

**ENGLISH TEACHER'S MOTIVATIONAL STRATEGIES  
IN TEACHING ENGLISH: ANALYSIS BASED ON  
ZOLTAN DORNYEI'S THEORY**

**THESIS**

Presented to State Institute of Islamic Studies Jember  
in partial fulfillment of the requirements for  
Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty  
English Education Department



**By:**

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**STATE ISLAMIC INSTITUTE OF JEMBER  
TEACHER TRAINING AND EDUCATION FACULTY  
JUNI 2021**

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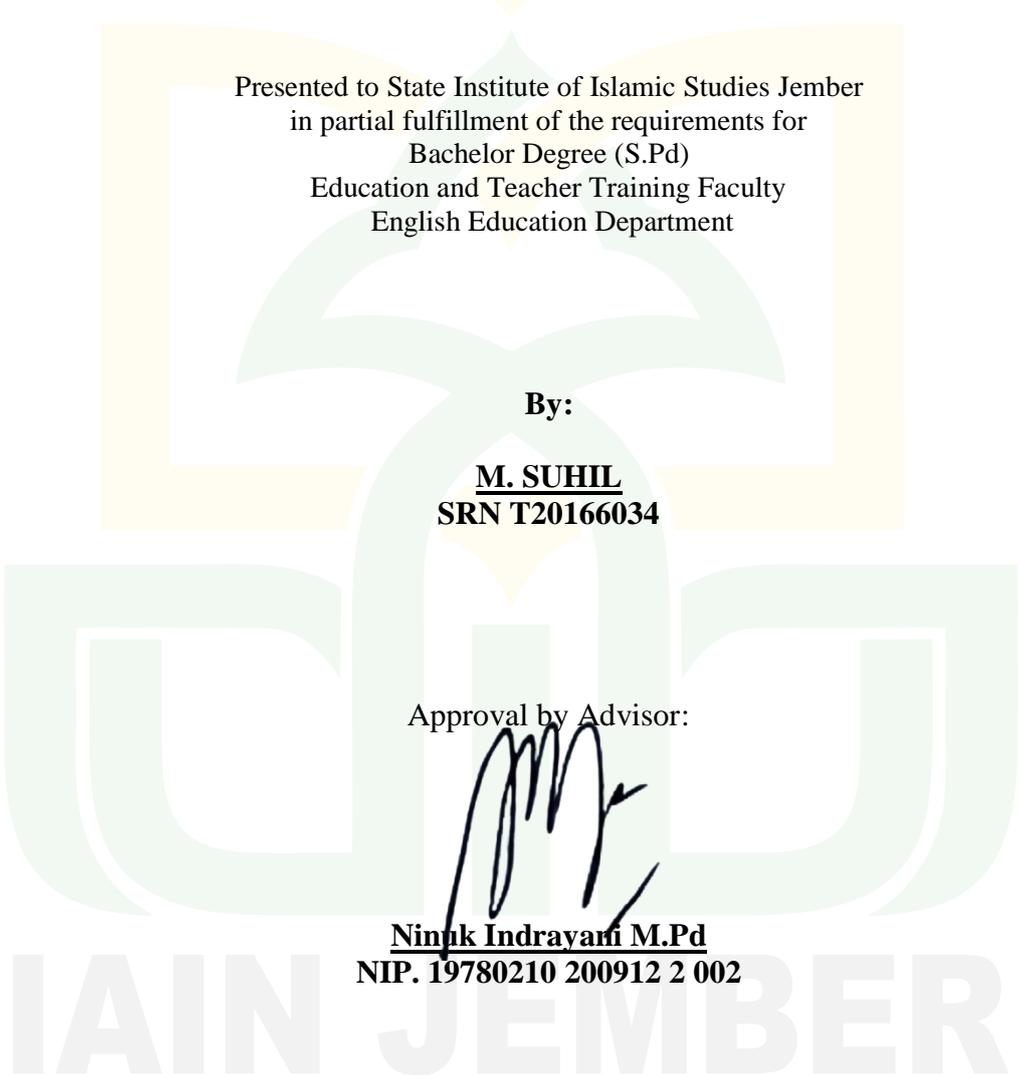
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It has been examined and approved by the board of examiners in partial fulfillments of  
the requirements for the bachelor degree of education (S.Pd)  
Education and Teacher Training Faculty  
English Education Department

Day: Tuesday  
Date: 20<sup>th</sup> April 2021

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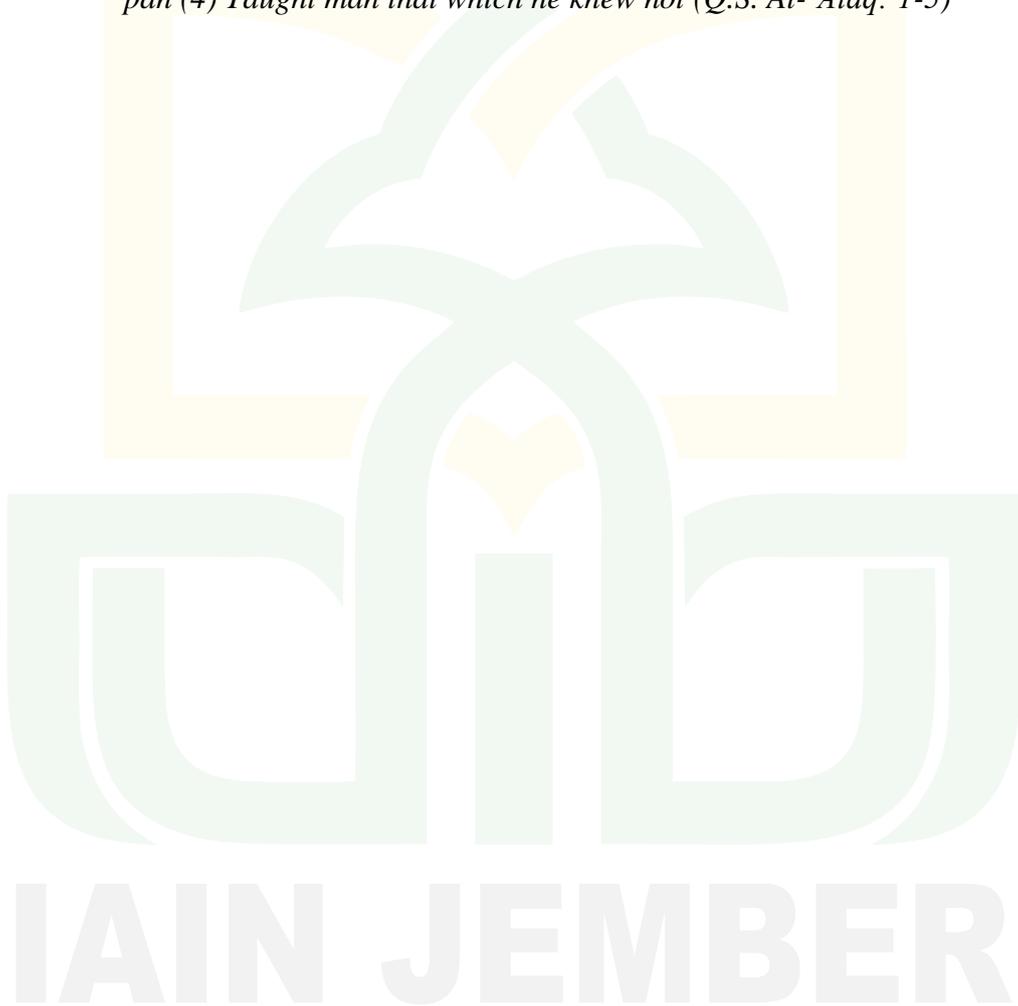


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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾  
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

*“Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite, and your Lord is the most Generous (3) Who taught by the pen (4) Taught man that which he knew not (Q.S. Al-‘Alaq: 1-5)”<sup>1</sup>*



<sup>1</sup> Muhammad Taqi'ud Din Al-Hilali, Muhammad Muhsin Khan, *Translation of The meanings of The Noble Qur'an in The English Language*, (King Fahd Complex for the Printing of The Holy Quran: Madinah, K.S.A), 597

## **DEDICATION**

I dedicate this thesis to:

1. My little lovely family, My Father Abd. Qadir Jailani, My Mother Sapti'ah, My Older Sister Mahsunah, My Sister-in-law Ahmad Fauzi, My Little Sister Lilik Nur Fauziah and My Little Niece Islamiyah, who became my first motivation and inspiration to finish this study as soon as possible
2. My grandfather and My grandmother of My mother and also my grandmother of My father who have never forgotten to pray for all my ways during the process
3. My Lovely Quiversful; H. Anwar, Mursak, Muhammad Syarif, Risah, Zairurah, H. Zuhdi, Rabi'ah, Maisun, H. Ali Makki, Rafi'uddin, Fathaturrahmah, Mohammad Mahrus, Zainur Rahman, Muhammad Rofiki, Fawaid and Muhammad Alfian, who motivated me to achieve my wish and my bright future.
4. My teachers of Reciting Holy Qur'an; Nyai. Mardhiyah and K. Sanhaji, Kindergarten of TK Al-Ishlah, Elementary School of MI Al-Ishlah, Junior High School of MTs Al-Ishlah, Senior High School of MA Tahfid Annuqayah, Islamic Boarding School of Annuqayah and Annuqayah Latee, and the teachers of English Area of Latee who taught me everything especially English.
5. My best inspirations and motivators who are always there as I am in bad condition: Zubaidi, Irwansyah G.F, M. Q. Aynan, A. Fawazien Ready, Moh Ruslan Abadi, M. Imam S Arifin, Moh Sibaweh, Nasiruddin, Ana Fitriana, Asnah Nurul Khadijah and Khalifatus Silviah, all of whom have important

role in my entire life as I am able to be as like today, thank is my weakest word that I can express.

6. Last but not least, for all big family of My Class (Extra-Ordinary Class), My Organizations (EAL-English Area of Latee, ESA-English Student Association, IAA-Ikatan Alumni Annuqayah, Jong Madura, PMII-Pergerakan Mahasiswa Indonesia, ICIS-Institute of Culture and Islamic Study), and My kontrakan Team (Rahman, Wildan El Mazier, Nabil, Setia, Nawafil, Herman)

By all those, I am being as I am today; Thanks very Much, May Allah fulfill all of your needs and your hope.



## ABSTRACT

**M Suhil, NIM. T20166034. 2021.** *English Teacher's Motivational Strategies in Teaching English: Analysis Based on Zoltan Dornyei's Theory*. Thesis. English education Department. Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies of Jember. Advisor: Ninuk Indrayani, M.Pd. Academic Year 2020-2021

**Keywords: Zoltan Dornyei's Theory, Motivation, English Course of SMPI Nurul Isti'dad Baban Silo Jember.**

Low-ambition and vacuum motivation of L2-learners are one of the problems in learning and teaching process. Teacher as the educator, demonstrator, and instructor has main role in learning process. A teacher has responsibility to overcome student's problems. For example, a teacher has to motivate students who have vacuum motivation in learning English. Therefore, a teacher need to use a numerous of motivational strategies in learning process to increase student's motivation. The teacher of the English course in SMPI Nurul Isti'dad Baban Silo Jember used unique strategies which similar with Zoltan Dornyei's theory to motivate students learning English. Thus, the problems in this research are: How does the teacher create the basic motivational condition, generate initial motivation, maintain and protect motivation, and encourage positive retrospective self-evaluation based on Zoltan Dornyei's theory to motivate students in learning English?

The research methodologies of this research are: 1) The research design of this study is descriptive research by qualitative approach. 2) The subjects of this research are the headmaster of SMPI Nurul Isti'dad, Tutors and the students of English course. 3) The data collection techniques of this research are observation, interview and documentation. 4) Triangulation of techniques and sources were used to ensure that the data is valid.

The findings of the research are; 1) The teacher creates students' basic motivational condition based on Zoltan Dornyei's theory using some strategies; a) appropriate teacher behavior, b) a pleasant and supportive atmosphere in the classroom, c) a cohesive learner group with appropriate norms. 2) The teacher generates students' initial motivation based on Zoltan Dornyei's theory using some strategies; a) enhancing the learner's L2-related values and attitudes, b) increasing the learner's expectancy of success, c) increasing the learner's goal-orientedness, d) making the teaching lessons relevant for the learners, and e) creating realistic learner beliefs. 3) Teacher maintain and protect students' motivation based on Zoltan Dornyei's theory using some strategies; a) making learning stimulating and enjoyable, b) presenting task in a motivating way, c) setting specific learner goals, d) increasing their self-confidence, e) allowing learners to maintain a positive social image, f) creating learner autonomy, g) promoting self-motivating strategies, and h) promoting cooperation among the learners. 4) The teacher encourage students' positive retrospective self-evaluation based on Zoltan Dornyei's theory using some strategies; a) promoting motivational attribution, b) providing motivational feedback, c) increasing learner satisfaction, and d) offering rewards and grades in a motivating manner.

## ACKNOWLEDGEMENT

The day and Night are always beautiful as the mercies and blessing of Allah the Almighty one God has been being given and felt by the all entire human being in universe. No other proper words to express it except “*Alhamdulillah*” for all things we feel health and spirit till today.

The *Shalawat* and *Saalam* may always be given to the best creatures ever, the most amazing human, and the wonderful figure of human being, Prophet Muhammad S.A.W, the existence of him can cause the world of stupidity to be smartness, the dark to be light, and *Jahiliyyah* Era to be the Islamic Era.

All praises to Allah the almighty for all his mercies and guidance so as to the author can complete such thesis entitled “An Analysis of Zoltan Dornyei’s Theory to Motivate Student in Learning English at English Course of SMPI Nurul Isti’dad Baban Silo Jember” to achieve the undergraduate degree of English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies of Jember.

The author is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Babun Suharto, S.E, M.M as the Rector of State Institute of Islamic Studies of Jember who has facilitated me during this undergraduate study
2. Dr. Hj. Mukni’ah as the Dean of Tarbiyah and Teacher Training Faculty who has permitted me to have this research
3. Mr. As’ari, M.Pd.I as the Head of English education department who has permitted me to have this research
4. Ninuk Indrayani M.Pd as my advisor who has helped me a lot in conducting this research
5. H. Abdul Muis, S.Ag, M.Si as the Chief of library of IAIN Jember who has facilitated me on supplying the references to conduct the research
6. Ibnu Murtadho as the headmaster of SMPI Nurul Isti’dad Baban Silo Jember, Mr. Zainuddin as the teacher of the English course, and all the members of the

course who helped, participated, facilitated, and supported the entire researcher's need during the research.

7. And all of people who participated in this research.

However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers



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**IAIN JEMBER**

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Appendix I: Matrix of Research

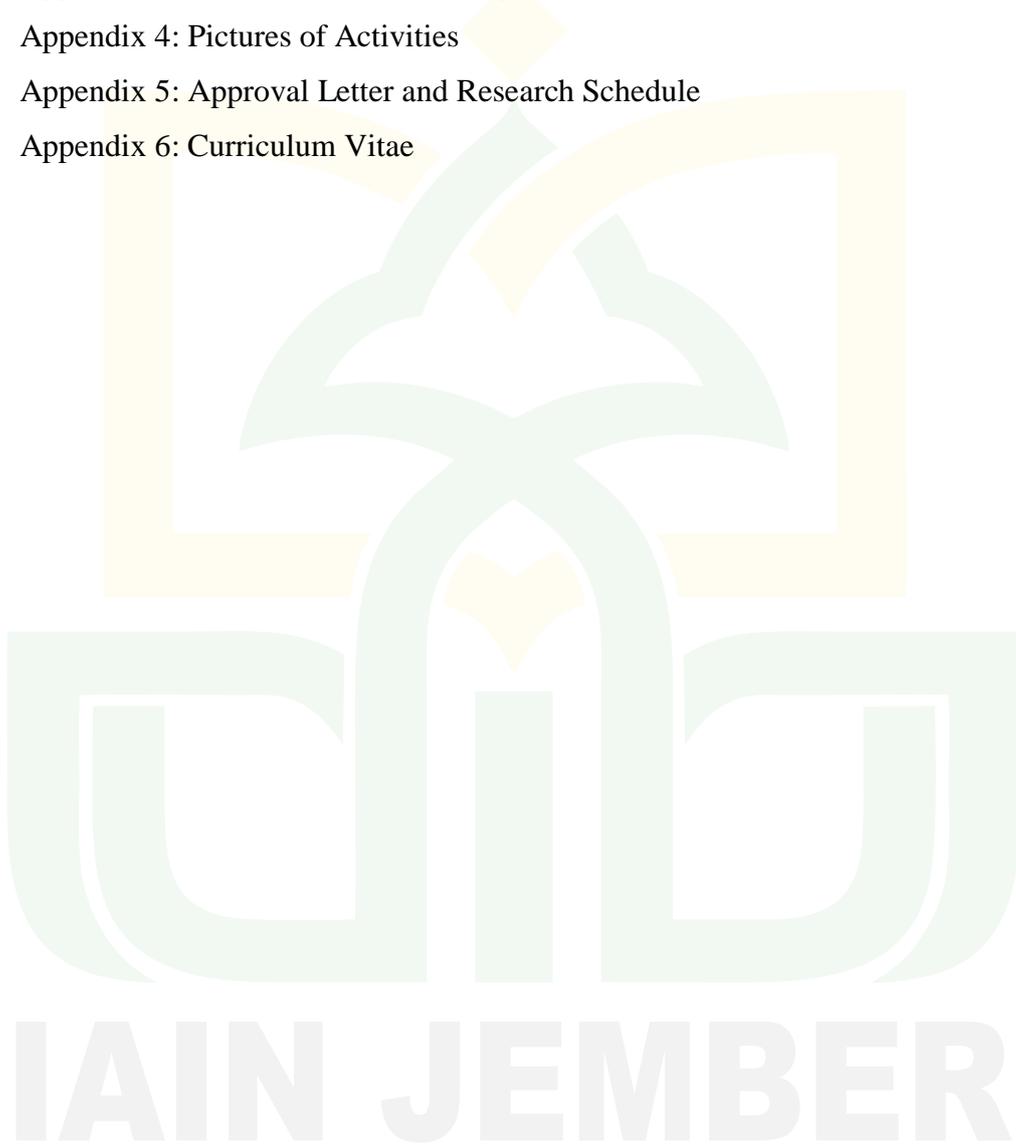
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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English language was claimed as international language or lingua franca because it has important role in many elements. The importance's of English are; in business, in education, for getting job, for information, in media and entertainment, in official communication, and for international relation. <sup>2</sup>Indonesian teenager, exactly all students or college student, have to master English language to adapt with the development of science. Consequently, all students are given English lesson in every stage of education, either at kindergarten, primary school, junior high school, junior high school, or a university.

