


## Teacher's Strategies in Motivating Students' in Learning English

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### ABSTRACT

This research was conducted to analyze strategies used by the teacher in increasing the motivation of 11<sup>th</sup> grade students in learning English and factors influence the teaching strategies. This research uses a qualitative descriptive methodology. The respondents of this research are the English teacher and 11<sup>th</sup> grade students of SMK PGRI Pontianak. The data were collected using interview with teacher and questionnaires for students. Data analyzed using familiarization and organization, coding and reduction, interpretation and representation. Based on the interview results, in teaching listening skills, the teacher uses the listen and do strategy. To teach speaking skills, the reading aloud strategy is used. Factors that influence the strategic use of listening and speaking skills, because the low and limited understanding of students. Then in teaching reading skills, the teacher uses the silent reading strategy. This strategy is used because of the student's lack of focus. When teaching writing skills, teachers use mind mapping strategies. The reason is that students are less able to develop their writing. Using the strategies above can increase students' motivation in learning English. This is also shown by the student difficulty index with medium results. Not too complicated and not too easy for students to do each related exercise.

**Keywords:** *Teacher strategies, Factor Influence, Students Motivation*

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### INTRODUCTION

Students need motivation to complete their education so that they can fulfill their responsibilities as students. Students can meet the learning objectives that have been previously determined based on the applicable curriculum if they are motivated to learn. Motivation is a desire to do or move people to do something. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are closely related, which in this case is the desire to learn. (Cook & Artino, 2016) mention that motivation is a function of the expectation of success and perceived value. Motivation will be crucial in whatever we undertake. Motivation consists of two types: intrinsic and extrinsic. According to (Legault, 2016) intrinsic motivation denotes the performance of an action out of interest or enjoyment, extrinsic motivation arises from an externally or socially created reason to perform an action. The definitions of intrinsic motivation and extrinsic motivation are: Intrinsic motivation is the motivation that arises in a person. Then extrinsic motivation is something that is expected to be obtained from outside a person.

Teaching and learning become easier and more enjoyable when students are motivated. Motivating learners is a key condition for learning in formal education settings, but despite its fundamental role in the learning process, there remain differences of opinion about the nature of motivation and the necessary conditions for it to impact learning (Coyle, 2014). It is extremely beneficial if both the teacher and the students encourage each other during the teaching and learning process.

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In the institution of education, the teacher is one of the people who have an important role in educating students. According to (Lal, 2016), A 'teacher' is a person who delivers an educational program, assesses student participation in an educational program, and/or administers or provides consistent and substantial leadership to an educational program. The specific term for an English teacher is someone who teaches English. Teachers are required to prepare appropriate strategies for learning and teaching adjusted to the basic competencies of each material. It is also a teacher's responsibility to develop a variety of learning and teaching strategies so that students are not bored and can enhance their enthusiasm to learn English to fulfill the curriculum's standards. For the English learning process to be smooth, teachers could use some different strategies to support language skills (listening, reading, speaking, and writing) in EFL classrooms (Saragih et al., 2019). Which is where researchers find out the strategies used by teachers in teaching specific skills such as listening, speaking, reading and writing.

In addition, teaching strategies can help teachers teach students and increase their motivation. (Sarode, 2018) on Lawton define, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Furthermore, (Hayati et al., 2021) Teaching strategy is the approach that the teachers use for particular lesson and to the specific objectives for a particular lesson. Every teacher has their own teaching style, and as traditional teaching styles alter with the introduction of differentiated instruction, more and more teachers are adapting their approach to meet the requirements of their pupils, which is where this teaching is carried out at the SMK PGRI Pontianak. To motivate student's interest in learning English, strategies were used by the teacher should be interesting and could capture students' attention (Saragih et al., 2019).

