupa catatan pendidik.

Guru mengobservasi dan mencatat perilaku siswa yang mencakupi sikap dan keterampilannya

Pengetahuan:

Pengetahuan siswa tentang struktur teks, unsur kebahasaan dievaluasi dengan menggunakan testulis/lisan & penugasan (PR)

Keterampilan:

Unjuk kerja/Praktik, jurnal.

## 2. Bentuk instrumen dan instrumen

Role play (memerankan dialogue dengan menggunakan ungkapan menyatakan dan menanyakan tentang harapan dan cita-cita) dan tes tertulis (membuat dialogue dan jazz chant yang dimodifikasi dengan bahasa sendiri).

## 3. Pedoman penskoran

Rubrik

### a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Jujur	5: selalu jujur 4: sering jujur 3: kadang-kadang jujur 2: jarang jujur 1: tidak pernah jujur	
2.	Bertanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama 1: tidak pernah kerjasama	
4	Disiplin	5: selalu disiplin	

		4: sering disiplin 3: kadang-kadang disiplin 2: jarang disiplin 1: tidak pernah disiplin	
5	Percaya diri	5: selalu percaya diri 4: sering percaya diri 3: kadang-kadang percaya diri 2: jarang disiplin percaya diri 1: tidak pernah percaya diri	

## b. Aspek Pengetahuan

No	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami	

## c. Aspek Keterampilan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak	5 = Selalu melakukan kegiatan	

	komunikasi yang tepat	komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa akli melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	
--	-----------------------	--	--

## I. Penilaian

### 1. Jenis/Teknik Penilaian

- Sikap (melalui rubric pengamatan sikap selama pembelajaran)
- Pengetahuan: tes tertulis
- Keterampilan: reading aloud, keterampilan mengembangkan draf, project.

### 2. Bentuk instrumen

#### Instrumen penilaian sikap

No	Nama	Sikap				Keterangan
		Tanggungjawab	Peduli	Kerjasama	Cinta damai	
1.						
2.						
3.						
4.						
40						

Keterangan:

Skala penilaian sikap dibuat dengan rentang antara 1 s.d 5

## Appendix 15

Lampiran : Surat Keputusan Kepala MA Al-Irsyad Gunungjati  
 Nomor : 027/MA IR /SK/ V / 2016  
 Tanggal : 7 APRIL 2016

STRUKTUR ORGANISASI MADRASAH  
 MASA BAKTI 2016/2021  
MA AL-IRSYAD GUNUNGGJATI

NO	NAMA/NIP	JABATAN DALAM STRUKTUR ORGANISASI	DINAS
1	MUKHAMAD FUAD,S.Pd.I	Yayasan	Yayasan
2	FITHRIA ROHAYATI,S,S.Pd	Kepala Madrasah	Kamad
3	PURWANTO,S.Pd.I	Wakil Kepala Madrasah	Guru
4	FITA AGUSTINA,S.Pd.I	Kepala Tata Usaha	Guru
5	DEVI	Unit Perpustakaan	Staf TU
6	OKI HADRIAN,S.Pd	UR Kurikulum	Guru
7	M. WAHIDHASIM,S.Pd	UR Kesiswaan	Guru
8	M.AGUS CHASAN	UR Sarpras	Staf TU
9	SITI SALIAH,S.Pd.I	UR Humas	Guru
10	M.ARIF	Bendahara	Staf TU
11	SURATMAN	Anggota	Staf TU
12	MOH.ARIF	Anggota	Staf TU
13	OKI HADRIAN,S.Pd	BP	Guru
14	LAYIN MAGFIANA D,S.Pd	Wali Kelas	Guru
15	A. WAHID HASIM,S.Pd	Wali Kelas	Guru
16	VERONICA SOVITA S,S.Pd	Wali Kelas	Guru
17	IMAM SULISTIAWAN,SE	Wali Kelas	Guru
18	INDRAWATI FAJRIN,S.Pd	Wali Kelas	Guru
19	SRI BUDIARTI,SH	Wali Kelas	Guru
20	NUR KHAYATUN	Penjaga / Kebersihan	Staf TU

Gunungjati, 7 APRIL 2016  
 Kepala Madrasah  
  
 FITHRIA ROHAYATI S. S.Pd

## Appendix 16

**YAYASAN PONDOK PESANTRN AL-IRSYAD**  
**MADRASAH ALIYAH AL-IRSYAD GUNUNGJATI**  
Alamat : Jl.Raya Gunungjati Kec.Pagedongan Kab Banjarnegara 53451