There are many reasons for the importance of learning English language; *First*, English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basic is two billions. *Second*, English is the dominate business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English. It's important in

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<sup>2</sup> Samanth Reddy, *Important of English Language in Today's World*, International Journal of Academic Research, Vol, 3, 2016, 181-182.

the global market place therefore cannot be understood, learning English really can change your life.

*Third*, many of the world's film, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. *Fourth*, most of the content produced on the internet (50%) is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available.<sup>3</sup>

In Indonesia, English language is considered as a foreign language, so that Indonesian society, especially learners find some problems to master English language in four skills; speaking, listening, reading, and writing, despite they have learned English since kindergarten till university. One of the reasons is Indonesian societies are accustomed to speak their mother language either regional language or national language in their daily communication.

One of the important things that has to be remembered by all learners or teachers of L2 is someone could master foreign language (English) well if they also understand their own language (Indonesia).<sup>4</sup> Noprival analyzed that there are five major themes concerning student's problems in speaking English, including (a) inadequate vocabulary knowledge, (b) grammar as a stumbling

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<sup>3</sup> Samanth Reddy, *Important of English Language in Today's World*, International Journal of Academic Research, Vol, 3, 2016, 182

<sup>4</sup> Suwarjhono, *Peran dan Martabat Bahasa Indonesia dalam Pengembangan Ilmu*, Journal, 2008, 7

block, (c) fear of negative response from others, (d) low self-esteem to speak in English, and (e) feeling anxious to speak in English.<sup>5</sup>

The varieties of student's problems in speaking English become the factor for students in learning English. They have low-ambition or low-motivation to learn English. Sometimes, the learners at junior high school, senior high school, even at university bored or tired when they get English lesson at the class. They do not have high spirit to listen the teacher's explanation. Uniquely, they choose to sleep at the class or getting absence.

Low-ambition, low-motivation, and unnatural behavior of students are one of problems in learning and teaching process. Teacher as the educator, demonstrator, and instructor has main role in learning process. A teacher has an onus to overcome student's problems. For example, a teacher has to motivate the students to be haighly motivated in learning English. A teacher or tutor need to use a numerous of motivational strategies in teaching process to increase student's motivation.

Motivational strategies are defined by Dornyei as techniques to promote the individual's goal-related behavior. Because human behavior is rather complex, there are diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational

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<sup>5</sup> Noprival, *Student's Voice: EFL Speaking Problems On English Day Program At One Senior High School In Indonesia*, Jurnal Ilmiah Universitas Batanghari Jambi Vol. 16 No. 1, 2016, 78.

strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.<sup>6</sup>

There is one of junior high schools at Baban Silo Jember, namely SMPI Nurul Isti'dad which was built at 2011. Initially, almost all students of SMPI Nurul Isti'dad do not like English. In the student's daily life, English language becomes as a foreign language. The students have low self-confidence in learning English language. The students also have a mindset that English language is very difficult to be learned.

Based on those problems, the students have low-motivation in learning English language at the classroom. Because of that, Mr. Zain as the English teacher of the English course SMPI Nurul Isti'dad decides to make an English course to motivate students through motivational strategies. Finally, the students have interest and motivation to learn and master English.

The researcher wants to conduct this research at English Course in SMPI Nurul Isti'dad Baban Silo Jember. The researcher is interested in knowing more about the English tutor's Motivational strategies, and the student's responses of the tutor's motivational strategies. Therefore, a researcher carry out this research entitled "English Teacher's Motivational Strategies in Teaching English: Analysis Based on Zoltan Dornyei's Theory".

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<sup>6</sup> Parviiz Ajideh, *Motivational Strategies, Task Effectiveness and Incidental Acquisition of Second Language Vocabulary*, Journal of Language Teaching and Research, Vol. 4, No. 5 Sempember 2013, 1046

## **B. Focus of Research**

1. How does the teacher create basic motivational condition based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?
2. How does the teacher generate initial motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?
3. How does the teacher maintain and protect motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?
4. How does the teacher encourage positive retrospective self-evaluation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?

## **C. Objective of Research**

1. To describe the teacher's strategies in creating the basic motivational condition based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.
2. To describe the teacher's strategies in generating initial motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.
3. To describe the teacher's strategies in maintaining and protecting motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.

4. To describe the teacher's strategies in encouraging positive retrospective self-evaluation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.

#### **D. Significance of Research**

The result of this research is expected to give some benefit both theoretically and practically: Theoretically, the result of this research can proof the effectiveness of Zoltan Dornyei's theory to motivate students in learning English.

Particularly, the result of this reseach could be a reference for other researchers and give more knowledge for readers about Zoltan Dornyei's theory to motive students in learning English.

#### **E. Scope of The Research**

The scope of this research is going to be done at English course in SMPI Nurul Isti'dad Baban Silo Jember. The researcher limited the research on English tutor's motivational strategies to motivate student. The motivational strategies in this research will use Zultan Dornyei's theory, those are; Creating the basic motivational conditions, Generating initial motivation, Maintaining and protecting motivation, and Encouraging positive retrospective self-evaluation.

## **F. Definition of The Key Term**

### **1. Motivational Strategy**

A motivational strategy of Zoltan Dornyei's theory is a techniques or way to promote or influence person's motivation to do something. In the learning English, the tutor, the instructor or the teacher use a diverse motivational strategies to enhance student's interest or motivation.

### **2. Motivation**

Motivation is refection that appears in people consciously or subconsciously that causes them unmoved to do something because they want to reach their goal or their purpose. The kinds of motivation are intrinsic, extrinsic, instrumental, and integrative motivation. The intrinsic motivation indicate someone to do something because interest or enjoyable on it. The extrinsic motivation indicates someone to do something because they are influenced by external of their self like a parent, tutor or teacher, prize, and many others. The instrumental motivation indicates someone to do something because they have the desire to integrate into the target language community, culture and become part of that society. The integrative motivation indicate someone to something because they want to increase the social status or self-image, better careers and business opportunities, to further study or meet the requirements of school, reading technical lessons or translation

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research**

The research about teacher's strategy to increase student's motivation is not the first research. There are many other researchers that have done a research about teacher's strategy and student's motivation. This chapter will discuss the relevant previous research that was written by the other researchers to explain the similarities, the differences and the original idea of this research.

##### **1. A Thesis Written by Muhammad Wahyudi "The Strategies of the Teacher in Learning English (A Study at The Tenth Grade MAN 2 Boyolali in the Academic Year 2016/2017)"**

The result of the research is the teacher gave suggestion and motivation videos that were played in the beginning the lesson, closing the lesson and/or when the situation in the class were not conducive to continue the lesson. The teacher imports idol stories as part of the lesson. The strategies to increase student's motivation given by the English teacher were extrinsic motivation (based on source motivation) and instrumental motivation (based on the purpose) in teaching English as media to arouse students of reaching the goal.

Based on the result of the interview of the research is the English teacher at the tenth grade of MAN 2 Boyolali some of strategies in teaching English to motivate students, those are; suggestion, video motivation, subtle of ridicule and giving praise to student in all situation. The teacher still gave

praise to the student who had bad works or presentation. The teacher also used motivation videos to make a conducive and fun class. Therefore, many tenth-grade students of MAN 2 Boyolali had good response for the English teacher's motivation in teaching English.

The similarities of this research are; the researcher focused to investigate the teacher's strategies to increase student's motivation and student's response to the English teacher's motivation. The difference of this research is, the researcher did the research at Senior high school (MAN 2 Boyolali).

**2. A Thesis Written by Dila Nawang Kharisma “A Study on Student's Motivation in Learning English at the Eight Grade of SMP Ta'mirul Islam Surakarta in the Academic Year 2018/2019”.**

The research focused on the kind of student's motivation. The research found many students intrinsic motivation. The prove gave the information that the students in SMP Ta'mirul Islam Surakarta have intrinsic motivation. The students are motivated by the enjoyment of the learning process itself or by their internal desire. The students want to learn English because English lesson gives them pleasure and develops a particular skill. In addition, the students learn English because they are interested with English and want to improve their English language.

From the interview of students, students also have extrinsic motivation. It shows that some students of SMP Ta'mirul Islam Surakarta are motivated by their external desire. The students are motivated to learn

English because the students have purpose to get a good score in final exam, they want to get a reward from the teacher, they want to get a job and they want to continue their study overseas, and they are motivated by their parents.

The similarities of the research are the researcher do the research at junior high school and investigate student's motivation. The difference with this research is that this research does not focus on English teacher's strategy to increase student's motivation.

**3. An article written by Muhammad Aprianto Budie and Nining Mayda  
“Motivational Strategies in Teaching English as a Foreign Language:  
A Case Study in Junior High School 7 Kuningan”.**

Based on the findings taken from classroom observation, interview, and questionnaires of the research, it was found that teacher 1 and teacher 3 applied motivational strategies completely and sequentially based on the phases of motivational strategies. Both teachers tried to motivate students continuously in teaching EFL to make an effective teaching and learning process. That was responded positively by students of both teachers. Besides, It can be seen from the result of questionnaires from students of teacher 1 which was 88.25% and students of teacher 3 which was 85.71%. Furthermore, the result taken from the interview conducted with students of both teachers showed that the students showed positive attitudes towards motivational strategies that were applied by both teachers in EFL classroom.

On the other hand, teacher 2 did not apply motivational strategies completely and sequentially based on the phases of motivational strategies. The teacher missed the first phase of motivational strategies because the teacher focused on the lesson, so the first thing that was done by the teacher was delivering the lesson to the students. That was responded negatively by students. Students showed negative attitudes towards motivational strategies that were applied by the teacher in teaching EFL. From the result of classroom observation, it can be seen that students did not participate actively in teaching and learning process. Most students were passive during the teaching and learning process and only a small part of students which were active enough in the teaching and learning process. However, this was not in line with the result taken from questionnaire which indicates that students gave positive attitudes which was 79.02% and gave positive answer in the interview.

The similarities of the research are it focuses on English teacher's strategies to motivate students in learning English and the research was done at junior high school. The difference of the research is the participants of the research were three English teachers. The participants were three English teachers of seventh grade and 123 seventh grade students in Junior High School 7 Kuningan, consisting of: 40 students of teacher 1, 41 students of teacher 2, and 42 students of teacher 3.

**Table 2.1**  
**The similarities and differences**

| <b>No</b> | <b>Name and Thesis title</b>   | <b>Similarities</b>   | <b>Differences</b>   |
|-----------|--|---|--|
| 1         | A Theses Written by Muhammad Wahyudi "The Strategies of The Teacher In Learning English (A Study at The Tenth Grade MAN 2 Boyolali In The Academic Year 2016/2017)"                | The researcher focused to investigate the teacher's strategies to increase student's motivation and student's response to the English teacher's motivation. | The researcher did the research at Senior high school (MAN 2 Boyolali). The researcher doesn't use Zoltan Dornyei' theory  |
| 2         | A Thesis Written by Dila Nawang Kharisma "A Study on Student's Motivation in Learning English at the Eight Grade of SMP Ta'mirul Islam Surakarta in the Academic Year 2018/2019".  | The researcher does the research at junior high school and investigates student's motivation.   | This research does not focus on English teacher's strategy to increase student's motivation. The researcher doesn't use Zoltan Dornyei' theory   |
| 3         | An article written by Muhammad Aprianto Budie and Nining Mayda "Motivational Strategies in Teaching English As A Foreign Language: A Case Study in Junior High School 7 Kuningan". | The research focuses on English teacher's strategies to motivate students in learning English and the research was done at junior high school.              | The participants of the research are three English teachers. The participants were three English teachers of seventh grade and 123 seventh grade students in Junior High School 7 Kuningan, consisting of: 40 students of teacher 1, 41 students of teacher 2, and 42 students of teacher 3. The researcher doesn't use Zoltan Dornyei' theory |

From the previous researches above, it can be described generally about the original of this research. There are differences of the previous researches with this research which this research focus to analyze the

English teacher's strategies to create the students' basic motivational condition, generate students' initial motivation, protect and maintain students' motivation, and encourage positive self-evaluation based on Zoltan Dornyei's theory to motivate the students in learning English at English Course of SMPI Nurul Isti'dad Baban Silo Jember.

## **B. Theoretical Framework**

### **1. Motivation**

#### **a. Definition of Motivation**

The word motivation derives from the Latin verb *mover*, meaning "to move" (through the intermediary of a Late Latin adjective *motives*, "stirred," inherited in French as *motif*), and has been introduced as a technical term in psychology to answer the fundamental question of why people think and behave as they do. Accordingly, motivation concerns the direction and magnitude of human behavior, explaining the choice of a particular action, persistence in it, and the effort expended on it. Because human behavior is shaped by a wide variety of factors ranging from internal reasons such as curiosity or desire for peace to external motives such as rewards and grades.<sup>7</sup>

There are many different definitions for the term of motivation. Susana Fernandez Orio<sup>8</sup> quotes a complete definition of motivation based on Richards and Schmidt's thought as following:

<sup>7</sup> Zoltan Dornyei, *Motivating Students and Teachers*, Journal, 01.

<sup>8</sup> Susana Fernandez Orio, *Motivation And Second Language Acquisition*, Essay, 2013, 12

“In general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner’s attitude, desires, and willingness to expend effort in order to learn the second language. Orientations include an integrative orientation, characterized by a willingness to be liked valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job or passing an examination. The construct of integrative motivation (most prominently associated with R.C Gardner) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (see socio-educational model). Another widely cited distinction is between intrinsic motivation, enjoyment of language learning itself, and extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishment. Other theories of motivation emphasize the balance between the value attached to some activity and one’s expectation of success in doing it, goal setting, the learner’s attribution and learner autonomy, and the characteristic of effective motivational thinking. Motivation is generally considered to be one of the primary causes of success and failure in second language learning”.

The definition above means that every student or L2 learner (learner of second language) has difference motivation in learning English language as a foreign language. Student's motivation depends on their orientation. Student's orientation determines their own motivation in learning language.

Mitra Alizadeh<sup>9</sup> quotes several definitions of motivation based on Gardner, Shearin, Narayana, Broussard and Garrison's thought. According to Gardner, motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior. Broussard and Garrison defined motivation as the attribute that moves us to do or not to do something.

Based on all definition above, term of motivation can be defined as a desire, energy, and also a reason that driving force students in any situation and lead to action or do something to get their goals or target in learning language.

Zoltan Dornyei<sup>10</sup> argues that motivation determinants of second language/foreign language (L2) learning achievement and, accordingly,

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<sup>9</sup> Mitra Alizadeh, *The Impact Of Motivation on English Language Learning*, International Journal of Research In English Education, Vol. 1, No. 1;2016,12

<sup>10</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classroom*, The Modern Language Journal, Vol. 78, No. 3, 1994, 273

the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. Those researches are initiated and inspired by two Canadian psychologists, Robert Gardner and Wallace Lambert. They ground the motivation research with their colleagues and students in a social psychological framework.