The strategy that the teacher uses when teaching listening skills is listening to audio and then doing the related exercise. According to (Tyagi, 2013) the listening process includes four stages namely listening, understanding, remembering, evaluating and responding. The techniques are listening, understanding, remembering, evaluating and responding to the audio material. The activity is that students focus first on the audio after that work on the questions. In teaching speaking skills, the teacher asks students to read aloud. The reading aloud technique helps students in understanding the meaning of the material, acquiring new vocabulary, improving pronunciation, and building confidence. Like the speaking strategy, the teacher asks students to read the text, but the initial stage is reading together. The teacher then asks a student to read a sentence or paragraph. According to interview with English teachers, this method can improve students focus when teaching reading skill. Mind mapping is technique that is used in the prewriting activity. "It directs the students to write words which have relationship with the topic that they are going to discuss by using a lot of branches of words around the topic. It is also planning activity in the writing that is done by writing key words around the topic and then, it can be used to expand the students' ideas into good paragraphs" (Waloyo, 2017).

There was some relevant research that had been done by another researcher. The first research by (Mustika & Wardah, 2021) an Analysis of teacher's strategies in teaching English using descriptive qualitative study. The findings show that there are 6 teaching strategies used by English teachers at SMAN 1 Segedong. The strategies were used in the syllabus and lesson plans as a guide before implementing the learning process: discussion strategies, demonstration strategies, use of electronic media as learning tools, use of games, and reinforcement of the end of the teaching and learning process. Then three factors influence the teaching strategy in English: the first student's major background, such as science and social studies, and the student's condition in following the learning process. The second factor comes from the teacher. This factor concerns the ability of teachers to use technology to support teaching strategies. And the last is the facility factor. This factor includes the limitations of the learning tools. Similar strategies are used in the writer research results as well, notably the use of games to facilitate learning and instructional media during learning.

This is corroborated by SMK PGRI's school regulations, which permit students to have and use smartphones as long as they don't cause disruptions and are only used when the teacher specifically requests them. Playing educational games on the internet is therefore simple.

The second research by (Meldayani & Sa'adah, 2021) with the title *Teacher Strategy to Increase The Learning Motivation of Public Elementary School Students During The Covid-19 Pandemic: The Stories Of Civil Servant Teachers In 3T District*. The proposed learning strategy typically involves playing while studying, coming to an agreement so that homework is completed independently without parental assistance, assigning rewards and penalties, praising good behavior when it is demonstrated, and responding to inquiries. Students will be inspired to learn in class and will be able to reconnect with the spirit in this way. The writer's research used a comparable strategy, although under different circumstances, as the study was conducted face-to-face in a classroom for students and teachers to communicate directly. The strategies used by teachers at SMK PGRI might increase students' motivation to learn, according to the findings of the interviews with English Teacher.

The third research by (Abbasi et al., 2021) with the title *Analyzing Teachers' Strategies for Motivating Students in Classroom at Primary Level: Students' Perspectives*. The main findings from this research were that educators in primary schools can inspire their students by using various of methods and approaches. The learning process of students is also influenced by the teaching style, classroom environment, behavior, and personality of the teachers. Students need immediate praise, incentives, consequences, reinforcement, and encouragement to stay motivated. Additionally, it was discovered that compared to male teachers, female teachers employed more motivational techniques to inspire their students in the classroom. One similarity between the research findings is that, at the time the research was conducted, the only English teacher at SMK PGRI was a female.

Then the fourth research with the title *The Strategies of The teacher In Motivating The Students In Learning English At Eleventh Class Study of MA AL Hasyimiyah Academic Year 2020 / 2021* by (Girsang & Chadijah, 2022). To get around the different personalities of the students, English teachers use exciting lessons or a variety of teaching strategies. However, the teacher only uses four of the eight strategies available to her. These include explaining the learning objectives to the students, supporting them individually or in groups when they are having difficulty with their studies, praising each student for their accomplishments, and receiving positive, encouraging feedback from the class XI MA AL Hasyimiyah students.