---

**SURAT KETERANGAN**  
Nomor : 0011/MA.AI-Ir/SK/IV/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Al-Irsyad Gunungjati, Menerangkan Bahwa :

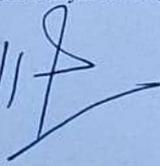
Nama : MIMI SUGIARTI  
NIM : 1617404028  
Program Studi : S-1 Tadris Bahasa Inggris  
Asal : Fakultas Tarbiyah dan Ilmu Keguruan IAIN Purwokerto

Yang bersangkutan telah mengadakan riset untuk keperluan tugas akhir atau skripsi dengan judul, *“English Teacher’s Strategies Dealing with Unmotivated Students at 11<sup>th</sup> Grade of MA Al-Iryad Gunungjati”*

Yang dilaksanakan di MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara.

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Pagedongan, 09 Juni 2020  
Kepala MA Al-Irsyad Gunungjati

  
  
Lathria Rokhayati, M.Pd.  
NIP.

## Appendix 17

		<b>KEMENTERIAN AGAMA</b> <b>INSTITUT AGAMA ISLAM NEGERI PURWOKERTO</b> <b>FAKULTAS TARBIAH DAN ILMU KEGURUAN</b> <small>Alamat: Jl. Arifin, Tempe, Kota Purwokerto, Jawa Tengah 53122</small>
<b>Nama</b>	: H. ANWAR HADI PRADIYANTO	
<b>Lamp.</b>	: --	
<b>Uraian</b>	: <b>Pembinaan Ijin Riset Individual</b>	
<p><b>Kategori</b> VIII  <b>Kategori</b> MA AL IRSYAD  <b>Kategori</b> <u>Kejuruan</u>  <b>di</b> <u>Tempat</u></p>		
<p><b>Analisis/uraian</b> <i>sa. sb.</i>          1) berorientasi dengan benar dalam rangka pengumpulan data guna penyusunan skripsi, serta melakukan analisis berkenaan masalah, jika tidak seperti masalah lain sebagai berikut:</p>		
1. Nama	: M. Saiful	
2. NIM	: 15117404021	
3. Semester	: VIII	
4. Jurusan/prodi	: Tadris Bahasa Inggris	
5. Alamat	: Jl. Arifin, Kota Purwokerto, Tempe, Kota Purwokerto	
6. Judul	: <u>English Teacher's Strategies Used in the Classroom</u>	
<p><b>Universitas/Institut</b> di <b>Lokasi</b> <b>Grade</b> of <b>MA AL IRSYAD PAGEDONGAN</b>          4) dapat melakukan analisis berdasarkan dengan beberapa sebagai berikut:</p>		
1. Orisinal	: Guru Bahasa Inggris dan Siswa kelas XI	
2. Temporalitas	: MA AL IRSYAD PAGEDONGAN	
3. Luas cakupan	: 1 Maret - 1 Juni 2019	
4. Metode Penelitian	: Kualitatif-Penelitian	
<p>Demikian uraian penelitian dan jalinan antara lain sebagai berikut:</p>		
<p><b>Wawancara/daftar</b> <i>sa. sb.</i></p>		
<p><b>An. Dikan</b>          Wakil Dekan Bidang Akademik</p>  <p><b>Dr. Susanto, MA</b>          NIP. 19710717194011001</p>		
<p><b>Penyusunan</b></p> <ol style="list-style-type: none"> <li>1. Rasi Pendidikan, Madrasah Kementerian Agama, Kat.....</li> <li>2. Nitra, Yogyakarta (jika efektif secara)</li> <li>3. Arsip</li> </ol>		
<p><b>Keterangan:</b></p> <ol style="list-style-type: none"> <li>1) jika sesuai bahan pembuatannya atau lainnya, templat</li> <li>2) jika sesuai, jika pembuatannya dengan masalah dan segala urusan paling hal-hal</li> </ol>		