Zoltan Dornyei<sup>11</sup> also describes the definition of motivation that most researchers would agree on the definition of motivation as the fundamental question of why people behave as they do. Accordingly, motivation determines the direction and magnitude of human behavior or the choice of a particular action, the persistence with it, and the effort expended on it. Simply, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.

#### **b. Motivational Theories**

There are many competing theories, which attempt to explain the nature of motivation. The study of motivation has been influenced by various psychological theories. Each of these theories state different sources of motivational needs, and each have certain drawbacks.

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<sup>11</sup> Zoltan Dornyei, *Motivation in Second Language Learning*, Journal, 518.

## 1) Behavioral Views

Leila and Firozz<sup>12</sup> argues that behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watsons' mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself," as opposed to a student who is intrinsically motivated and undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988 as cited in Shirkey, 2003).

The behavioral approach is limited, however, in that it stresses external motivating factors (praise, good grades, rewards, etc.), which may lead to certain drawbacks. For example, students motivated in such a manner may be less likely to learn if no tangible reward is given. In certain instances, extrinsic rewards actually decrease intrinsic motivation factors that may have been present.

## 2) Cognitive Views

Cognitive views on motivation propose that behavior is influenced by the environment and self-perception. Compared to the

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<sup>12</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, Internation Journal on Studies In English Language and Literatre, Vol. 3, Issue 2, 2015, 128.

behavioral view of external stimulus/response, cognitive views tend to be more internal and information processing based.

Based on Jean Piaget's equilibration, assimilation, accommodation, and schema formation, cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them. When imbalance occurs, schema is modified to regain desired balance and organization. In terms of motivation, students may become motivated to learn in order to achieve desired equilibrium, and obtain a feeling of mastery over their environment. Cognitive dissonance theory, developed by Leon Festinger, and based on Piaget's views on disequilibrium, states that people will act in such a way as to resolve discrepancies between different beliefs or actions.

Cognitive views have certain limitations. These include difficulty in achieving the lack of balance (or disequilibrium) needed to motivate students to modify schema, and the difficulty in measuring the need for achievement in individuals. Cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. The direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes

account for success and failure, and one's beliefs about the nature of cognitive ability.<sup>13</sup>

### 3) Humanistic View

Leila Anjhomshon and Firooz Sadighi<sup>14</sup> state that humanistic views of motivation can be attributed to Abraham Maslow. Maslow described a hierarchy of needs that drove motivations. Maslow was a very influential person in regards to the study of motivation, and his writings have led to many subsequent studies and attempts to develop grand theories of motivation.

First, at the lowest level of Maslow's hierarchy, are physiological needs (need to satisfy hunger and thirst), second are safety needs (need for safety, security, organization and predictability), third comes belongingness and love needs, fourth comes esteem needs (self-esteem, achievement, competence, recognition, respect), and fifth, at the highest level, are self-actualization needs (living up to one's fullest potential).<sup>15</sup>

### 4) Self-determination Theory

Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and

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<sup>13</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, International Journal on Studies In English Language and Literature, Vol. 3, Issue 2, 2015, 129.

<sup>14</sup> Ibid, 129.

<sup>15</sup> Ibid, 129.

development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.<sup>16</sup>

### 5) Social Cognitive Theory

More recent developments include Social Cognitive Theory (SCT), proposed by Albert Bandura, and arising out of previous notions espoused in Social Learning Theory, which has been in existence for some time (since the 1890's, in one form or another). SCT emphasizes social origins of behavior, and proposes that cognitive factors play a central role. SCT also takes the stance that learning can occur from observation of people and the world around us, as well as from reading books and other lessons.<sup>17</sup>

### 6) The Kinds of Motivation

Based on Pintrich thought that is quoted by Yee Chee Hong and Malini<sup>18</sup>, motivation is a process that cannot be observed directly, but can be inferred by behaviors, such as effort, persistence and verbalization. It involves goals that drive the direction and action,

<sup>16</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, International Journal on Studies In English Language and Literature, Vol. 3, Issue 2, 2015, 129.

<sup>17</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, International Journal on Studies In English Language and Literature, Vol. 3, Issue 2, 2015, 129-130.

<sup>18</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 19

physical or mental activity that guide towards attaining goals. Every learner has different motivation in learning everything like English language. It depends on their reasons in learning English language. Some of students learn English language because they like English language, the others students learn English because of final exam, looking for job, scholarship and other reasons. These reasons indicate the kinds of motivation.

#### **a) Intrinsic and Extrinsic Motivation**

Intrinsic motivation is related to an internal wish to do something. Aleksandra<sup>19</sup> quotes the definition of motivation based on Deci's argumentation as following: "the ones for which there is no apparent reward except the activity itself." Self-determination theory puts emphasis on three innate psychological needs which need to be satisfied in order for an individual to feel intrinsically motivated. Those needs are: autonomy (in deciding what to do and how to do it), competence (abilities and skills by which we manage to control our environment) and relatedness (relationships we develop through our interaction with others). This assumption has significant implications for students engaged in the learning process. Namely, students are more likely to experience intrinsic motivation in an environment that promotes the satisfaction of these needs than in the one which neglects them.

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<sup>19</sup> Aleksandra, *Intrinsic and Extrinsic Motivation For Learning English as a Foreign Language*, ELTA Journal Vol. 2, No. 2, 2014, 25.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one.

Intrinsic motivation encourages a student in doing something. They feel happy learning English as foreign language because they have ambition to dominate English. A student who has intrinsic motivation does not need support from the others (external itself). S/he has ability from a child (innate) to develop their skill.

Intrinsic motivation is main potential motivator of students in learning process. A student has more spirit to learn for their own satisfaction because s/he has desire or energy from their own self that support them to learn everything in their life.

On the other hand, Tengku Sepora<sup>20</sup> states that extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark. Extrinsic motivation helps students to do a work or an activity as a means or way to achieve a target. Those

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<sup>20</sup> Tengku Sepora, *Motivation, Its Types, and Its Impact in Language Learning*, International Business and Social Science Vol 3, No. 24, 2012, 232.

who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment.

Aleksandra<sup>21</sup> also describes the effect of extrinsic motivation based on Topalov's thought students who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment. Extrinsic goals can vary from short-term goals (good grades, prizes from the teacher and parents, participation in competitions, etc.) to long-term ones (possibility of winning scholarships, better job opportunities, higher social status, etc.).

#### **b) Integrative and Instrumental Motivation**

Yee Chee Hong and Malini Ganapathy<sup>22</sup> describe the categorization of learner's orientation or factors of motivation in language learning based on thoughts as following: Gardner and Krashen categorized the learner's orientation or factors of motivation in second language learning into two types, which is integrative motivation and instrumental motivation. Both types of motivation affect the success of second language acquisition from different perspectives.

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<sup>21</sup> Tengku Sepora, *Motivation, Its Types, and Its Impact in Language Learning*, International Business and Social Science Vol 3, No. 24, 2012, 232.

<sup>22</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 21.

Yee Chee Hong and Malini Ganapathy<sup>23</sup> also explain that integrative motivation as defined by Brown's is where learners have the desire to integrate into the target language community, culture and become part of that society. Learners learn the second language because they wish to socialize or participate in the target language group. Gardner defined instrumental motivation as "Learning for perceived utility". Learners of such type learn another language with the purpose of some pragmatic gains, instead of social implication with the target language community. These instrumental goals might increase the social status or self-image, better careers and business opportunities, to further study or meet the requirements of school, reading technical lessons or translation, etcetera. Instrumentally motivated learners perform mainly for the attainment of external rewards, such as appraisal, personal fulfillment, status or power. Hence, it can be considered that instrumentally motivated learners' desire to learn the second language is aligned to accomplish some non-interpersonal purposes.

Yee Chee Hong and Malini Ganapathy<sup>24</sup> wrote the correlation factors of instrumental and integrative motivation based

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<sup>23</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 21.

<sup>24</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 21.

on Gardner, Dornyei and Waner's thoughts. Gardner suggested that integrative motivation supersedes instrumental motivation, because integrative motivation involves attitudinal factors and goal orientated behaviors, which are important to second language learning process. However, Dornyei refuted that integrative and instrumental motivation are not on the opposite aspect, it is more like two sides of a coin. Both of them are positively related and contribute to the achievement of language learning. Waner also claimed that, when instrumental motivation and integrative motivation are used together in a language study, it creates more positive results for the learners.

### **c) Factors that Influence Motivation.**

In the long journey of acquiring a foreign language, there are factors influencing the sustaining motivation as reflected in the decreasing tendency of action. Student can be motivated by two factors that include internal factors (relating to learners' aspects) and external factors (relating to external context).

#### **(1) Internal Factors**

##### **(a) Goals Setting**

Oxford and Shearin conclude that goal setting can have exceptional importance in stimulating L2 learning motivation. Schunk points out that the effects of goals on learning behavior depend on three properties: specificity,

proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students' motivation. Proximal goals convey more reliable information about one's capabilities and according to Dörnyei, proximal sub goals may have a powerful motivating function in that they mark progress and provide immediate incentive and feedback. The difficulty of a goal influences the amount of effort a learner believes to be necessary to complete the task. In making decisions to engage in an activity, setting appropriate goals becomes an important part of motivated behavior so that the decision can be carried out and the required effort sustained.

#### (b) Expectancy

Expectancy refers to the perceived likelihood of success. According to expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation. Learners who think they are likely to succeed are more highly motivated than those who expect to fail.

(c) Anxiety

Anxiety is an elusive and complex phenomenon, known for inhibiting people in various activities and, in extreme cases, even potentially damaging their lives. Anxiety has also been recognized to affect foreign/second language (L2) learning and use, and the second language acquisition (SLA) literature typically distinguishes ‘language anxiety’ from other types of anxiety.<sup>25</sup>

Language anxiety is one of the important affective factors in foreign language learning. According to Horwitz, Horwitz, and Cope, anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. In their study, they proposed a model of foreign language anxiety, which consists of communication apprehension, test anxiety, and fear of negative evaluation. As Stipek says, anxiety interferes both with learning and with performance. According to Krashen, anxiety works as an affective filter, which prevents students from receiving input and then makes language acquisition fails to progress.

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<sup>25</sup> Erdi Simsek & Zoltan Dornyei, *Anxiety and L2 Sel-Images: The ‘Anxiety Self’*, Journal, 51.

#### (d) Self-Confidence

Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently. Self-confidence was first introduced in the L2 literature by Clément, Gardner and Smythe to describe a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use a L2 (ibid.). As Dörnyei says, self-confidence is shown to be a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community.

#### (e) Self-Efficacy

Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed (Dörnyei 1998). According to Williams and Burden, aptitudes and prior experiences will affect learners' initial beliefs about their capabilities for learning. As Bandura summarizes, efficacy beliefs influence how people feel, think, motivate themselves, and behave. People with low sense of self-efficacy in a given domain

perceive difficult tasks as personal threats and they dwell on their own personal deficiencies and the obstacles they encounter. Those people easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence and to heighten and sustain effort in the face of failure.

## **(2) External Factors**

### **(a) Teacher**

As Williams and Burden (1997) state, learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class it-self. Therefore, students' perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn. The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity.

### (b) Activities and Lessons

A central element of classroom learning is the design of tasks and learning activities. Students' perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time. According to Ames, tasks or activities that involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control. Besides activities, lessons also play an important role in motivating students' learning. According to Crookes and Schmidt, the factor of interest is important for lessons. Instead of using orthodox lessons, using varied lessons with varied typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students' interest and those lessons can work as positive stimuli to arouse learners' curiosity and sustain their motivation.

(c) Relevance

Dornyei states that relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. He further explains that at a macro level, relevance coincides with instrumentality; at the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering the L2. Relevance is a prerequisite for “sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation”. It can be enhanced by analyzing and addressing learner needs and goals in language study, as well as by addressing such basic needs as the need for achievement, for affiliation, and for power.

(d) Feedback

According to Williams and Burden, behavioral psychologists were the first to recognize the power of feedback as motivating influence. Feedback can be an important factor (either positive or negative) that affects student motivation (Schmidt et al. 1996). It can be given by means of praise, by any relevant comment or action, or by silence, but external reinforces in the form of rewards, merit

marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners (Wheldall and Merrett 1984 cited in Willaims and Burden 1997). Furthermore, feedback that provides information for promoting progress and success is motivating, while feedback that fails to give this kind of information and merely signals failure is demotivating (Schmidt 1996).

(e) Classroom Environment

The importance of the appropriate environmental conditions for learning to take place cannot be underestimated, because as Good and Brophy state, learning is greatly influenced by the environment in which it occurs.

However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others. Williams and Burden mention that the greater the degree of concordance between one' ideal classroom and the actual classroom, the greater the degree of satisfaction there is likely to be.<sup>26</sup>

Zoltan Dornyei<sup>27</sup> explain in his book entitle

Motivational Strategies in the Language Classroom about

<sup>26</sup> Lei Zhao, *Investigation into Motivation Types and Influences on Motivation: The Case of Chinese Non-English Majors*, Journal, Vol. 5, No. 3 2012, 101-103.

<sup>27</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 20

Williams and Burden's thought of the factors that influence motivation. Williams and Burden state that motivation can be influenced by internal and external factors, those are:

The internal factors that are influenced motivation are; *the first* is intrinsic interest of activity. It consists of arousal of curiosity and optimal degree of challenge. *The second* is perceived value of activity. It consists of personal relevance, anticipated value of outcomes, and intrinsic value attributed to the activity. *The third* is sense of agency. It consists of locus of causality, locus of control re; process and outcomes, and ability to set appropriate goals. *The fourth* is mastery. It consists of feelings of competence, awareness of developing skills and mastery in a chosen area, and self-efficacy. *The fifth* is self-concept. It consists of realistic awareness of personal strength and weakness in skills required, personal definitions and judgments of success and failure, self-worth concern, and learned helplessness. *The sixth* is attitudes. It consists of language learning in general, the target language, and the target language community and culture. *The last* is other affective states. It consists of confidence, anxiety and fear.

The external factors that are influenced motivation are; *the first* is significant others. It consists of parents,

teachers, and peers. *The second* is the nature of interaction with significant others. It consists of mediated learning experience, the nature and amount of feedback, rewards, the nature and amount of appropriate praise, and punishment. *The third* is the learning environment. It consists of comfort, resources, time of day, week, and year, size of class and school, class and school ethos. *The fourth* is the broader context. It consists of wider family networks, the local education system, conflicting interests, cultural norms, and societal expectation and attitudes.

## 2. Zoltan Dornyei's Theory (Motivational Strategies)

Zoltan Dornyei<sup>28</sup> defined motivational strategies as the techniques that influence the individual's goal related behavior. There are many ways diverse ways of influencing individual's behavior, because human behavior is rather complex. Almost any person potentially affects his/her behavior. Motivational strategies refer to those motivational influences that are consciously intended to achieve some systematic and enduring positive effect.