The last one, the research on a similar topic with the title *Strategies Used by English Teachers in Teaching Reading Comprehension* researched by (Arwila, 2022). According to the research findings, the two English teachers taught reading comprehension to seventh-grade students online by utilizing a question and answer format. As a result, the technique helped students think critically about the texts they read by teaching them how to understand the questions that were posed of them and where to find the solutions. In order for exchanges between the English teacher and students to take place effectively during the online learning process, they should also be challenged to think critically and creatively. Although reading aloud and silent reading are methods used to help students improve their reading abilities, this strategies can be a useful addition to previous research.

What differentiates the results of this research from previous research is that it adds data about learning models for each learning strategy which focuses on teaching four main skills in English, namely listening, speaking, reading, and writing. The use of these strategies is also based on certain factors so that teachers use these strategies.

As initial information, class 11 students at SMK PGRI Pontianak are quite motivated during the learning process in class. Even if they are overwhelmed while studying, schools allow their students to carry smartphones as long as they are used for study purposes. So, this tool is quite helpful for teachers when students, for example, find words that are foreign to them. And sometimes the English teacher gives them quizzes or special games when the teacher is unable to enter class using a smartphone, which is enough to increase student

learning motivation. This is based on a brief interview with an English teacher at SMK PGRI Pontianak.

## METHOD

This research applies a descriptive-qualitative research methodology. Regarding qualitative research methods, (Denzin, 2018, p. 87) Qualitative inquiry seeks to discover and to describe narratively what particular people do in their everyday lives and what their actions mean to them. It identifies meaning-relevant kinds of things in the world kinds of people, kinds of actions, kinds of beliefs and interests focusing on differences in forms of things that make a difference for meaning. The important thing about the qualitative method is that data is always obtained directly and in the form of direct experience from participants who are experienced English teachers teaching at SMK PGRI Pontianak. Subject of research was an English teacher of SMK PGRI Pontianak and 11 grade students. This class consists of two majors, namely TKRO and TBSM, there were 16 students present. The three steps of the research process are (1) data collection, (2) transcription and coding, and (3) data description.

### 1. Data collection

In order to get the necessary qualitative data, the researcher used in-depth interviews with an English teacher. The interview uses several open-ended questions. To collect data from students in grade 11, the researcher used questionnaire. Questionnaires can effectively measure the behavior, attitudes, preferences, opinions, and intentions of relatively large subject.

### 2. Transcription and coding

The previously recorded interviews were transcribed. According to (Point & Baruch, 2023), Transcribing can be defined as "the written record of what a participant (or respondent) said in response to a question, or what participants (or respondents) said to one another in conversation, in their words". The reason recordings are transcribed into textual form is so the researcher can carefully examine them and/or code them for additional analysis. To analyzes the data obtained using the three steps proposed by (Donald Ary et al., 2010) The steps are as follows ; first step familiarization and organizing, second step coding and reducing, the last step interpreting and representing.

### 3. Data description

After all of the data has been transcribed and coded, the data that has been found is described based on the topic of this research. This is where the interview data links to the teacher's strategies, as well as its factors and questionnaires, to obtain information about the motivation of grade 11 students.

## FINDINGS AND DISCUSSION

The use of teaching strategies must be addressed in relation to the conditions of students and the classroom environment, where these strategies must be able to encourage student motivation. The English teacher's chosen strategies for teaching were listen and do for teaching listening, reading aloud for speaking, silent reading, and mind mapping for teaching writing.

### Teaching Strategies

#### *Listen and do*

The teacher uses a strategy for students to listen to the audio and do an exercise based on the audio on teaching listening. The ability to listen well is one of the skills that helps students accurately process information. In learning activities, this skill is very important because students must listen to the teacher's explanation and pay close attention to what the teacher has explained. If students do not care about this skill, of course, they cannot catch the

material that has been explained by their teacher. Listen and do is often used when the teacher focuses on teaching listening skills. By listening the audio, students can focus on the audio and understand the material first. So that later they can easily do the exercises based on the audio they hear. Based on the teacher statement, it shows that the strategy has a positive impact and advantages for students to understand and familiarize themselves with the audio.