## Appendix 18

Lampiran SK Dekan FTIK Nomor: 1000-48 Tahun 2019

No.	Nama pembimbing	Nama Mahasiswa/ NIM	Judul
1	Agus Husein As Sabiq, M.Pd.	Amalia Nur 1517121007	The Influence of Social Media on the Use of English Vocabulary in the Study of English Students in SMA Muhammadiyah Bojonegara
2	Muhammad, S.S., M.Pd.	Desy Nurani P0131210129	The Use of Native Language in the Study of English Literature in SMA Muhammadiyah Bojonegara
3	Muhammad, S.S., M.Pd.	Dirah Ayu Nur 1617140121	The Influence of TV News on the Use of English Vocabulary in SMA Muhammadiyah Bojonegara
4	Agus Husein As Sabiq, M.Pd.	Dirah Nurani 1617140121	Journal Writing in the Study of English Literature in SMA Muhammadiyah Bojonegara
5	Muhammad, S.S., M.Pd.	Laila Nurani 1617140126	The Use of Native Language in the Study of English Literature in SMA Muhammadiyah Bojonegara
6	Agus Husein As Sabiq, M.Pd.	Mimi Nurani 1617140128	Journal Writing in the Study of English Literature in SMA Muhammadiyah Bojonegara
7	Dr. Munjin, M.Pd.I.	Nindy Lina 161740123	The Effectiveness of the Use of English Writing in the Study of English Literature in SMA Muhammadiyah Bojonegara in The Academic Year 2018/2019
8	Dr. Fajar Hareyanto, M.Sc.	Nurrah Wati 161740123	The Effectiveness of the Use of English Writing Technique in the Study of English Literature in SMA Muhammadiyah Bojonegara
9	Agus Husein As Sabiq, M.Pd.	Nurrah Wati 161740123	Journal Writing in the Study of English Literature in SMA Muhammadiyah Bojonegara

## Appendix 19


**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Jl. Sekeloa Timur A, Tembung, Purwokerto, Sukoharjo, Jawa Tengah 53125

---

**SURAT KETERANGAN SEMINAR PROPOSAL SKRIPSI**

Nomor : B. /In.17/FTIK.J...../PP.00.9/1/2020

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi: TR FTIK IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

*English Teacher's Strategies Dealing with Unmotivated Students at 10<sup>th</sup> Grade of MAN 2 Banyumas*

Yang disusun oleh :

Nama	: Mimi Sugiarti
NIM	: 1617404028
Semester	: VIII
Jurusan/Prodi	: Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 13 Januari 2020

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Dibuat di : Purwokerto  
Pada tanggal : 13 Januari 2020

Mengetahui,  
Ketua Jurusan/Prodi TIBI



Muflihah, S.S., M.Pd.  
NIP.

Pendaftar,  


Muflihah, S.S., M.Pd.  
NIP.

Keterangan : \*) disesuaikan dengan jurusan masing-masing



Appendix 21



Appendix 22

**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**UPT MA'HAD AL-JAMI'AH**  
 Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126  
 Telp : 0281-635624, 0281250, Fax : 0281-636563, www.iainpurwokerto.ac.id

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**LAIN PURWOKERTO**

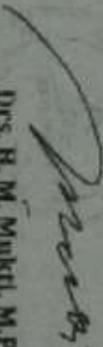
**SERTIFIKAT**  
 Nomor: B-205/In.17/UPT.MAJ/SI.011/II/2018

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

**MIMI SUGIARTI**  
 1617404028

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar  
 Baca Tulis Al-Qur'an (BT A) dan Pengetahuan Pengalaman Ibadah (PPI).

Purwokerto, 26 Februari 2018  
 Mudir Ma'had Al-Jami'ah,

  
 Drs. H. M. Mukti, M.Pd.I  
 NIP. 195705211985031002

MATERI UJIAN	NILAI
1. Tes Tulis	78
2. Tertil	74
3. Kilasbah	70
4. Praktek	78

NO SERI MAJ-GI-2018-174

Appendix 23

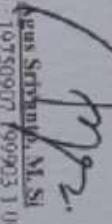


Appendix 24

KEMENTERIAN AGAMA  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
 UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA  
Alamat: Jl. Jend. A Yani Km. 30, 40 A/19p 301161004 Pa. 02015 Purwokerto 53123

**SERTIFIKAT**  
 Nomor: In/TPD/TPD-3038/O/2017

Dibuktikan sebagai:  
**Mimi Sugardi**  
 NIM : 1617404028  
 Tempat, Tgl Lahir : Banyuwangi, 11 Januari 1999  
 Sebagai benda yang bersangkutan telah mengikuti dan menempuh Ujian Akhir Komputer  
 pada Institut Agama Islam Negeri Purwokerto Program: Microsoft Office yang diselenggarakan oleh UPT TPD IAIN Purwokerto pada tanggal 17 November 2018

Purwokerto, 22 November 2018  
 Kepala UPT TPD  
  
 Agus Setiawan, M.Si  
 NIP : 197509071999031002

**SKALA PENILAIAN**

SKOR	HURUF	ANGKA
86 - 100	A	4
81 - 85	A <sup>+</sup>	3,5
76 - 80	B <sup>+</sup>	3,3
71 - 75	B	3
66 - 70	B <sup>-</sup>	2,6
61 - 65	C <sup>+</sup>	2,3