On the other side, motivational strategies are defined as instructional techniques, approaches, tactics or interventions to generate and enhance

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<sup>28</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 28

student's motivation. Motivational strategies also maintain ongoing motivated behavior and engage it from recurred motivation.<sup>29</sup>

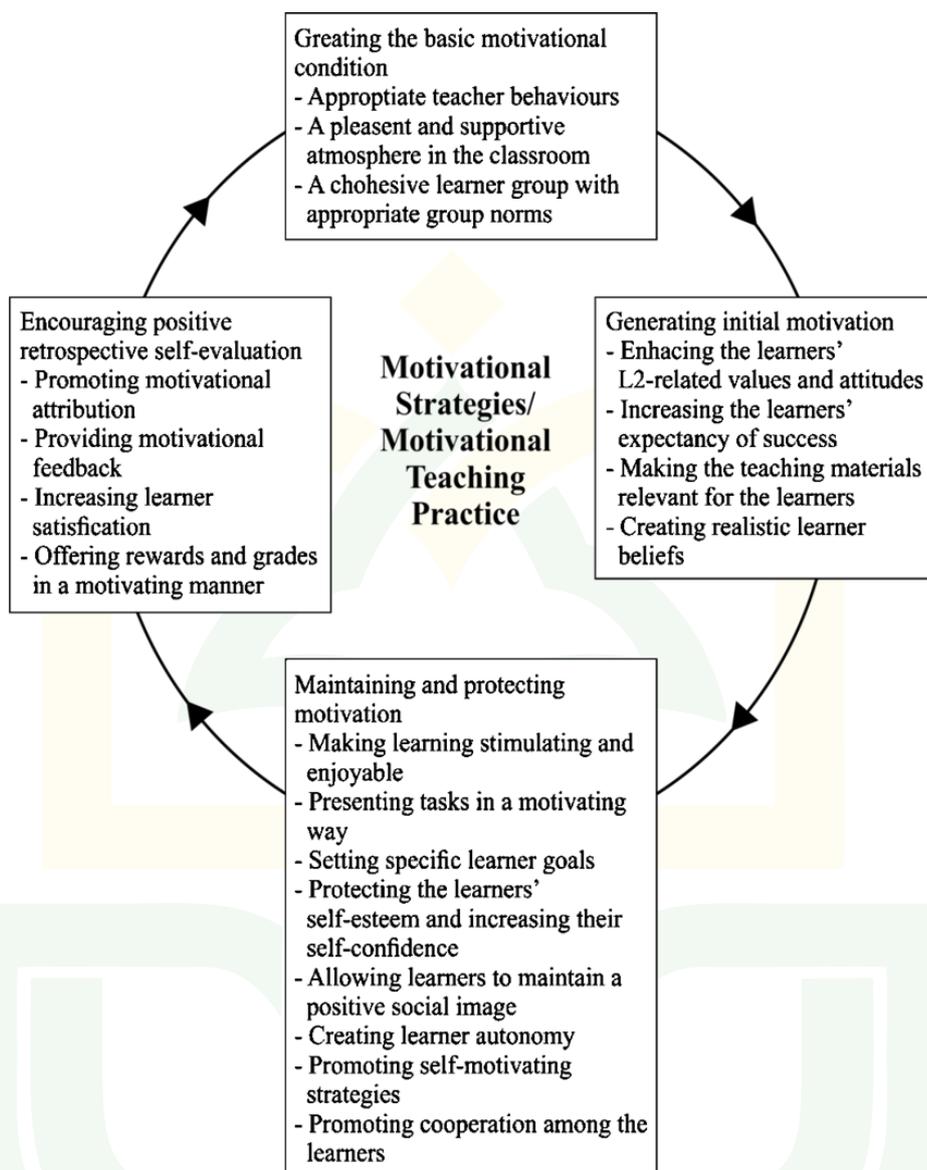
Motivational strategies are divided into four different dimensions that include: 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation and 4) encouraging positive retrospective self-evaluation. (See figure 1). These dimensions appropriate to Dornyei's process-model (See figure 2), so that the creating the basic motivational conditions corresponds to the pre-action phase of the process-model, maintaining and protecting motivation correspond to the action phase and encouraging positive self-evaluation to the post-action phase.<sup>30</sup>



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<sup>29</sup> Andrzej Cirocki, *Motivational Strategies in the Secondary School EFL Classroom: The Case of Ecuador*, *Electric Journal of Foreign Language Teaching*, Vol. 16, No. 2, 2019, 252.

<sup>30</sup> Jere Sillanpaa, *Motivational Strategies as Perceived and Implemented by Future L2 Teachers*, Thesis, 2012, 15.



**Figure 2.1 The Components of Motivational Strategies or Motivational Practice Teaching in the L2.<sup>31</sup>**

These are the explanation of the components of the motivational strategies or the motivational teaching practice:

<sup>31</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classroom*, The Modern Language Journal, Vol. 78, No. 3, 1994, 29.

### a. Creating the basic motivational conditions<sup>32</sup>

Motivational strategies cannot be applied successfully in a motivational vacuum. There must be various certain requirements to generate motivation affectively. Based on Zoltan Dornyei experience, there are three certain motivational conditions in a particular are much needed; a) appropriate teacher behaviors and a good relationship with the students; b) pleasant and supportive classroom atmosphere; and c) a cohesive learner group with appropriate group norms.<sup>33</sup>

#### 1) Appropriate teacher behaviors

There are four strategies to have appropriate teacher behavior in learning process, those are:

##### a) *Demonstrate and talk about our own enthusiasm for the course*

*lesson, and how it affects our personally.* This strategy can be achieved by two ways, specifically:

(1) Share our own personal interest in the L2 with our student

(2) Show students that we value L2 learning as a meaningful experience that produces satisfaction and enriches our life.

##### b) *Take the students learning seriously.* This strategy can be

achieved by three ways, specifically:

(1) Show students that we care about their progress

<sup>32</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 31-49

<sup>33</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classrooms*, *The Modern Language Journal*, Vol. 78, No. 3, 1994, 31

(2) Indicate our mental and physical availability for all things academic.

(3) Have sufficiently high expectations for what our students can achieve.

c) *Develop a personal relationship with our students.* This strategy

can be achieved by three ways, specifically:

(1) Show students that we accept and care about them

(2) Pay attention and listen to each of them

(3) Indicate our mental and physical availability.

d) *Develop a collaborative relationship with the students' parents.*

This strategy can be achieved by two ways, specifically:

(1) Keep parents regularly informed about their children's progress

(2) Ask for their assistance in performing certain supportive task at home

2) A pleasant and supportive atmosphere in the classroom

Creating a pleasant and supportive atmosphere in the classroom can be achieved by four ways, specifically:

(1) Establish a norm of tolerance

(2) Encourage risk-taking and have mistaken accepted as a natural part of learning.

(3) Bring and encourage humor.

(4) Encourage learners to personalize the classroom environment according to their taste.

3) A cohesive learner group with appropriate group norm

A cohesive learner group with appropriate group norm consists of three strategies. Every strategy could be success by using various ways.

a) *Promote the development of group cohesiveness.* This strategy can be success by using seventh ways, specifically:

(1) Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.

(2) Use ice-breakers at the beginning of a course

(3) Regularly use small-group tasks where students can mix.

(4) Encourage and if possible organize extracurricular activities and outings.

(5) Try and prevent the emergence of rigid searing patterns.

(6) Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.

(7) Promote the building of a group legend.

b) *Formulate group norms explicitly, and have them discussed and accepted by the learners.* This strategy can be success by using four ways, specifically:

(1) Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly.

- (2) Explain the importance of the norms you mandate and how they enhance learning, and ask for the student's agreement.
- (3) Elicit suggestion for additional rules from the learners and discuss these in the same way as the rules we have proposed.
- (4) Put the group rules (and the consequence for violating them) on display.

c) *Have the group norms consistently observed.* This strategy can be success by using two ways, specifically:

- (1) Make sure that we build our self-observe the established norms consistently.
- (2) Never let any violations go unnoticed.

#### **b. Generating Initial Motivation**<sup>34</sup>

One of appropriate ways to start a discussion of building motivation is understand the values the object of the learning lesson. Every teacher has powerful role in learning process, just as well in L2 learning. A teacher has important role to give understanding for students who have motivation vacuum in learning L2 (second language or foreign language). A teacher needs to give understanding about the positive value of the L2, especially English. Therefore, students can be expected to have positive value, feeling, beliefs and attitude of English. So that students have motivation to learn and mastery English.

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<sup>34</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

The motivational strategies related to generating initial motivation are divided into five categories: enhancing the learners' L2-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching lessons relevant for the learners, and creating realistic learner beliefs.

#### 1) Enhancing the learners' L2-related values and attitudes

The basic value of foreign language or second language (L2) greatly establishes the preferences and approaches to learning L2. Therefore, promoting the positive language related value and attitudes determine reaching consequences in motivating L2 learners. The language-related values are distinguished into three types: (a) intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning; (b) integrative value, related to the individual's attitude toward the L2, the learners, and the culture it conveys; and (c) instrumental value, related to the perceived practical, pragmatic benefits of mastery the L2.<sup>35</sup>

Enhancing the learners' L2-related values and attitudes can be achieved by four strategies:

a) *Promote the learners' language-related values by presenting peer role models.* This strategy can be applied by using three ways;

(1) Invite senior students to talk to the class about their positive experiences.

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<sup>35</sup> Zoltan Dornyei and Christine Muir, *Creating a Motivating Classroom Environment*, Journal of University of Nottingham, 2019, 729.

(2) Feedback to the students the views of their peers, e.g. in the form of class newsletter.

(3) Associate your learners with the peers (e.g. in group or project work) who are enthusiastic about the subject.

b) *Raise the learners' intrinsic interest in the L2 learning process.*

This strategy can be applied by using two ways;

(1) Highlight and demonstrate aspects of L2 learning that the students are likely enjoy.

(2) Make the first encounters with the L2 a positive experience

c) *Promote the students' awareness of the instrumental values associated with the knowledge of a L2.* This strategy can be applied

by using three ways;

(1) Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.

(2) Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.

(3) Encourage the learners to apply their L2 proficiency in real-life situations.

d) *Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and speakers, and towards foreignness in general.* This strategy can be applied by using four ways;

- (1) Include socio-cultural component in our language curriculum.
- (2) Quote positive views about language learning by influential public figures.
- (3) Encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).
- (4) Promote contact with L2 speakers and L2 cultural products.

## 2) Increasing the learners' expectancy of success

Dornyei states that learners can do best works of tasks, assignments, and duties if they expect they will succeed. Therefore, the teacher should have ways in order that the students receive feeling of success. <sup>36</sup> *Increasing the students' expectancy of success in particular tasks and in learning in general can be success by using*

three ways;

- a) Make sure that the students receive sufficient preparation and assistance.
- b) Make sure that the students know exactly what success in the task involves.
- c) Make sure that there are no serious obstacles to success.

## 3) Increasing the learners' goal orientedness

*Increasing students' goal-orientedness by formulating explicit class goals can be success by using three ways:*

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<sup>36</sup> Jere Sillanpaa, *Motivational Strategies as Perceived and Implemented by Future L2 Teachers*, A Pro Gradu Thesis, 2012, 19.

- a) Have the students negotiate individual goals and outline a common purpose, and display the final outcome in public.
  - b) Draw attention from time to time to the class goals and how particular activities help to attain them.
  - c) Keep the class goals achievable by re-negotiating if necessary.
- 4) Making the teaching lessons relevant for the learners

A teacher needs to find out student's interest, needs, goals, and other things related with the students for making the teaching lessons relevant for the students. Therefore, a teacher should discuss the lesson or lesson by connecting with the student's world in learning process.

*Making the teaching lessons relevant for the learners* can be success by using three ways:

- a) Use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into curriculum as much as possible.
  - b) Relate the subject matter to the everyday experiences and backgrounds of the students.
  - c) Enlist the students in designing and running the course.
- 5) Creating realistic learner beliefs

A foreign language or second language (L2) learners has different beliefs in mastery it. Some of learners believe they can mastery English in a few months, and others may think that they can

master a language for a few years. Some of them may think they can mastery language if they learn early like 8 or 9 years, and others might think they can only learn the L2 in the host environment. These false beliefs very influence to the students' progress in mastery L2.

Therefore, a teacher should help students to crate realistic learner belief in learning L2. *Creating realistic learner beliefs* can be achieved by using two ways:

- a) Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.
- b) Raise the learners' general awareness about the different ways languages learnt and the number of factors that can contribute to success.

### **c. Maintaining and Protecting Motivation<sup>37</sup>**

The third stage of motivational strategies is maintaining and protecting motivation. After creating the basic motivational conditions and generating initial motivation, the L2 learners may have initiated motivation. However, motivation is dynamic and it can be influenced by emerging loss of motivation. Therefore, the teacher should to maintain and protect learners' motivation.

Maintaining and protecting learners' motivation could be achieved by applying eighth strategies:

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<sup>37</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 71-116

## 1) Making learning stimulating and enjoyable

Making learning stimulating and enjoyable could be successful by using detailed strategy:

a) *Make learning more stimulating and enjoyable by breaking the monotony of classroom events.* It can be achieved by using three

ways:

- (1) Vary the learning tasks and other aspects of teaching as much as we can.
- (2) Focus on the motivational flow and not just the information flow in the class.
- (3) Occasionally do the unexpected.

b) *Make the learning stimulating and enjoyable for the learners by increasing the attractiveness of the tasks.* It can be achieved by using four ways:

- (1) Make tasks challenging.
- (2) Make tasks content attractive by adapting it to the students' natural interest or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
- (3) Personalize learning tasks.
- (4) Select tasks that yield tangible, finished products.

c) *Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.* It can be achieved by using two ways:

(1) Select tasks which require mental and/or bodily involvement from each participant.

(2) Create specific roles and personalized assignments for everybody.

2) Presenting tasks in a motivating way

*Presenting and administer tasks in motivating way* can be achieved by using three ways:

a) Explain the purpose and unity of the task.

b) Whet the students' appetite about the content of the task.

c) Provide appropriate strategies to carry out the tasks.

3) Setting specific learner goals

*Setting specific learner goals* can be achieved by applying certain strategies:

a) *Use goal-setting methods in the classroom.* It can be achieved by using two ways:

(1) Encourage learners to select specific, short term goals for the students.

(2) Emphasize goal completion deadlines and offer ongoing feedback.

b) *Use contracting methods with the students for formalize their goal commitment.* It can be achieved by using two ways:

(1) Draw up a detailed written agreement with individual students, or whole group, that specifies what they will learn and how, and the ways by which we will help and reward them.

(2) Monitor student's progress and make sure that the details of the contract are observed by both parties.

(3) Protecting the learners' self-esteem and increasing their self-confidence

Protecting the learners' self-esteem and increasing their self-confidence can be achieved by applying certain strategies:

c) *Provide learners with regular experience of success.* It can be achieved by using three ways:

(1) Provide multiple opportunities for success in the language class.

(2) Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.

(3) Design tests that focus on what learners can rather than cannot do, and also include improvement options.

d) *Build the learners' confidence by providing regular encouragement.* It can be achieved by using two ways:

(1) Draw the learners' attention to their strengths and abilities.

(2) Indicate the students that we believe in their effort to learn and their capability to complete the tasks.

e) *Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.* It can be achieved by using four ways:

(1) Avoid social comparison, even in its subtle forms.

(2) Promote cooperation instead of competition.

(3) Help learners to accept the fact that they will make mistakes as part of the learning process.

(4) Make tests and assessment completely ‘transparent’ and involve students in the negotiation of the final mark.

f) *Build the learners’ confidence in their learning abilities by teaching them various learner strategies.* It can be achieved by using two ways:

(1) Teach students learning strategies to facilitate the intake of new lesson.

(2) Teach students communication strategies to help them overcome communication difficulties

(3) Allowing learners to maintain a positive social image

*Allowing learners to maintain a positive social image* can be achieved by using two ways:

a) Select activities that contain ‘good’ roles for the participants.

b) Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

4) Promoting cooperation among the learners

*Promoting cooperation among the learners* is the next strategy to increase students' motivation. It can be achieved by using three ways:

- a) Set up tasks in which teams of learners are asked to work together towards the same goal.
- b) Take into account team products and not just individual products in your assessment.
- c) Provide students with some 'social training' to learn how best to work in a team.

5) Creating learner autonomy

*Increasing students' motivation by actively promoting learner autonomy* can be achieved by using three ways:

- a) Allow learners real choices about as many aspects of the learning process as possible.
- b) Hand over as much as we can of the various leadership/teaching roles and function to the learners.
- c) Adopt the role of facilitator.

#### 6) Promoting self-motivating strategies

Promoting *self-motivating* strategies can be achieved by *increasing the students' self-motivating capacity*. It can be achieved by using three ways:

- a) Raise the students' awareness of the importance of self-motivation.
- b) Share with each other strategies that we have found useful in the past.
- c) Encourage students to adopt, develop and apply self-motivating strategies

#### **d. Encouraging positive retrospective self-evaluation<sup>38</sup>**

In the motivating L2 learners, a teacher should to create basic motivational conditions, generate initial motivation and maintain and protect learners' motivation. After do those motivational stages, a teacher need to encourage positive self-evaluation for the students. Motivational strategies in this category are divided into promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

##### 1) Promoting motivational attributions

*Promoting motivational attributions* can be achieved by two ways:

- a) Encourage the students to explain about why they were successful, more importantly, why they failed in the past.
- b) Refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range.

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<sup>38</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 118-134

## 2) Providing motivational feedback

This strategy can be success by *providing students with positive information feedback*. It will be achieved by two ways:

- a) Notice and react to ay positive contributions from the students.
- b) Provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on.

## 3) Increasing learner satisfaction

*Increasing learner satisfaction* can be achieved by using three ways:

- a) Monitor student accomplishments and progress, and take time to celebrate any activity.
- b) Make student progress tangible by encouraging the production of visual records and arranging regular events.
- c) Regularly include tasks that involve the public display of the students' skills.

## 4) Offering rewards and grades in a motivating manner

In this category of motivational strategy, there are two strategies:

- a) *Offer rewards in a motivational manner*. More specifically:

- (1) Make sure that students do not get too preoccupied with the rewards.