*Interviewee : In my opinion, this strategy has the advantage that students can digest and understand the listening material given first. Familiarize students first with the audio material that they will use to answer the practice questions so that it is easier for them to work on the questions.*

Although not all, their difficulty index is medium when students doing exercises focus on every skills. Students' activities in listening material are: they listen to the material first, they are given void text along with random answer choices, and then they fill in their answers based on their listening material. This strategy is included in the lesson plan with the problem-based learning model.

*Interviewee : I tend to now use problem based learning for listening.*

### **Reading Aloud**

Speaking skills are defined as the skills that allow students to communicate effectively. This ability to convey information verbally and in a way that the students can understand in learning activities, this skill is important because students not only listen to their teacher but also speak when the teacher asks or explains something. Focusing on teaching speaking skills, the teacher uses the strategy of asking students to read the text or reading aloud. If there is an error in the pronunciation, it will be corrected immediately. By reading the text related to the material that has been prepared, the teacher can observe and train their pronunciation. This strategy has a positive impact and has advantages for students, even though it is just reading the text. Even so, this strategy can also train students' pronunciation.

*Interviewee : So far, this method is quite effective in building students' willingness to speak even if it is just reading the text. But usually practice their pronunciation*

The student activities in this strategy are the students reading the English texts or having a dialogue in front of the class with a dialogue that is adapted to the material being taught at that time. This strategy is used in the lesson plan with problem-based learning as the learning model.

*Interviewee :Most of the learning models used are discovery learning. It's just that following the development of the curriculum, I prefer to now use problem based learning for speaking.*

### **Silent Reading**

Reading skills are abilities that pertain to a person's capacity to read, comprehend, and interpret written language and texts. Like the speaking skill, where students tend to read a dialogue text, this skill can also help students read the text correctly and find words whose meanings are still not understood by them with the help of the teacher who guides them. Focusing on teaching reading skills, the teacher uses the strategy that every reading text will be read together first, then ask students to read one by one per paragraph or several sentences to see the level of concentration of students in reading. Then give questions to students whose answers to those questions are in the reading.

*Interviewee : This strategy can make students focus more on the reading text because get ready when they get to read the next chapter continuing their previous friend).*

The student activities in this strategy are to read the text and then answer questions based on it. Besides that, the students look for the meaning of difficult vocabulary in the reading text. This strategy is used in the lesson plan with problem-based learning for reading in the learning model.

*Interviewee : ...in accordance with the development of the curriculum, I prefer to now use problem based learning for reading.*

English teachers at SMK PGRI Pontianak often use problem-based learning models in teaching listening, speaking, and reading skills. This learning model presents a real problem for students as the beginning of learning is then completed through investigation and applied using a problem solving approach (Hotimah, 2020).

### **Mind Mapping**

Writing skills are the skills to write effectively. A good writing is can communicate their point to their audience or readers without using too much fluff and in a way that the readers can understand. In learning activities, this skill is very important because students not only have to listen and speak, but they also have to write topic related to learning objectives and answers the questions when there is an exercise. On teaching writing skills, the teacher uses the strategy when there are materials that require students to make a text or write. Sometimes the teacher teaches them using mind mapping. Mind mapping is very helpful for students in developing the direction and purpose of the text they write.

*Interviewee : The use of mind mapping makes students' writing more focused and clearer in the paragraph description).*

Activities in this strategy are that the students make a mind map about what they want to convey, or they make one according to the material and the theme. This strategy is used in the lesson plan with project-based learning for writing in the learning model. Meanwhile, for writing skills, the English teacher at SMK PGRI Pontianak often uses project-based learning models.