**MATERI PENILAIAN**

MATERI	NILAI
Microsoft Word	B
Microsoft Excel	B <sup>-</sup>
Microsoft Power Point	B



## Appendix 25



KEMENTERIAN AGAMA  
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO  
 FAKULTAS TARRIBYAH DAN ILMU KEGURUAN  
Jalan A. Yani 4, Purwokerto, Kab. Tegal (35116) Telp. (0851) 4332744 (0851) 4332745 Fax. (0851) 4332746

**SURAT KETERANGAN**

No. B- 520 /In. 17/WD.J.FTIK/PP.009/IV/2020

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik,  
 menerangkan bahwa :

Nama : Mini Sugianti  
 NIM : 261705008  
 Prodi : TI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif  
 dan dinyatakan **LULUS** pada :

Hari/Tanggal :Rabu,23 April 2020  
 Nilai :B+

Demikian surat keterangan ini kami buat untuk dapat digunakan  
 sebagaimana mestinya.

Purwokerto, 23 April 2020  
 Wakil Dekan Bidang Akademik,



Dr. Suparno, M.A.  
 NIP. 19730717 199903 1 001

I

## Appendix 26



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM MODERN PURWOKERTO**  
**UPT PERPUSTAKAAN**  
 Jl. Jend. A. Yani No. 434, Purwokerto 53123  
 Telp : 081-83361, 02056 Fax : 081-83360, www.iain-purwokerto.id

---

**SURAT KETERANGAN WAKAF**  
 No. : 715/In.17/UPT.PerpusI/HM.02.2/V/2020

Yang berdatangan dibawah ini menerangkan bahwa :

Nama	- MIMI SUGIARTI
NIM	- 1517001076
Program	- S1/SARJANA
Fakultas/Prodi	- FTIK/TAI

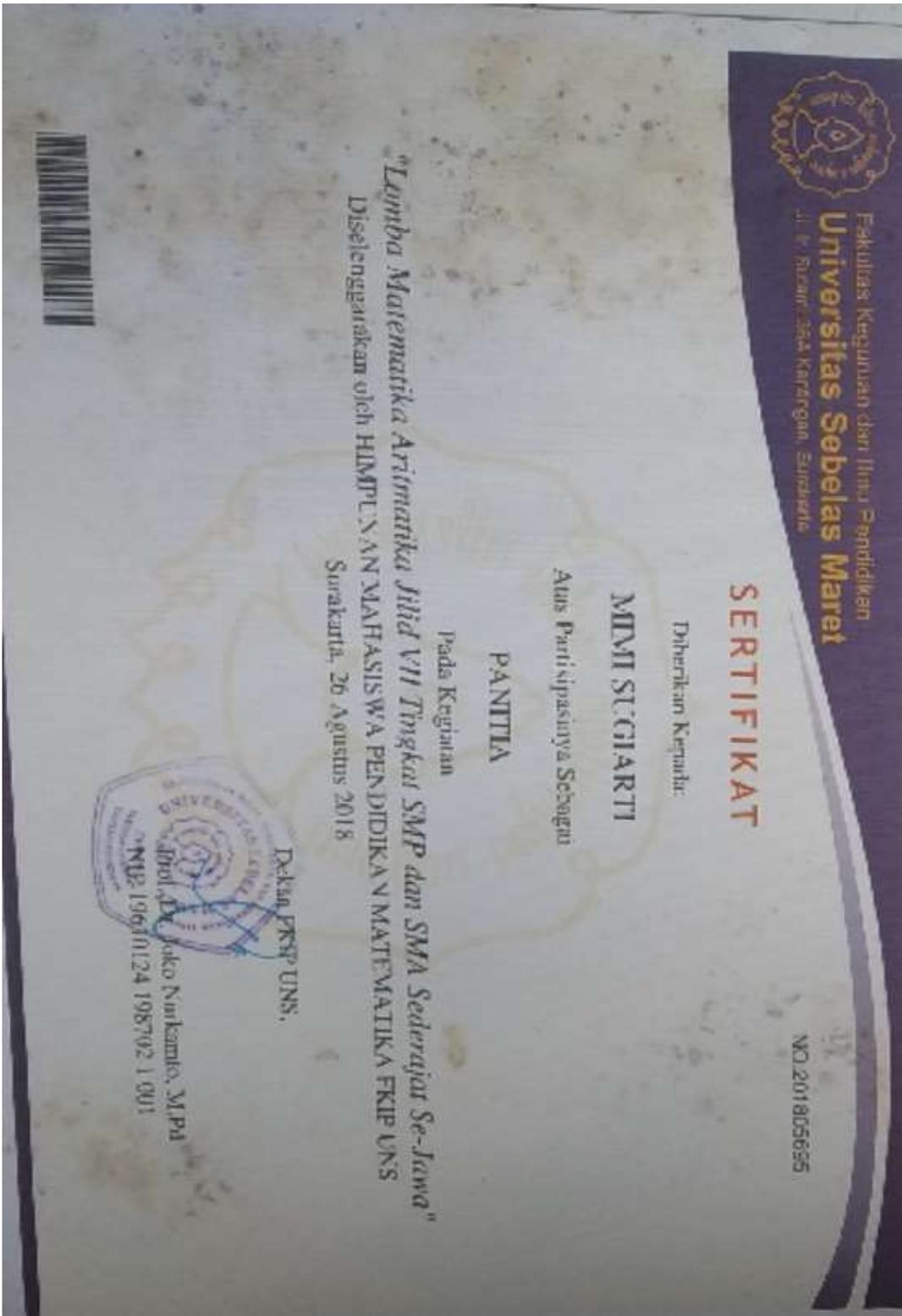
Telah menyerahkan wakaf tunai berupa uang sebesar Rp 40.000,00 (Empat Puluh Ribu Rupiah) kepada Perpustakaan IAIN Purwokerto.