(2) Make sure that even non-lesson rewards have some kind of lasting visual representation.

(3) Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.

b) *Use grades in a motivating manner, reducing as much as possible the students' demotivating impact.* More specifically:

(1) Make the assessment system completely transparent, and incorporate mechanism by which the students and their peers can also express their views.

(2) Make sure that grades also reflect effort and improvement and not just objective levels of achievement.

(3) Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.

(4) Encourage accurate student self-assessment by providing various self-evaluation tools.

The varieties types and components of motivation are appointed that motivation influenced by eclectic and multifaceted factors or construct. Based on the research literature of Clement, Dornyei and Noel's classroom study, the L2 motivation consists of

three levels; the language level, the learner level, and the learning situation.<sup>39</sup>

The language level focus on orientations and motives the learner of L2 related to various aspects of L2, such as the culture it conveys, the community in which it spoken, and the potential usefulness of proficiency in it. The learner level involves a complex affects and cognitions that form of personality traits. Two motivational components (need for achievement and self-confidence) underlying the motivational process at this level are latter encompassing various aspects of language anxiety, perceived L2 competence, attributions about past experience, and self-efficacy. The learning situation level include of intrinsic and extrinsic motives and motivational conditions concerning three areas, those are; 1) course-specific motivational components, 2) teacher-specific motivational components, and 3) group-specific motivational components.

1) *Language level*

a) *Include a socio cultural component in the L2 syllabus* by sharing positive L2- related experiences in class, showing films or TV recordings, playing relevant music, and inviting interesting native speaking guests.

b) *Develop learners' cross-cultural awareness systematically* by focusing on cross-cultural similarities and not just differences,

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<sup>39</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classroom*, The Modern Language Journal, Vol. 78, No. 3, 1994, 281-282.

using analogies to make the strange familiar, and using "culture teaching" ideas and activities.

- c) *Promote student contact with L2 speakers* by arranging meetings with L2 speakers in your country; or, if possible, organizing school trips or exchange programs to the L2 community; or finding pen-friends for your students.
- d) *Develop learners' instrumental motivation* by discussing the role L2 plays in the world and its potential usefulness both for themselves and their community.

## 2) *Learner Level*

- a) *Develop students' self-confidence* by trusting them and projecting the belief that they will achieve their goal; regularly providing praise, encouragement, and reinforcement; making sure that students regularly experience success and a sense of achievement; helping remove un-certainties about their competence and self-efficacy by giving relevant positive examples and analogies of accomplishment; counter-balancing experiences of frustration by involving students in more favorable, "easier" activities; and using confidence-building tasks
- b) *Promote the students' self-efficacy with regard to achieving learning goals* by teaching students learning and communication strategies, as well as strategies for information processing and

problem-solving, helping them to develop realistic expectations of what can be achieved in a given period, and telling them about your own difficulties in language learning.

- c) *Promote favorable self-perceptions of competence in L2* by highlighting what students can do in the L2 rather than what they cannot do, encouraging the view that mistakes are a part of learning, pointing out that there is more to communication than not making mistakes or always finding the right word, and talking openly about your own shortcomings in L2 (if you are a non-native teacher) or in a L3.
- d) *Decrease student anxiety* by creating a supportive and accepting learning environment in the L2 classroom, avoiding hypercritical or punitive treatment, and applying special anxiety-reducing activities and techniques.
- e) *Promote motivation-enhancing attributions* by helping students recognize links between effort and outcome; and attribute past failures to controllable factors such as insufficient effort (if this has been the case), confusion about what to do, or the use of inappropriate strategies, rather than to lack of ability, as this may lead to learned helplessness.
- f) *Encourage students to set attainable sub goals* for themselves that are proximal and specific (e.g., learning 200 new words

every week). Ideally, these sub goals can be integrated into a personalized learning plan for each student.

3) *Learning situation level: Course specific motivational components*

a) *Make the syllabus of the course relevant* by basing it on needs analysis, and involving the students in the actual planning of the course program.

b) *Increase the attractiveness of the course content* by using authentic lessons that are within students' grasp; and unusual and exotic supplementary lessons, recordings, and visual aids.

c) *Discuss with the students the choice of teaching lessons* for the course (both textbooks and supplementary lessons), pointing out their strong and weak points (in terms of utility, attractiveness, and interest).

d) *Arouse and sustain curiosity and attention* by introducing unexpected, novel, unfamiliar, and even paradoxical events; not allowing lessons to settle into too regular a routine; periodically breaking the static character of the classes by changing the interaction pattern and the seating formation and by making students get up and move from time to time.

e) *Increase students' interest and involvement in the tasks* by designing or selecting varied and challenging activities; adapting tasks to the students' interests; making sure that something about each activity is new or different; including game-like features,

such as puzzles, problem-solving, avoiding traps, overcoming obstacles, elements of suspense, hidden information, etc.; including imaginative elements that will engage students' emotions; leaving activities open-ended and the actual conclusion uncertain; personalizing tasks by encouraging students to engage in meaningful exchanges, such as sharing personal information; and making peer interaction (e.g., pair work and group work) an important teaching component.

- f) *Match difficulty of tasks with students' abilities* so that students can expect to succeed if they put in reasonable effort.
- g) *Increase student expectancy of task fulfillment* by familiarizing students with the task type, sufficiently preparing them for coping with the task content, giving them detailed guidance about the procedures and strategies that the task requires, making the criteria for success (or grading) clear and "transparent," and offering students ongoing assistance.
- h) *Facilitate student satisfaction* by allowing students to create finished products that they can perform or display, encouraging them to be proud of themselves after accomplishing a task, taking stock from time to time of their general progress, making a wall chart of what the group has learned, and celebrating success.

#### 4) *Teacher-specific motivational components*

a) *Try to be empathic, congruent, and accepting*; according to the principles of person-centered education, these are the three basic teacher characteristics that enhance learning (48). *Empathy* refers to being sensitive to students' needs, feelings, and perspectives. *Congruence* refers to the ability to behave according to your true self, that is, to be real and authentic without hiding behind facades or roles. *Acceptance* refers to a nonjudgmental, positive regard, acknowledging each student as a complex human being with both virtues and faults.

b) *Adopt the role of a facilitator rather than an authority figure or a "drill sergeant,"* developing a warm rapport with the students.

c) *Promote learner autonomy* by allowing real choices about alternative ways to goal attainment; minimizing *external* pressure and control (e.g., threats, punishments); sharing responsibility with the students for organizing their time, effort and the learning process; inviting them to design and prepare activities themselves and promoting peer-teaching; including project work where students are in charge; and giving students positions of genuine authority.

d) *Model student interest in L2 learning* by showing students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life, sharing your personal interest

in L2 and L2 learning with the students, and taking the students' learning process and achievement very seriously (since showing insufficient commitment yourself is the fastest way to undermine student motivation).

e) *Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation* by presenting tasks as learning opportunities to be valued rather than imposed demands to be resisted, projecting intensity and enthusiasm, raising task interest by connecting the task with things that students already find interesting or hold in esteem, pointing out challenging or exotic aspects of the L2) calling attention to unexpected or paradoxical aspects of routine topics, and stating the purpose and utility of the task.

f) *Use motivating feedback* by making your feedback informational rather than controlling; giving positive competence feedback, pointing out the value of the accomplishment; and not overreacting to errors (for a summary of error correction without generating *anxiety*).

##### 5) *Group-specific motivational components*

a) *Increase the group's goal-orientedness* by initiating discussions with students about the group goal(s), and asking them from time to time to evaluate the extent to which they are approaching their goal.

- b) *Promote the internalization of classroom norms* by establishing the norms explicitly right from the start, explaining their importance and how they enhance learning, asking for the students' agreement, and even involving students in formulating norms.
- c) *Help maintain internalized classroom norms* by observing them consistently you, and not letting any violations go unnoticed.
- d) *Minimize the detrimental effect of evaluation on intrinsic motivation* by focusing on individual improvement and progress, avoiding any explicit or implicit comparison of students to each other, making evaluation private rather than public, not encouraging student competition, and making the final (end of term/year/ course) grading the product of two-way negotiation with the students by asking them to express their opinion of their achievement in a personal interview.
- e) *Promote the development of group cohesion and enhance inter member relations* by creating class-room situations in which students can get to know each other and share genuine personal information (feelings, fears, desires, etc.), organizing outings and extracurricular activities, and including game-like intergroup competitions in the course.
- f) *Use cooperative learning techniques* by frequently including group work in the classes in which the group's-rather than the individual's-achievement is evaluated (for L2 teaching-specific guidelines).

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Type of Research

In this study, the researcher has used qualitative as the research approach. The researcher has used a qualitative research to seek and understand a phenomenon of human and social behavior by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data.<sup>40</sup> Qualitative is an intensively personal kind of research. It is freely acknowledgment and admits of both participants and researchers.<sup>41</sup> Besides that, 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>42</sup>

The type of this research uses qualitative descriptive research. Qualitative descriptive intend to describe the reality of all phenomenon related with human behavior and social life. Therefore, a qualitative descriptive that is used in this research intend to investigate and describe a motivational strategy that is used by the tutor in motivating L2 learner in English course at SMPI Nurul Isti'dad Baban Silo Jember.

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<sup>40</sup> Donald Ary, *Introduction to Research an Education eighth edition* (Canada: Wadsworth Cengage Learning, 2010), 29

<sup>41</sup> Donald Ary, *Introduction to Research an Education eighth edition*, 420

<sup>42</sup> Matthew B. Miles, A. Michael Huberman, Johnny, *Qualitative Data Analysis Third Edition*, (London: Sage, 2014), 05

## **B. Research Location**

The researcher conducted this research in the English course in SMPI Nurul Isti'dad, one of the senior high school at Baban Silo Jember. The researcher conducted the research at this place because the tutor of English course uses motivational strategies in motivating students and the researcher was interested in analyzing it.

## **C. Research Subject**

In this study, the researcher cooperated with several elements as the research subject. The research subject gave researcher explanation, description, and understanding about the data that was needed in this research.

The subjects in this study are:

1. Headmaster of SMPI Nurul Isti'dad Baban Silo Jember, Ibnu Murtado, S.Pd.I
2. The tutor of English course, Mr. Zain.
3. The members of English camp.

In this research, the researcher chose twelve students from all the members of the English course, forty-six students. There are three students from the first grade of SMPI Nurul Isti'dad, they are: Fitri, Ayu Ningsih, Sinta, Indra. The researcher chose two females and a male because majority of the students of the first grade who join the English course are females. On the other hand, they as new members of the English course have different feeling and thought learning English language before joining the course and during the English that was taught by Mr. Zain. The researcher thought that they could

represent the data from all new members of the English course that is needed in this research.

The researcher took three students from the second grade of SMPI Nurul Isti'dad; they are Selvina, Nofiana Nanda, and Muhammad Saleh. Majority of the students from the second grade of SMPI Nurul Isti'dad who joined the English are female. So, the researcher chose two females and a male. The researcher chose Selvina as the research subject because she has highly motivated and she is custom learning English to Mr. Zain Privately. Nifiana lodges in Islamic boarding school of Al-Isti'dadul Akhiroh, and Muhammad Saleh doesn't lodge in it.

There are three students from the third grade of of SMPI Nurul Isti'dad; they are Fatima, Fitria, and Bayu. The researcher chose them as the research subject because they joined the English course since the first grade of SMPI Nurul Isti'dad till now. They were having high motivation learning English at the English course. Then, there are two students from of senior high school of Nurul Isti'dad. They were Ega and Purwanto. The researcher chose Ega to be research subject because she is highly motivated learning English. She was custom learning English to Mr. Zain privately. Finally, she got winner in essay competition in Transmart. While, Purwanto is the student which joined the English course since the first grade of of SMPI Nurul Isti'dad till the third grade of of SMA Nurul Isti'dad.

## D. Data Collection Technique

The researcher used the data collection method through three techniques: observation, interview and documentation.<sup>43</sup>

### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher takes field notes and pictures of an activity and human behavior at the research site. The observation can be done by two roles:

#### a. Role of a participant observer

A participant observer is an observational role adopted by researchers when take part in activities in the research site.

#### b. Role of a Nonparticipant observer

A nonparticipant observer is an observer who visits a sites and records notes without becoming involved in the activities of the participants. In this study, the researcher used two observational roles, participant observer and nonparticipant observer.

### 2. Interview

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribed and wrote the data into field note for analysis. In qualitative research, the researcher asked open-ended question so that the participants explained their experiences of learning English. An open-ended

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<sup>43</sup> John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223.

response to a question allows the participants to explain their responses of the tutors' motivational strategies used during process of English learning.

There were two types of interviews:

a. One-on-one interviews

A popular approach in educational research, the one-on-one interview was a process of collecting data in which the researcher asks some questions and records the answers from only one participant in the study at a time. The researcher used one-on-one interview approach to the informants as following:

- a) The headmaster of SMPI Nurul Isti'dad Baban Silo Jember.
- b) The tutor of English camp
- c) The members (or students) of English camp.

b. Focus group interview

A focus group interview is the process of collecting data through interview with a group of people, typically four to six. The researcher asked some questions and elicits responses from individuals in the group. Thus, the researcher did focus group interview to the members (students) of English camp during English learning process.

3. Documentation

Documents consists of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meeting, personal journals, and letters.

## E. Data analysis

The researcher used Milles and Huberman method in analyzing the data. Milles and Huberman<sup>44</sup> argue that there are three steps of data analysis; data condensation, data display, and drawing and verifying conclusion.

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the field notes, interview transcripts, documents, and other empirical lessons. As data collection process, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways: through selection, through summary of paraphrase, through being subsumed in a large pattern, and so on. Occasionally, it may be helpful to convert the data into magnitudes.

### 2. Data Display

The second major of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. As with data, the creation and use of displays is not separate from analysis, it is a part of analysis. Designing displays-deciding on the rows and columns of a matrix for qualitative data

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<sup>44</sup> Matthew B. Miles, A. Michael Huberman, Johnny, *Qualitative Data Analysis Third Edition*, (London: Sage, 2014), 08-10.

and deciding which data, in which form, should be entered in the cells are analytic activities.

### 3. Drawing and Verifying Conclusion

Conclusion drawing is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be through and elaborate, with lengthy argumentation and review among informants to develop inter-subjective consensus or with extensive efforts to replicate a finding in another data set.

### F. Validity of Data

The researcher checked the accuracy of the data by using source triangulation and triangulation of technique.<sup>45</sup> The step which has been used with source triangulation was the researcher checked the validity of the data that has been obtained through several sources which include person, place, activity, and others. While, technique of triangulation was the researcher has checked the validity of data to the same sources with different techniques, it includes observation, interview, and documentation.

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<sup>45</sup> Miles and Huberman, *Qualitative Data Analysis 3<sup>rd</sup> Edition*, (London: Sage, 2014). 266.

## G. Research Steps

This part explains the plan of research that will be done by the researcher. It starts from preface research, design development, the real research, and until reporting writing.<sup>46</sup> In this research, there are three stages, namely:

### 1. Pre-field of research stage

The first step, the researcher looked for the problems and the related references. There were six pre-field stages, they are:

- a. Develop research design
- b. Select research field
- c. Permit processing
- d. Explore and evaluate the field of research
- e. choose the informant
- f. Prepare the research instrument

### 2. Stage of field work

After getting permission, the researcher entered the research object and collecting the data with observation, interview and documentation.

### 3. Data analysis stage

After all the data was collected, the researchers analyzed the whole data and describe it in the form of a report and consult with the supervisor. Then, the research will be examined by the examiner after the researcher done all the research.

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<sup>46</sup>Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter includes research finding and discussion of the research. The finding of the research is the information got from the informants (a tutor of English camp, a members of English camp, and the headmaster of SMPI Nurul Isti'dad Baban Silo Jember) in the field of the research, while the discussion is process of making a decision or a conclusion about the topic of this research that analyzes Zoltan Dornyei's theory to motivate students in learning English language. The finding and discussion are explained as follows:

#### **A. The Description of The Object**

##### **1. The History of English Course of SMPI Nurul Isti'dad Baban Silo Jember**

SMPI Nurul Isti'dad is one of formal institutions at Al Isti'dadul Akhiroh Islamic boarding school. This boarding school was established by Kyai Abdul Walid at 1983. The history of the establishment of SMPI Nurul Isti'dad originated with the initiative of Kyai Abdul Walid as the caretaker of Al Istidadul Akhiroh Islamic boarding school.

Ustadz Zainuddin says that:<sup>47</sup>

“K. Abdul Walid has initiative to establish SMPI Nurul Istidad because he looks the students (his santri) who have graduated from elementary school just play because they do not have payment to continue their education at junior high school (SMP).”