*Interviewee : For writing skill usually use project based learning.*

According to (Markula & Aksela, 2022) quoted from (Thomas et al., 2015), Project Based Learning refers to problem-oriented and student-centred learning that is organised around projects.

### **Factors Influencing Teaching Strategies**

The main factor influencing the teacher using listen and do strategy focus on listening is because of the 11<sup>th</sup> grade students' level of understanding English is still low. Then sometimes a lot of English vocabulary is quite difficult for students. Finally, students are still not too familiar with the learning of listening skills. This is supported by the lack of school infrastructure to support listening learning, so the learning focus of this skill is rarely done by teachers. Based on teacher statement, listen and do strategy has the advantage that students can digest and understand the listening material given first. Familiarize students first with the audio material that they will use to answer the practice questions so that it is easier for them to work on the questions

Focus on learning speaking, the main factor influencing the teacher use reading aloud strategy because the ability of grade 11 students to speak English is still limited. So that students tend to speak Indonesian. This limitation makes students unable to directly or

spontaneously think in English. Because it cannot be spontaneous, students use Indonesian to answer questions or explain the difficulties they face. This is a separate obstacle for teachers when teaching English material. Based on teacher statement on interview, this strategy is quite effective on building students' willingness to speak even if it is just reading the text. But usually this strategy can practice the students pronunciation. By being supervised by the teacher, students can understand how to pronounce correctly when reading text and can apply it in real life.

The main factor teachers use silent reading strategy when focus on teaching reading is that students sometimes cannot maintain their focus while studying. This happens because their friends are talking to each other or playing while the teacher is reading or explaining the material. By using this strategy in the teaching reading skills section, students will immediately concentrate on the reading text in front of them and get ready when they get to read the next chapter continuing their previous friend. This strategy, in addition to increasing focus, can assist students in finding information in the text. So this strategy has a positive impact.

The last factor teachers use strategies when focus on teaching writing projects is that students still cannot develop their writing directly. So, teachers need to guide them in developing their writing so that it is well-directed by using mind mapping. By using mind mapping, students can give their writing more direction and help the reader's understanding of what is being said. After paragraph by paragraph is made, a reading text is created based on the students' thoughts or themes that have been determined by the teacher. This strategy also have positive impact on students.

### Scoring Guideline

With Grade 11 students learning English and doing some exercise, of course, the teacher has scoring guidelines. These guidelines serve as specific criteria for scoring students based on the exercises they do. It is a basic tool in designing tests or measures for research and educational purposes (Frey, 2018). Based on interviews, the English teacher only used scoring guidelines for two skills: speaking and writing.

*Interviewer : Is there a table of specifications related to the learning strategies of the material you teach?*

*Interviewee : I only made a score rubric table for speaking, writing which is used as a guide to give scores to students.*

Regarding student motivation in each teaching strategy in teaching the 4 main skills, students are quite motivated in each skill. Although not all of them, it shows that students are quite motivated. Thanks to the strategies and activities carried out in class.

*Interviewer : Based on your experience, can the strategy you use increase the motivation and enthusiasm of all students in learning?*

*Interviewee : So far, this method (Listen and do) is enough to increase students' enthusiasm, although not all or completely. There are also some students who still find it difficult so that they do not work optimally.*

*Interviewee : For now the method (Reading aloud) used is quite influential on students.*

*Interviewee : ....students' enthusiasm is quite high when learning reading, because maybe their reading is not too difficult(silent reading).*

*Interviewee : For writing (Mind mapping), the average student must always do it correctly and seriously.*

The following are the results of the student intrinsic motivation questionnaire when learning English, where this motivation comes from within the student.