Dengan surat keterangan wakaf ini dibuat untuk menjadi mawarid dan dapat digunakan sepenuhnya.



Purwokerto, 18 Mei 2020  
 Kaprodi  
  
 Drs. Nurhman

Appendix 27



Appendix 28



## Appendix 29

LAMPIRAN VI KEPUTUSAN REKTOR INSTITUT AGAMA ISLAM NEGERI PURWOKERTO  
 NOMOR 053 TAHUN 2018 TANGGAL 23 MARET 2018  
 tentang  
 DAFTAR KEPEYAKARUSAN HIMPUNAN MAHASISWA JURUSAN (H-M) TADRIS  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO PERIODE 2018/2019

Ketua	: Vini Suganti	1817404328	4 TBA
Wakil	: Agus Masrul	1817403783	4 TMA A
Seasistola	: Aeng Nalis Rofiq Lini Meghtech	1817407085 1817407048	4 TMA A 4 TMA A
Bendahara	: Dinda Syfar Nida	1817404012	4 TBA
<b>Departemen Pendidikan, Mahasiswa, dan Olahraga</b>			
Koordinator	: Luqma Hakim	1817404328	4 TBA
Anggota	: Aeng Prasetyo Maulid Al Rochfar Khusnul Amaliah Ali Saebani Shirinillah Nur Ramadhani	1817403483 1817407084 1817404324 1817407089 1817404044	2 TBA 4 TMA A 4 TBA 4 TMA A 4 TBA
<b>Departemen Sosial, Agama, dan Kewirausahaan</b>			
Koordinator	: Leel Ael Sellyani	1817407024	4 TMA A
Anggota	: Agung Pratikno Nuzulul Himmah Ran Syaifah Hakim Ren Nurfaika Saadati	1817407081 1817404037 1817407085 1817404340	4 TMA A 4 TBA 2 TMA B 4 TBA
<b>Departemen Hukum, Kesehatan Bangsa, dan Politik</b>			
Koordinator	: Kaffi Fadzil Pury	1817407024	4 TMA A
Anggota	: Nur Afifah Aeng Rizki Hafid Heromina Sukramani Nancy Elva	1817407038 1817404080 1817404079 1817404083	4 TMA A 2 TBA 4 TBA 4 TBA
<b>Departemen Komunikasi, Informasi, dan Advokasi</b>			
Koordinator	: Chiri Anjarwati	1817404010	4 TBA
Anggota	: Saeska Bogus Permana Faizel Abdul Hafid Amanda Febrina Rizky Siti Nur Hayati Viktara	1817404042 1817407017 1817407088 1817407088 1817404342	4 TBA 4 TMA A 4 TMA A 2 TMA A 4 TBA

  
 N. K. Sidiq, S. Ag., M. Hum. A.  
 NIP. 19740228103031002

**Appendix 30**

**Picture 1**



**Picture 2**



**IAIN PURWOKERTO**

**Picture 3**