Ibnu Murtado, S. Pd. I as the head master of SMPI Nurul Isti'dad,

he adds that:<sup>48</sup>

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<sup>47</sup> Interview 1

“K. Walid has initiation to develop institution exactly establish junior high school at 2011. Then, he asks guidance to God (istikharah) and the result of it appointed to me. He comes to my house and appoints me to be headmaster. I say to him to look for the others. K. walid come to me till five times. Finally, I am agreed as the headmaster of SMP Nurul Istidad sicne 2011 till now. This institution of junior high school is inaugurated at 2018 by regent and vice regent of Jember, Dr. Hj. Faida, MMR and KH. Abdul Muqit Arief.”

Kyai Abdul Walid organizes conference with the public figure at central Baban Mulyorejo to discuss about their initiative that is founding junior high school (SMP). Kyai Abdul Walid offers ta all public figure that are capable to establish junior high school. However, all the public figure of central Baban Mulyorejo felt inadequate to establish a junior high school. They propose Kyai Abdul Walid to found junior high school. Kyai Abdul Walid has agreed a public figure of central Baban’s suggestion. Eventually, SMPI Nurul Isti’dad Baban was established at Al Isti’dadul Akhiroh Islamic boarding school at 2011, and it was inaugurated at 2018 by regent and vice regent of Jember, Dr. Hj. Faida, MMR and KH. Abdul Muqit Arief.

English course of SMPI Nurul Istida’d Baban Silo Jember is the first English course that is established at 2016 during the founding of Al Isti’dadul Akhiroh Islamic boarding school at 1983. This English course is established by Ustadz Zain, the son-in-law of Kyai Abdul Walid. Ustadz

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<sup>48</sup> Interview 2

Zain explained about the history of the English course establishment as follow:<sup>49</sup>

“I have initiation to organize English course at 2015, but I do not really focus on it, so this plan doesn’t run well. I began this English course in 2016 and it’s only followed by a few students.”

Actually, Mr. Zain has initiation to establish English course at 2015, but he does not implement it. It’s caused of English lesson was taught by Mrs. Dewi since the founding of junior high school (2011). In 2016, Mr. Zain was given trusted to teach English language. He also establishes the English course of SMPI Nurul Isti’dad at 2016.

Initially, the student of SMPI Nurul Isti’dad who followed the English course is only three-four people. Basically ninety percent students do not like English language. So they are not interested in participating in the English course. However, the members of English course developed in every new generation. Every student who has followed the English course has more motivation, so other members who had never attended the English course before are interested in learning English. The development of students’ motivation in learning English language caused of Mr. Zain’s ways and strategies in teaching English at the course. At the beginning of English course in 2016 to the present day, Mr. Zain taught the lesson at the course alone without any assistance from other tutors.

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<sup>49</sup> Interview 1

## 2. The Geographic Location of English Course of SMPI Nurul Isti'dad

English course of SMPI Nurul Isti'dad is located in Al Istidadul Akhiroh Islamic Boarding House area. Whereas the location of Al Istidadul Akhiroh Islamic Boarding House area itself is located in central Baban, Mulyorejo, Silo, Jember.

## 3. Organization Structure of English Course of SMPI Nurul Isti'dad.

The researcher tried to get the data the organization structure of English camp of SMPI Nurul Isti'dad to Mr. Zain as the founding father and the tutor of the course. The researcher interviewed Mr. Zain on Monday, 13<sup>th</sup> December 2020.

He tells that:<sup>50</sup>

“I teach English language at this course lonely since 2016 till now. The other teachers do not have more time to help teach. They have their own activity at their house. Majority of the teacher here are a farmer. Whereas the student who has English capability continues his/her education outside like in Al-Falah and Al-Hidayah. So, there is no organization structure of this course as like director and stuff teacher terms. Thus, I am practically a tutor and a director”.

## 4. Vision and Mission of English Course of SMPI Nurul Isti'dad

The Vision: Regenerate the students' English ability to compete with other students out of the school.

The Mission:

- a. The students have new motivation to learn
- b. The students build the English ability
- c. The students can achieve what they wish

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<sup>50</sup> Interview 1

- d. The students are able to look a view out of the village
- e. Avoiding the early marriage by learning English

## **B. Research Findings**

In this part, the researcher will present the data based on the observation, interview and documentation. The researcher analyzed Zoltan Dornyei's theory (motivational strategies) that is used by the tutor of English course at SMPI Nurul Isti'dad Baban Silo Jember. Based on Zoltan Dornyei's theory, there are four components of motivational strategies to generate and enhance students' motivation in learning English, they are: a) Creating the basic motivational condition, b) Generating initial motivation, c) Maintaining and protecting motivation, and d) Encouraging positive retrospective self-evaluation. Every component of the motivational strategies includes various strategies and various ways. So, the researcher will describe each item as follows:

### **1. The Implementations of Zoltan Dornyei Theory's Motivational Strategies in Creating the Basic Motivational Condition.**

The researcher analyzed the data on Sunday 13<sup>th</sup>, Monday 14<sup>th</sup> and Wednesday 16<sup>th</sup> of December 2020 to get data information of Zoltan Dornyei theory's motivational strategies in creating the basic motivational condition which was used by the tutor of English course to motivate students in learning English language. In this term, the researcher uses two ways of getting the data, such as interviews and observations.

Based on the observation participant on Sunday, 13<sup>th</sup> December 2020, the researcher found the data about students' vacuum motivation condition in learning English language before joining the English course. Mr. Zain permitted the researcher to do participant observation and took part in activities of the English course.<sup>51</sup>

The researcher came in to the class after Mr. Zain attended the class, especially at 13.20. The researcher opened the observation by greeting. The first time, the researcher invited every student to introduce their own self. After that, the researcher explained the purposed of doing research. Then, the researcher asked students one by one about their feeling in learning English language. All students said that; originally, they did not like learning English. They like learning English since join the English course.

This data accorded based on interviewed to Mr. Zain on Sunday, 13<sup>th</sup> December 2020. He said that:<sup>52</sup>

“I have stayed here since 2015. Initially, English lesson is touch by Mrs. Dewi. So, I teach English since 2015 till now. Actually, I have initiation building English course at 2015, but it's implemented at 2016 and it's just followed by a few students. Firstly, one hundred percent of students don't like English; it's not only ninety percent. In every year after, there are many students join the English course and they have more spirit and motivation”.

Ibnu Murtado. S. Pd. I as the headmaster of SMPI Nurul Isti'dad consolidated the data, he said that:<sup>53</sup>

“Majority of students don't like English. One of the proofs that are their English's score is not good enough. The have liked English when Mr. Zain teaches English lesson at SMP. Then he organizes

<sup>51</sup> Observation, Sunday, 13<sup>th</sup> December 2020.

<sup>52</sup> Interview 1

<sup>53</sup> Interview 2

English course and it is affected to students' progress and their score of English at school. Furthermore, there is a student who has got winner in English essay at 2018.”

A teacher or a tutor would not apply successfully in creating the basic motivational condition of students who has motivational vacuum in learning English language. They need to use various certain requirements to create motivation affectively like appropriate teacher's behaviors and good relationship with the students, pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. Therefore, the researcher asked some questions to Mr. Zain as the tutor of English course about the strategies and the ways to create the students' basic motivation.

Based on the interview on Monday 14<sup>th</sup> of December 2020 to Mr. Zain as the tutor, he explained about the strategy that was used to create the basic motivational condition of students in learning English language as follow;<sup>54</sup>

”I also used several strategies to create the basic motivational condition of students like the Zoltan Dornyei's theory you have described just now, but I don't implemented all of the ways, I used some of those ways”

Based on the interview above, Mr. Zain used several strategies as Zoltan Dornyei's theory to create the basic motivation of students, those are; appropriate teacher behaviors and good relationship with the students, pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. But, he did not use all of the ways in each

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<sup>54</sup> Interview 1

strategy. The researcher will explain the result of the data completely as following;

**a. Appropriate Teacher Behaviors**

The researcher did the observation on Monday 14<sup>th</sup> of December 2020. At 11.45 PM, Mr. Zain invited all the members of English course were taking prayer together of dzuhur in mosque of Al Istidadul Akhiroh Islamic boarding school. After taking prayer, Mr. Zain started the English course at 12.00 PM.

Based on the observation done by the researcher during learning process in the English course, the researcher got some data that is needed in the research. Those are:<sup>55</sup>

Mr. Zain started the English course timely that is 12.00 PM. All of the members were in the class. Some of the member still wore uniform because they did not go home yet and joined the course directly. All the members were not sitting down at the chair, some of them sat at floor. During doing the nonparticipation observation, the researcher was sitting down in the back chair. The researcher was very impressed to all the members because all of them brought English dictionary.

The researcher observed the learning process of English course from the beginning till closing. Mr. Zain did not explain about the lesson directly. He told a little experience when he was learning English

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<sup>55</sup> Observation, Monday 14<sup>th</sup> of December 2020.

at his Islamic boarding school. Then, he asked all the members about their feeling in learning English, and answered it by English. Some students answered that learning English is difficult and some of the others answered a little difficult. Mr. Zain gave tasks to the student before closing the program at 13.30 PM. The researcher invited one of the students time who did not stayed at Al Isti'dadul Akhiroh Islamic boarding school to do interview.

The researcher interviewed Mr. Zain and asked, "Do you ever tell your experience in leaning English to the student?" he told that;

"I tell to the students that I also hate learning English language because I fell difficult to understand English like the way of pronouncing a word is different from the writing. However, after I understand English, I changed my mindset that learning English is easy. Since then I have spirit to study English and join the English course in boarding school."

This data was support by Ega, she explained that:<sup>56</sup>

"All right, Mr. Zain always tells about his experience of learning English language when he was in boarding school. Usually, he tells it in every edmission of new members. Mr. Zain is very spirit learning English school till he becomes a tutor in his boarding. I am motivated from Mr. Zain's story."

It's related with Purwanto explanation, he says that:

"Yes, he tells that he likes English since he boards. Mr. Zain ever tells when he was in boarding school. He learn English first in his boarding school. He also tells his experience when he teach English course in Jakarta. He gets money from that course."

The researcher interviewed to Selvina, Nofiana and Muhammad Saleh as the student of the second grades of SMPI Nurul Isti'dad about

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<sup>56</sup> Interview 12

how Mr. Zain shows his attention to them in teaching English at the course.

Selvina told that:<sup>57</sup>

“I join this English course since first grade of SMP. Actually I did not really like English because English is difficult. When I follow this English course, I have more interested in learning English. Mr. Zain teaches me and the others patiently. If a student doesn’t understand the lesson which was explained, he will explain more till we understand”.

The other examples of Mr. Zain attention was explained by Nofiana, she said that:<sup>58</sup>

“Mr. Zain is very spirit teaching English. He doesn’t only teach in the class. He also teach student who invited him to learn outside the time of the course. Usually Ega always asked and invites Mr. Zain to study outside the time of the course”.

Muhammad Saleh also added that:<sup>59</sup>

“He is never angry to student in teaching English at the course .Mr. Zain is very kind, patient and he cares to the students. “.

On Monday, 14<sup>th</sup> of December 2020, the researcher did interview to Mr, Zain after taking group prayer of ashar. The researcher asked him about his strategies to create the basic motivation of students, he said that:<sup>60</sup>

“I try to teach in this course consistently. I also start this course on time, which was from 12.00 PM-13.30 PM. At each meeting, I always give motivate student to keep spirit in learning, including learning English at this course. There are some students who have more spirit and motivation in learning English. They ask me to learn English privately although outside

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<sup>57</sup> Interview 7

<sup>58</sup> Interview 7

<sup>59</sup> Interview 8

<sup>60</sup> Interview 1

time of school and English course. Usually Ega and Fitri learn privately to me.”

The researcher interviewed Ega and Fitria as the students who always asked to Mr. Zain learning English privately. Ega told that:<sup>61</sup>

“Usually I study privately to Mr. Zain with Fitria. Sometimes, I study privately after taking paryer ashar at Sunday or Monday. Besides that time, Mr. Zain usually has an activity outside the school. Sometimes, he comes to the city”.

Fitria also said that:<sup>62</sup>

“Alright, I join Ega studying privately to Mr. Zain because Ega is very smart. Sometimes, he teaches me and the other friends at the course. Ega always motivates me.”

Mr. Zain also said that he also visited a home of students’ parent. Majority of students’ parents would not permit their sons to stay out after going to school. Therefore, Mr. Zain informed students’ parents about the schedule of the English course. Mr. Zain told the students’ progress to their parents. He reminded students’ parents to keep and maintain students’ motivation in learning, especially English.

#### **b. A Pleasant and Supportive Classroom Atmosphere**

On Monday, 14<sup>th</sup> of December 2020, the researcher continued the observation during the English course occurred. Mr. Zain began the English course at 12.00 PM. At the beginning of the course, Mr. Zain didn’t immediately explain the lesson. He used ice breakers at the beginning of the course to create a pleasant and supportive atmosphere in the classroom. The clue of the ice breaking is when Mr. Zain said

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<sup>61</sup> Interview 12

<sup>62</sup> Interview 10

‘cat’ the student has to clap once, if Mr. Zain said fish the student has to clap twice, if Mr. Zain said said chicken the student has to clap thrice. The student who wrongs to clap based on the clue has to mention three vocabularies. Fifteen minutes later, Mr. Zain corrected students’ task which was given at the previous meeting. Some of students got enough, good, good plus and best score.<sup>63</sup>

Mr. Zain wrote the wrong answer at the blackboard. He instructed all the students to correct the wrong answer together. Some of students tried to write the correct answer at the blackboard. Mr. Zain didn’t give punishment to all of students who get wrong answer.

According to the interview to Fatima and Fitria as the student of the third grades Of SMP at 13.45 PM, on Monday 14<sup>th</sup> December 2020, Mr. Zain was so humorous in teaching English. Fatima tells the researcher as follow:<sup>64</sup>

“Mr. Zain always tells funny story and provide motivation when the students feel board. Eventually all the students are laughing and they return spirit to learn English”

Fitria also added that:<sup>65</sup>

“Mr. Zain is humorous, he always jokes when he teaches at the *course*. So, I am not bored learning English evnethough it takes long time. He is never angry to all students when he is teaching.”

Bayu as student of the third grades also added the data by his opinion, he said that:<sup>66</sup>

<sup>63</sup> Observation, Monday 14<sup>th</sup> of December 2020.

<sup>64</sup> Interview 1

<sup>65</sup> Interview 10

<sup>66</sup> Interview 11

“Mr. Zain usually asks student understands or not of the lesson before giving a task in exercise book. Mr. Zain explains more if there is a student who asks a question or doesn't understand the lesson. Mr. Zain will give a task after we understand lesson. Usually there are many mistakes of my answers and my friends. We seldom get best score. But, Mr. Zain is never angry although I couldn't answer the task. He only haves to correct the answer together on the blackboard and then Mr. Zain reexpalins the lesson.”

**c. A Cohesive Learner Group With Appropriate Group Norms**

On Wednesday, 16<sup>th</sup> December 2020, the researcher observed the activity of learning process at English course on the third day. Mr. Zain began the course at 12.00 PM and all the student have stayed at the class. The researcher was late joining the program. Meanwhile, Mr. Zain gave some a question but it's like a game or ice breaking, because the students enjoy with that question. Mr. Zain made a positivie sentence in abbreviation of countinuous tense. All of students had to change that sentence into negative and interrogative either verbal form or nominal form. A student who answered the wrong answer has to share or tell their daily activity in front of the class by using English.<sup>67</sup>

The researcher observed the learning process at English course on Friday, 18<sup>th</sup> December 2020. Mr. Zain began the English course at 08.00 PM. Mr. Zain gave students a task telling their story of activity at the past. Mr. Zain divided thirty two students into six groups. Every group consists of five and six students. They tried to tell their own story

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<sup>67</sup> Observation, Wednesday 16<sup>th</sup> December 2020.

in a change. A group told their story in front of a class, and the other groups listened to it while correcting the grammar.

On Monday, 14<sup>th</sup> December 2020, the researcher interviewed about norms of the English course to Mr. Zain. Based on the interview, Mr. Zain said that:<sup>68</sup>

“At the beginning of new members’s reception, I make course’s norms with the students. I propose a norm and it’s agreed by the students. I also ask students to make a norm by their own self. One of the norms is the student has to memorize five vocabularies if they are absent. Student who does not bring the dictionary has to memorize three vocabularies. I ask student to allow the norms and operate the punishment because they agreed the norm and the punishment”.

The researcher also asked Mr. Zain about the task that is given to students. He told that:<sup>69</sup>

“I often give individual task rather than group task to student. I give student several tasks. *First*, I give student a task by using a question and they answer orally. Second task is answering a question in a blackboard and the last is that they answer the task in their won exercise book. Therefore, they compatate geting best score, because I let to know students’ best score. I seldom give student group task; I usually give them task once in a month. The concept of group task is that a group includes one or two senior and four new members. The task is shaped a game. The losing group gets punishment memorizing vocabulary or telling daily activity.”