Table 1. The student intrinsic motivation

No.	Pernyataan			
	Intrinsic Motivation	SL	KK	TP
1	Mapel Bhs Inggris, saya sudah datang sebelum bel masuk setelah istirahat	10 students choose	6 students choose	
2	Saya menjawab sapaan guru dengan semangat pada awal pembelajaran	7 students choose	9 students choose	
3	Saya antusias mendengarkan materi dari guru meskipun hanya berbicara	12 students choose	4 students choose	
4	Saya tetap antusias meskipun guru hanya memberikan tugas	6 students choose	9 students choose	1 student choose
5	Saya belajar secara mandiri bila guru berhalangan hadir	2 students choose	8 students choose	6 students choose
6	Saya belajar bahasa Inggris diluar jam sekolah dengan teratur	2 students choose	5 students choose	9 students choose
7	Saya belajar Bahasa Inggris untuk meningkatkan kemampuan bahasa Inggris saya.	7 students choose	5 students choose	4 students choose
8	Belajar bahasa Inggris akan membuat saya lebih nyaman dengan penutur/orang yang berbicara bahasa Inggris	5 students choose	8 students choose	3 students choose
9	Saya belajar bahasa Inggris karena itu adalah sesuatu yang saya selalu ingin lakukan	5 students choose	4 students choose	7 students choose
10	Saya belajar bahasa Inggris karena saya senang mendapatkan hal baru didalamnya	3 students choose	8 students choose	5 students choose
11	Saya belajar bahasa Inggris untuk mendapatkan pekerjaan yang bagus dikemudian hari	4 students choose	8 students choose	4 students choose
12	Saya belajar bahasa Inggris karena saya membutuhkannya untuk memudahkan saya masuk	4 students choose	5 students choose	7 students choose

	perguruan tinggi bahasa Inggris/ kuliah luar negeri			
13	Saya tidak ragu bertanya pada guru bila ada hal yang belum dipahami	5 students choose	10 students choose	1 student choose
14	Siap menjawab pertanyaan jika guru bertanya pada saya meskipun jawabannya salah	6 students choose	7 students choose	3 students choose
15	Saya inisiatif mengerjakan sendiri tugas yang diberikan guru	1 student choose	13 students choose	2 students choose
16	Jika saya mendapatkan nilai rendah, saya berusaha untuk belajar lebih giat	1 student choose	11 students choose	4 students choose
17	Saya termotivasi untuk mengerjakan tugas atau pr tanpa menundanya	2 students choose	11 students choose	3 students choose
18	Mengajukan diri terlebih dahulu pada saat presentasi tugas bahasa Inggris	1 student choose	9 students choose	6 students choose
19	Saya senang membaca atau menonton konten berbahasa Inggris untuk meningkatkan bahasa Inggris saya	3 students choose	7 students choose	6 students choose
20	Saya membaca buku paket atau dari sumber lain terkait materi secara berulang sehingga mengerti apa yang dimaksud oleh materi tersebut	2 students choose	9 students choose	5 students choose
	Jumlah	88	156	76

The results of the student extrinsic motivation questionnaire, which gauges motivation for learning English from sources other than the student such as teachers and the environment, are listed below.

Table 2. The student extrinsic motivation

No	Pernyataan			
	Extrinsic Motivation	SL	KK	TP
1	Penyampaian materi oleh guru mudah dimengerti	4 students choose	10 students choose	2 students choose
2	Kegiatan penyampaian materi	1 student	15	

	dari guru menyenangkan dan tidak membosankan	choose	students choose	students choose
3	Saya mudah mengerti bila guru menjawab pertanyaan dari saya	8 students choose	6 students choose	2 students choose
4	Saya tidak merasa bosan dengan kegiatan belajar yang dicetuskan oleh guru	4 students choose	9 students choose	3 students choose
5	Saya mudah mendengar suara guru saat beliau berbicara didepan kelas	8 students choose	7 students choose	1 student choose
6	Suara siswa dari MTS tidak mempengaruhi pendengaran saya pada saat mendengar penjelasan guru	4 students choose	9 students choose	3 students choose
7	Saya mengantuk ketika guru menerangkan materi didepan kelas	2 students choose	12 students choose	2 students choose
8	Saya senang mengobrol dengan teman bila jam pelajaran kosong	6 students choose	10 students choose	
9	Jika ada permainan atau kegiatan tertentu dari guru, motivasi belajar saya meningkat	8 students choose	6 students choose	2 students choose
10	Jika ada kuis online atau kegiatan dengan teknologi oleh guru, saya mengerjakannya dengan antusias	9 students choose	5 students choose	2 students choose
11	Jika ada kegiatan kelompok, saya bekerja dengan antusias dengan kelompok saya	6 students choose	7 students choose	3 students choose
12	Saya senang belajar bahasa Inggris karena guru saya orang yang menyenangkan dan tidak membosankan	6 students choose	10 students choose	
13	Motivasi belajar saya meningkat pada saat guru mengajar dikelas apapun metodenya	2 students choose	12 students choose	2 students choose
14	Teknik atau cara mengajar guru saya dikelas dapat meningkatkan keinginan saya untuk belajar	5 students choose	9 students choose	2 students choose
15	Penggunaan proyektor meningkatkan fokus belajar saya	2 students choose	11 students choose	3 students choose
16	Penggunaan Hp dengan izin guru dapat meningkatkan motivasi belajar bahasa Inggris dikelas	8 students choose	6 students choose	2 students choose
17	Saya belajar bahasa Inggris dikelas demi memenuhi kewajiban saya sebagai siswa	5 students choose	10 students choose	1 student choose

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18	Saya rajin mencatat materi yang ditulis guru dipapan tulis dengan lengkap	7 students choose	9 students choose	
19	Saya berbicara dengan teman pada saat guru mengajar didepan kelas	1 students choose	14 students choose	1 students choose
20	Saya membaca buku paket atau sumber lain jika diperintah guru	4 students choose	9 students choose	3 students choose
Jumlah		100	186	34

## Eleventh Grade Students Motivation

To determine students' motivation in learning English, the researcher used a questionnaire. The questionnaire covers intrinsic and extrinsic motivation. When filling out the questionnaire, there were 16 students. Based on the results of the intrinsic motivation and extrinsic motivation questionnaires, there were 20 questions each with the choice categories SL (Selalu), KK (Kadang-kadang), and TP (Tidak Pernah). The column that was filled in the most was the KK column (Kadang-kadang). The second most common column is SL (Selalu). And the least filled is the TP (Tidak Pernah) column. Column KK (Kadang-kadang) shows that students have motivation when learning English. This is also related to the results of teacher interviews and strategies used in teaching the four main skills, namely listening, speaking, reading, and writing. These findings support the theories of motivated students (Saragih et al., 2019) about the teaching methods of teachers needing to be engaging and able to hold students' attention, and students' intrinsic and extrinsic motivation (Legault, 2016). This is further supported by the findings of the questionnaires on intrinsic and extrinsic motivation, which show that students most frequently selected option KK (Kadang-kadang) for each of the 20 questions. The average student then has a difficulty index with a medium value based on the difficulty index.

*Interviewee : Based on the index of difficulty, grade 11 students are medium.*

## CONCLUSIONS

The English teacher has strategies focused on teaching the four main skills of learning English. In teaching listening skill, students are advised to listen to audio and then do the exercise based on the audio they hear. This strategy is used because most of the 11<sup>th</sup> grade students' level of understanding is still low in English and vocabulary. The strategy used in teaching speaking skill is the teacher asking students to read the text or read aloud. If there is an error, it will be corrected immediately. The factors that influence this strategy are the same as listening skill, students are low and have a limited understanding of English and vocabulary. Then the strategy in teaching reading skill is to read the text together, then ask a student to read one paragraph. The teacher also teaches students to use mind mapping in writing assignments. In increasing students' motivation in learning English, teacher have succeeded in increasing their motivation with the strategies used.

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