According to Purwanto as senior of English course which lodge at Al-Isti’adul Akhiroh Islamic boarding school, he said that:<sup>70</sup>

“Mr. Zain never organizes a competition outside the course, because the companies have an activity at the Islamic boarding school whereas the student’s house who does not lodge is distant from here”.

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<sup>68</sup> Interview 1

<sup>69</sup> Interview 1

<sup>70</sup> Interview 13

The data was supported by Nofiana Nanda's opinion as the student of the second grades of SMP, he explained that:<sup>71</sup>

“Mr. Zain always gives individual task and group task. But, he more often gives individual task rather than group task. There must be an assignment in every meeting”.

Based on the interview and the observation above, the researcher concluded that Mr. Zain used motivational strategies which were similar with Zoltan Dornyei's theory. He made some norms and told the importance of it in enhancing students' progress in learning English language, for example the students had to stay at the class on time so that they would be accustomed to be consistent. On the other side, the learners could learn English a long time at the course. Mr. Zain never gave uneducated punishment to all the members of English course. He preferred to punish the students with memorizing vocabularies and also speaking their daily activity by using English language in front of the class. All the students accepted the norms because it's influenced their progress in learning English.

Mr. Zain tried to create students' motivation in learning English by using various strategies, those are: he shared his personal interest in the L2 and the value L2 learning as a meaningful experience that produces satisfaction and enrich his life. In every meeting, he used and encouraged humor. He told funny story during the learning process to entertain student when they are bored. Mr. Zain never gave a

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<sup>71</sup> Interview 7

punishment to student who doesn't know to answer a task either in black board or at exercise book.

On the other hand, Mr. Zain as the tutor cared to students' progress in learning English. He believed that all the students could master English. He came into the class consistently. He told student's parent the schedule of the English course. He also informed student's parent about their children's progress. Besides that, he made some norms at the beginning of new member's reception. He proposed a norm and it's agreed by the students. Mr. Zain asked students to make norms by their own self. One of the norms was the student has to memorize five vocabularies if they are absent and student who doesn't bring dictionary has to memorize three new vocabularies.

## **2. The Implementations Of Zoltan Dornyei Theory's Motivational Strategies in Generating Initial Motivation.**

In this part, the researcher will describe the data of analyzing the motivational strategies of the tutor in generating initial motivation as the second components of Zoltan Dornyei's theory (motivational strategies).

Generating initial motivation includes five categories, they are: a) Enhancing the learner's L2-related values and attitudes, b) Increasing the learners' expectancy of success, c) Increasing the learners' goal-orientedness, d) Making the teaching lessons relevant for the learners, and e) Creating realistic learner beliefs. The researcher will present the strategies in

every category which is used by the English tutor in generating students' initial motivation.

**a. Enhancing the Learner's L2-Related Values and Attitudes**

Based on the observation on Monday, 14<sup>th</sup> December 2020, the researcher found the data about generating students' motivation in learning English. They are:<sup>72</sup>

Mr. Zain invited Ega Sifia Maveta Putri to share her experience during learning English at the English course to all of new members. She is senior in English course of SMPI Nurul Isti'dad and she continued her education in senior high school of SMPI Nurul Isti'dad. Ega got the second winner of mathematics, science, and English competition the second season at Transmart Jember on 2019. Ega Sifia Maveta Putri motivated all students at the course based on her positive experience in learning English at the course. She said that:

Initially, Ega Sifia Maveta Putri did not like learning English. She learned English seriously in this course. She liked Mr. Zain's strategies and ways in teaching English, because it was easy to be understood. Therefore, she had more spirit to learn and mastery English. She often learned English to Mr. Zain privately. She tried to join some competition. At last, she got the second winner of mathematics, science, and English competition at Transmart on 2019.

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<sup>72</sup> Observation, Monday, 14<sup>th</sup> December 2020.

On Friday, 18<sup>th</sup> December 2020, Mr. the researcher could find a data about raising the learners' intrinsic interest in the L2 learning process based on the interview and observation. They are:

Mr. Zain held the English course on Friday at 08.00 PM. He motivated students by telling Ega's process during learning English till getting winner in a competition. Mr. Zain told to the students that Ega actually did not like English. However, she was very diligent in joining the English course. Ega often invite Mr. Zain to learn English privately although outside English course and classroom. At last, Ega could get a second winner in Essay competition and she became prima donna when the English lessons in her class at senior high school. Mr. Zain said to all of students that they could mastery English like Ega if they have spirit and struggle to learn English.

The researcher interviewed Fatima and Fitria as the third class of junior high school after English course program. The researcher asked them about the factor of their intrinsic motivation in learning English.

The data based on the obersavtion above was support by Fatima's opinion, she said that:<sup>73</sup>

“I like English because Mr. Zain teaches English which is easy to be understood in the English program. He is very spirit in teaching us. So, I am motivated to learn English. Finally, I interest and fell happy learning English at this course.”

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<sup>73</sup> Interview 9

Fitria also explained the same data <sup>74</sup>

“I like to learn English at this course because Mr. Zain always motivates my friends and me to be spirit in learning English. He always tells us that English language is very important in getting scholarship and a job. He also always tells about success man in the television. Sometimes, he tells his friend’s of the course who are succes”.

Mr. Zain as the tutor also added that: <sup>75</sup>

“I always tell and give motivation to all students. I tell about my own experience, my friend’s experience, and profile of public figure as success man which is easy to be known by students like Sadili, Khairul Tanjung, and Rizal Bakri”.

Based on the observation and the interview on Monday, 14<sup>th</sup> December 2020, the researcher found data of generating students’ initial motivation by encouraging the students to apply their L2 (English) in real life situation. They are:

The researcher heard the conversation between Mr. Zain and some students by using English language, but the researcher couldn’t hear well. The researcher interviewed to Mr. Zain, he said that: <sup>76</sup>

“I accustom to speaking English with students outside the class or English course. Thus, they could accustom to speak English”.

The researcher also interviewed Indra as the first grade of SMPI Nurul Isti’dad, he said that: <sup>77</sup>

“Mr. Zain usually uses English when he talks with the members of the course. If I don’t know the English which want to be delivered by me to Mr. Zain he orders me to look for in the dictionary”.

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<sup>74</sup> Interview 10

<sup>75</sup> Interview 1

<sup>76</sup> Interview 1

<sup>77</sup> Interview 5

Ega as the senior of the course added that:<sup>78</sup>

“I usually use English when I talk with the members of the course, especially all of my friends who lodge here, because Mr. Zain always reminds me to invite the other friends speaking English. I often speak English with Dila because she is my roommate at this Islamic boarding school. He does speak English always speaks English when talking to me”.

**b. Increasing the Learners' Expectancy of Success**

On Sunday, 20<sup>th</sup> December 2020, the researcher focused to observe and interview Mr. Zain's ways in increasing the learner's expectancy of success. The researcher did the observation during the learning process of the course. Mr. Zain explained about continues tense. He explained the formula of continues tense. He gave some questions to students, and the students answer verbally. Mr. Zain also ordered students to answer five questions on the blackboard. Some of students who knew the answer came forward and answered the question. After that, Mr. Zain invited students to correct the wrong answer together and he explained the correct answer to all of students. Some of students asked the lessons which is understood by them. Mr. Zain did not give task before all of students understand well the lessons. Mr. Zain explained more the lesson till all of students understood it. Then, Mr. Zain gave tasks to students and it was answered in exercise book.<sup>79</sup>

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<sup>78</sup> Interview 12

<sup>79</sup> Observation, Sunday, 20<sup>th</sup> December 2020.

Based on the interview, Mr. Zain had way in increasing the learner's expectancy of success. He said that:<sup>80</sup>

“I use three phases of learning evaluation. *The first*: I give students a question or debriefing directly. *Second*: I write a question in a blackboard, every student answer it. *Third*: I give task to students and they answer in the exercise book. I don't give a task to students before they understand well the lesson. I always tell student that there is no difficulty in doing a task or getting a success if we struggle”.

Purwanto as the senior of the English course adds the data that:<sup>81</sup>

“New member who has just joined the course often doesn't understand well the lesson. He always explains the lesson which isn't understood by the student. He is very patient explaining the lesson eventhough I and the other friends are hard to understand. He gives a task after me and the other friends' undertand the lessons.”

The data was support by Ega's opinion as follow:<sup>82</sup>

“Since I joined this English course till now, Mr. Zain is seldom angry to all of the students. It's caused the students of the English course enjoy the learning process. He xplain the lesson in detail till all the members of the course understand it”

### c. Increasing the Learners' Goal-Orientedness

On Friday, 18<sup>th</sup> December 2020, the researcher found the data about increasing students' goal by formulating explicit class goals based on interviewed to Mr. Zain. He explained that:<sup>83</sup>

“At the beginning of the course, I make common ground with students about lesson which will be learned during the English course. I offer the common ground previously then it's will be agreed together by the students. For example, students will learn and understand eight parts of speech and one tense during a week.”

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<sup>80</sup> Interview 1

<sup>81</sup> Interview 13

<sup>82</sup> Interview12

<sup>83</sup> Interview 1

The researcher also tried to find a data based on the interview to Muhammad Shaleh and Ega. Muhammad Shaleh as the student of second grade in SMP said that:<sup>84</sup>

“We have agreed to learn eight parts of speech or a tense in a week or more. If there are students who forget the lesson, Mr. Zain suggests students asking the lesson to him or senior.”

Ega as the senior of the course added that:<sup>85</sup>

“Alright, Mr. Zain makes agreement about the lesson with all of students. For example we learn a sentence in a week. But, Mr. Zain sometimes adds one or two meetings if there are students who don't understand the lesson during a week. If the student who doesn't understand only one or two people, they usually learn to Ega and Mr. Zain”.

Mr. Zain added that:<sup>86</sup>

“Last few days, there are many students who don't understand perfect tense. At first they agree to understand it in two weeks. Finally, I offer students of continuing the next lesson or adding the meeting, because the students who don't understand the lesson usually learn to Ega, Dila or to me”.

#### **d. Making the Teaching Lessons Relevant for the Learners**

Based on the observation on Monday, 21<sup>th</sup> December 2020, the researcher got the data about making the teaching lessons relevant for the learners. They are:<sup>87</sup>

During the English course, Mr. Zain explained about the formula of future tense. He described about the positive, negative, and also interrogative formula of future tense. After explaining the formula, Mr. Zain gave some example, they are:

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<sup>84</sup> Interview 8

<sup>85</sup> Interview 12

<sup>86</sup> Interview 1

<sup>87</sup> Observation, Monday, 21<sup>th</sup> December 2020.

“Selvina will go to the river with her elder sister”

“Saleh will not get married early”

“Izza will board in Al-Falah”

“Will you learn Classical book to K. Walid tonight?”

The data of observation above was appropriated based on the interview to Mr, Zain at 15.14 PM on Monday, 21<sup>th</sup> December 2020, he said that:<sup>88</sup>

“I often give examples then describing the lessons. I give examples that is easy to be understood by students. Just now, I give example about a river because students often play to the river; sometimes they are taking both or fishing. Some students board here, so I give example about learning classical book, take prayer together, or reciting holly Qur’an. Basically, I give example related with students’ daily activity.”

Nofianda Nanda as the second grades of SMPI Nurul Isti’dad added the data, she explained that:<sup>89</sup>

“Mr. Zain alywas give task and also the example of the lesson, for example, when we learn about present tense, Mr. Zain always give the example of the present tense. He also ordered the students to write the example in the balckboradr. Mr. Zain gives the examples of the lesson realted with the students’ activities, so I could understand easily, because I already know the English.”

This data was supported by Selvina’s explanation, she said that:<sup>90</sup>

“I feel easy easy to understand the example that is given by Mr. Zain in the course. So, I don’t feel difficult learning English”

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<sup>88</sup> Interview 1

<sup>89</sup> Interview 7

<sup>90</sup> Interview6

### e. **Creating Realistic Learner Beliefs**

Based on the interview with Mr. Zain on Monday, 21<sup>th</sup> December 2020, the researcher asked Mr. Zain about creating realistic learner beliefs. He says that:<sup>91</sup>

“Every student is different. There is a student who understands the lessons easily, the other student feels difficult. There is a student who memorizes vocabulary easily; there is a student who needs long time. Sometimes, the students complain to me, I tell to the students that everyone has weakness and surplus, everyone also has their own way in learning. But if we are struggle, we will be able to understand English”.

The data was supported by Purwanto;

“Mr. Zain always reminds the student to keep spirit in learning English. Since formerly, there are some students who always give up to learn English, because they feel difficult learning English. But some of these students could survive to join the course included myself, because Mr. Zain always reminds me and the other friends”.<sup>92</sup>

Based on the interview and observation above, the researcher got concluded that Mr. Zain used some strategies to generate students' initial motivation. He asked Ega as one of senior the English course to talk the positive experience during learning English at the course. Ega told her experience since learning English at the first time till getting winner at essay competition. Mr. Zain also told the instrumental values of English by explaining the role of English in the world like getting scholarship and job. He motivated students by telling the profile success

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<sup>91</sup> Interview 1

<sup>92</sup> Interview 13

figure and making the learning English easy. Beside that, Mr. Zain accustomed to speak English with the students in daily activity.

The other data of Mr. Zain's strategies to generate students' initial motivation that were got based on the interview and observation were he explained the lesson patiently and he reviewed the lesson which wasn't understood by the students. He never gave a task to students before the students understand well. He made the teaching lessons relevant for the students. On the other hands, Mr. Zain said to students that they could do the task because there is no obstacle if we struggle. He told students that everyone has weakness and surplus, everyone has their own way in learning English. He makes common ground with students about lesson which will be learned during the English course.

He offered the common ground previously then it was agreed together by the students. Forexample, students learned and understood eight parts of speech and a tense during a week. Furthermore, he makes negotiation with students to continue the next lesson or adding the meeting, if there are students who don't understand the lesson.

### **3. The Implementations of Zoltan Dornyei Theory's Motivational Strategies in Maintaining and Protecting Motivation**

The researcher found the data about creating the basic motivational condition and generating initial motivation in previous observation and interview. Then, the researcher also observed and interviewed the English

tutor's ways and strategies in maintaining and protecting students' motivation as follows:

#### **a. Making Learning Stimulating and Enjoyable**

Based on the observation done by the researcher during English course, specifically on Monday, 21<sup>th</sup> December 2020, the researcher got the data about English tutor's ways in making learning stimulating and enjoyable. They are:<sup>93</sup>

Mr. Zain began the program at 12.00 PM; he often came into to the class on time. Meantime, he explained about past tense. All students listened the explanation carefully, no one ignored it. At the English course hold for an hour, the students felt a little bored. Therefore, Mr. Zain made some study case and tasks about the example of past tense. He wrote wrong sentences in blackboard, then, Mr. Zain asked students to correct the truth and the error of the sentences. All students competed to correct the wrong sentences, and answered the correct sentences at the blackboard. Mr. Zain was succeeding in stimulating students by those tasks.

According to Mr. Zain as the tutor of English course, he told that:<sup>94</sup>

“Sometimes, I make a study cases or a question related with the lesson for stimulating students' thought. I usually make a study case at the beginning of the course or at the middle of the learning process when students are bored.”

Mr. Zain's statement was related with Fatima's explanation, she told that:<sup>95</sup>

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<sup>93</sup> Observation, Monday, 21<sup>th</sup> December 2020.

<sup>94</sup> Interview 1

<sup>95</sup> Interview 9

“Usually Mr. Zain gives like a question to all of the students. He gives a question about the lesson at the previous meeting. All of the students compete to answer the question correctly.”

Muhammad Saleh also said that:<sup>96</sup>

“At the beginning of the course, Mr. Zain always gives a task. He writes a question at the blackboard and order students to answer itu”

The researcher also got the data of the Mr. Zain’s way in making the learners stimulating and enjoyable by increasing attractiveness of the tasks based on interviewed to Fitria as the third grades of SMPI Nurul Isti’dad.

She said that:<sup>97</sup>

“In every meeting, Mr. Zain gives tree task. The first; Mr. Zain gives a question directly to the students. Second; Mr. Zain makes a question in a blackboard, so a student who knows the answer writes it at the blackboard. Third; Mr. Zain writes a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task is more difficult. All students compete to get value of smile”.

#### **b. Presenting Task in Motivating Way**

Presenting task in motivating is one of the English tutor’s way to motivate student in learning English. He presented the task to increase student’s motivation. All of student often asked the task because they want to get the best score because they could get smile stiker if they get smile score.

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<sup>96</sup> Interview 8

<sup>97</sup> Interview 10

The researcher found the data about presenting tasks in motivating way based on the interview to Mr. Zain and students on Monday, 21<sup>th</sup> December 2020, they are:

Mr. Zain explained that:<sup>98</sup>

“I give students value by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores is divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they will not get smile scores. I use this way in order that all students don't cheat each other. So, they will compete to get smile personally in a class. Although there is a student who could do a task, they will not give a cheating to the other student in order that they will get best scores and get smile scores”.

According to Nofiana Nanda as the second grades of SMPI Nurul Isti'dad, she said that:<sup>99</sup>

“Every meeting there will be task, because all students always ask a task to Mr. Zain”.

Furthermore, Fatima as the third grade of SMPI Nurul Isti'dad also added that:<sup>100</sup>

“We always ask task to Mr. Zain because we feel happy when Mr. Zain gives a task. We are fighting to get smile value.”

### **c. Setting Specific Learner Goals**

On Tuesday, 22<sup>th</sup> December 2020, the researcher tried to find the data of setting specific learner goals based on interview to Mr. Zain and student. Mr. Zain as the tutor of the English course said that:<sup>101</sup>

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<sup>98</sup> Interview 1

<sup>99</sup> Interview 7

<sup>100</sup> Interview 9

“I don’t force students by norms at this course. I only make common ground with students about the lessons will be learned. So, I make a common ground with students to learn and understand the lessons of eight parts of speech or every tense in a week or two weeks. Basically, that common ground is approved by all students.”

Selvina as the second grades of SMPI Nurul Isti’dad and the member of the English course added that:<sup>102</sup>

“It’s right. All the members learn and understand a lesson in a week or two weeks. If there is a member who doesn’t really understand the lesson, he/she will ask and learn to Mr. Zain or senior”.

#### **d. Protecting the Learners’ Self-Esteem and Increasing Their Self-Confidence**

On Tuesday, 22<sup>th</sup> December 2020 the researcher observed the learning process of English course. Mr. Zain gave a task of present tense, continuous tense, and past tense. He made three sentences and ordered students to translate the sentences into those three tenses. Some of students got best score (90-100), and the other students got good plus score (80-89). No one of students got less, enough, and good score. It means that, Mr. Zain gave the task on what learners can rather than cannot do. After giving a score, Mr. Zain wrote the wrong answer and ordered students to correct it together.<sup>103</sup>

According to Sintia as the first class of SMP, she said that;<sup>104</sup>

“Yes, sometimes I get score of 80 because that task is not really difficult. Mr. Zain repeats the matter present tense, continuous

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<sup>101</sup> Interview 1

<sup>102</sup> Interview 6

<sup>103</sup> Observation, Tuesday, 22<sup>th</sup> December 2020.

<sup>104</sup> Interview 4

tense and past tense in previous meeting. So, I still remember the formulation of the tenses.”

The data was supported by Selvina’s explanation, she said that:

“Alright, the task is easy. I ever get 100 score, so I get best score. But the other friends also get best score, so I don’t get smile socre. I could get 100 score because I have understand the materil. Mr. Zain also says in the previous meeting that this day will be there a task about present tense, continuous tense, and past tense. So I could answer all the questions because I have learned last night.”

Indra as the first class of SMP said that:

“I seldom to get best score, but the other students say that the task is easy. Usually I ask to Ega and Selvina”

Acoording to Ega as the senior of the English course and the winner of the English essay, she said that:<sup>105</sup>

“Mr. Zain doesn’t orederd me to join the Elish essay competition when I get the fifth place. He only suggests me to join that competition. He tells me to join the again at the second competition. He says to me that I could get the better winner then before because I have masteried more the Englsih. Finally, I get the second winner.”

Selvina also said as what Ega’s told:

“No, Mr. Zain never forces me to join a competition. Formarly he just invite me to join speech competition.”

#### **e. Allowing learners to maintain a positive social image**

On Monday, 14<sup>th</sup> December 2020, the researcher got the data about the English tutor’s way in allowing learners to maintain a positive social image based on the interview to Mr. Zain, Mr. Ibnu Mutado as the headmaster of SMPI Nurul Isti’dad, and Ega Sifia Maveta Putir as the

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<sup>105</sup> Interview 12

alumnus of English course and the the second winner of English Essay competition.

According to Mr. Zain, he explained that;<sup>106</sup>

“I always give student information about a competition. I don’t force students to join that competition; I only suggest them to join it. Formerly, there is student who get the second winner of English essay competition at Transmart, namely Ega, she is third class of SMA”.

Ega added that;<sup>107</sup>

“Formerly, Mr. Zain gives us information of English essay. I ever join twice; the first, I get the hope of two. Second time, I get the second winner. I don’t suppose that I get winner at that time, because I don’t like English at first. So, this is because of Mt. Zain. He is very patient and spirit teaching me and all my friends”.

Mr. Ibnu Murtado also added that;<sup>108</sup>

“I think English language is more advanced at this school since there is Mr. Zain. He helped students getting second winner in essay competition at Transmart. I am proud of students because they can bear a reputation of the school. I hope students have more spirit learning English”.

#### **f. Promoting Cooperation among Learners**

On Monday, 21 December 2020, the researcher got the data about promoting cooperation among the learners. The researcher interviewed to Mr. Zain and student. Mr. Zain Explained his way in promoting cooperation among the learners. He tells that;

“Majority of the student, especially new members of the course don’t like learning English, they learn from zero (basic). They could understand the lesson when they at the classroom. But, they sometimes forget when they are outside the classroom. So, I suggest them to learn together with the senior. The senior learn

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<sup>106</sup> Interview 1

<sup>107</sup> Interview 12

<sup>108</sup> Interview 2

together with four-five new students. So, they could understand the lesson during a week or two weeks that agreed before”.

Fitri Ayu Ningsih as the second grades of SMPI Nurul Isti'dad added that:<sup>109</sup>

“I am happy learning English at this course. I always forget the lesson, but there is a senior who can teach me. So, I have more spirit learning English. Whereas, I don't like English at all”.

#### **g. Creating Learner Autonomy**

On Friday, 25 December 2020, the researcher observed the learning of the English course. Mr. Zain started the course at 08.00 PM and closed it at 08.47 PM, normally; Mr. Zain often closed the program at 09.45 PM. He ordered the old member (senior) to learn together with the new members. Mr. Zain decided the student into six groups; every group includes one senior and five new members. They review all lesson which was learned before.<sup>110</sup>

According to Mr. Zain, he told that;<sup>111</sup>

“I order students to learn together at Friday once a month. So, on Monday in the fourth week, I don't teach them till 09.30 PM. usually, students review the previous lesson. Every old member coordinates the new members to learn together. The new members could ask the lesson which is not understood”.

Mr. Zain explanation above was affirmed by Ega's opinion as the senior of the course, she said that:

“Usually, I am ordered by Mr. Zain to accompany the other students to learn the previous lesson. Sometimes, we also study together”

Purwanto's statement was support the data above, he said that:

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<sup>109</sup> Interview 3

<sup>110</sup> Observation, Friday, 25<sup>th</sup> December 2020.

<sup>111</sup> Interview 1

“It’s right. Mr. Zain orders us to study together. Usually it is conducted by Ega, because she understands well the lesson. Usually, we study together at Friday. “

#### **h. Promoting Self-Motivating Strategies**

The researcher got the data about promoting self-motivating strategies based on the interviewed to Mr. Zain and student. Mr. Zain tells that;<sup>112</sup>

“I always give students a motivation and I am not only teaching them. If I only focus to teach them, they can be bored. I insert a motivation or a story at the beginning, at the middle or the end of the learning process. I always tell a profil of public figure and my friends experience which was told before. Sometimes, i tell my own experience. I ever tell to student when I am teaching English privately at Jakarta. I say to them, I could decrease a parents’ burden because I could get money independently by teaching English. I also teach about Ega experience since learning English the first time in this course till getting a second winner. From that motivation, the students have more spirit learning English, some of students learn English to me privately, and some of students also learn together”.

Indra as the student of second grades at junior high school added that;<sup>113</sup> “I could be spirit learning English because Mr Zain always gives motivation and telling success man's experience”.

According to Purwanto as the senior of the English course, he said that;<sup>114</sup>

“Formerly, I studied English at this course since zero. I ever give up and seldom join the course because only me who always don’t understand at the class and I feel hard to memorize the vocabulary. Finally, I am called by Mr. Zain when recess at the school. He asks my reason of seldom joining the course. I tell him that I am shy to the other friends because I I always don’t understand and I don’t memorize the vocabulary. Mr. Zain motivates me that I could

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<sup>112</sup> Interview 1

<sup>113</sup> Interview 5

<sup>114</sup> Interview 13

understand like the others provided that I have to be patient and keep spirit to learn. He also gives me way of memorizing vocabulary. Eventually, I keep spirit and I have joined the course till now.”

Based on the interview to Mr. Zain, he explained that:<sup>115</sup>

“I explain to students the way of memorizing vocabulary. I order them to write the vocabulary first, and then I order them to read it repeatedly and fluently.”

Based on the interview and the observation above, the researcher concluded that Mr. Zain used several strategies to protect and maintain students' motivation. He gave students variation of the task. *First:* Mr. Zain gives a question directly to the students. *Second:* Mr. Zain made a question in a blackboard, so a student who know the answer wrote it at the blackboard. *Third:* Mr. Zain wrote a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task was more difficult. Mr. Zain accustomed to motivate students. He didn't focus only on explaining the studies, but he also inserted a motivation at the beginning, at the middle or the end of the course.

Mr. Zain gave students unique score by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores was divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they will not get smile scores. I use this way in order that all students don't cheat each other. So, they

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<sup>115</sup> Interview 1

competed to get smile personally in a class. Although there was a student who could do a task, they would not give a cheating to the other student in order that they would get best scores and get smile scores. Mr. Zain promoted students' confidence by suggesting joining a competition. On the other side, he accustomed speaking English with students in daily activity. Then, Mr. Zain ordered the senior of the course to invite new member to learn together outside the course. Every senior learned with four-five news members. All new member could reviewed and asked the materil which isn't understood yet.

#### **4. The Implementations of Zoltan Dornyei Theory's Motivational Strategies in Encouraging Positive Retrospective Self-Evaluation**

Based on the interview and an observation, the researcher found a data about three components of Zoltan Dornyeis' Motivational strategies; creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and it's were described at previous part.

At this part, the researcher will describe the data of encouraging positive retrospective self-evaluation as the last components of Zoltan Dornyeis' theory in motivating student learning English language. This component includes four strategies; promoting motivational attribution, providing motivational feedback, increasing learner's satisfaction, and offering rewards and grades in a motivating manner. The researcher will describe each strategy as follows:

### a. Promoting Motivational Attributions

Based on the observation on Friday, 25<sup>th</sup> December 2020, the researcher observed the learning of the English course. Mr. Zain encouraged students to practice speaking English language by telling their feeling learning English language before joining the English course. The researcher noted students' statement, they are:<sup>116</sup>

Nofiana Nanda as the student of the second grades of SMP told that:<sup>117</sup>

“I think, English language is so difficult. So, I don't like to learn English. But now, I like learning English language because I join English course. Mr. Zain always motivates me and I have more spirit to learn English.”

Fatima also told her feeling about English language as follow:<sup>118</sup>

“Before join English course, I don't like learning English language. I am never serious learning English lesson at school. I feel difficult to understand the lesson of English language; like grammar and reading. I never get good score. After joining this course, my English score is better.”

### b. Providing Motivational Feedback

On Monday, 28<sup>th</sup> December 2020, the researcher did the observation during the learning process of English course. Mr. Zain gave student a question about past tense. Mr. Zain ordered student to translate sentence of Indonesian language to English language. Mr. Zain ordered on of the students, namely Lofiana Nanda, to translate a sentence “*saya telah makan nasi*” by using past tense in positive,

<sup>116</sup> Observation, Friday, 25<sup>th</sup> December 2020.

<sup>117</sup> Interview 7

<sup>118</sup> Interview 9

negative, and interrogative form. Nanda answered the question correctly. Then, Mr. Zain said *“jawabannya benar. Bagus nanda, kalau tambah rajin belajarnya, kamu bisa pintar bahasa Inggris.”*<sup>119</sup>

According to Mr. Zain, he told that:<sup>120</sup>

“I always provide a suggestion to students in order that they are more serious learning English. I have told them that you will be diligent and mastery English like your senior if all of you always learn and never give up. I also observe student who has competence in English. I always suggest Nanda and other student to be more spirit and diligent so as she could join a competition like Ega. Nanda is diligent and has high spirit. She is one of active students at the class. She is not shy to ask if she doesn't understand the lesson.”

Sinta also added that:<sup>121</sup>

“It's true. Mr. Zain always reminds me to be more spirit learning English. Mr. Zain tells me to practice English a lot and learn deeply a grammar. I often learn to Ega, sometime I also study to Mr. Zain privately eventhough it's not course time”.

### c. Increasing Learners Satisfaction

Increasing learners' satisfaction is one of strategies to keep students' motivation in learning English language. It is very important to encourage and increase students' spirit, because students' motivation could be decline caused certain factors. Because of that, the researcher asked Mr. Zain ways to keep students' motivation and increase students' satisfaction.

Based on the interview on Monday, 15<sup>th</sup> December 2020, he explained that;<sup>122</sup>

<sup>119</sup> Observation, Monday, 28<sup>th</sup> December 2020.

<sup>120</sup> Interview 1

<sup>121</sup> Interview 4

“One of the ways keeping students’ motivation learning English knows their favorite. Apparently, they like going to the city, because here is rural. So, they are very happy going to the city. Thus, I promise to them going at the city. I promise to them, if they are keeping spirit learning English, there will be study comparisons at the city. Actually, I planned study comparisons at the Texas, but it is failed because of Corona.”

Ibnu Murtado as the headmaster of SMPI Nurul Isti’dad added that:<sup>123</sup>

“Mr. Zain has ever said to me about study tour to city. I support that agenda in order that students have more spirit to learn. He arranges the study tour at Texas on January, because he knows with the director of Texas. Mr. Zain says that students have to save money for preparing the study tour. But, I don’t know it will be organized or not because it’s still Pandemic of Corona”.

Muhammad Shaleh as the second class of SMP also added that:<sup>124</sup>

“I am so happy because I could join study tour to city, and I am permitted by my parents provided that I save my money. If my money is less then my parents will augment it.”

#### **d. Offering Rewards and Grades in A Motivating Manner**

Based on the interview on Monday, 28<sup>th</sup> December 2020, the researcher tried to find the data of Mr. Zain’s ways in protecting and keeping student’s motivation. Mr. Zain describes that:<sup>125</sup>

“I use several ways to keep students’ motivation in learning English. *First*; I always motivate students. *Second*; I struggle in order that all students feel easy learning English, especially I make it easy. *Third*; I give a sticker of smile to student who gets smile score. Sometime, I give them dictionary. *Fourth*; I promise to student if they keep spirit learning English, I will organize a study tour in city, because they are happy if they are invited to the city)”.

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<sup>122</sup> Interview 1

<sup>123</sup> Interview 2

<sup>124</sup> Interview 8

<sup>125</sup> Interview 1

Ega as the senior of English course added that:<sup>126</sup> “I always get smile score because only me who get best score in once class. I have got a dictionary once”.

Indra as the student of the first grade in SMP said that:<sup>127</sup>

“Mr. Zain always gives smile sticker, but I never get it because there are many seniors who are smart in English. Mr. Zain ever said that he will carry out study tour to the city above all we have to be diligent get in the course”.

According to Fitria as the third class, she added that:<sup>128</sup>

“All friends remind Mr. Zain promise if members of the course keep sipirt and diligent joining the course he will organize an agenda in city. Mr. Zain says that he will carry on study tour in one of the English course at city. I am so happy because I could tour to the city. I have saved money for joining that study tour.”

Based on the interview and observation above, Mr. Zain encouraged students' positive self-evaluation by providing suggestion to students in order that they were more serious learning English. He told students that they (students) could master English like the other senior if all of students learn hard and never gave up. Mr. Zain observed student who has competence in English. He suggested students to concentrate on their capability like speaking skill, writing skill, and others.

On the other hand, Mr. Zain offered rewards and grades in a motivating manner in learning English. *First*: he always motivated students. *Second*; he struggled in order that all students feel easy learning

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<sup>126</sup> Interview 12

<sup>127</sup> Interview 5

<sup>128</sup> Interview 10

English, especially he made it easy. *Third*; he gave sticker of smile to student who gets smile score. Sometime, he gave students dictionary. *Fourth*; he promised to student if they keep spirit learning English, he would organize a study tour in city, because they were happy if they are invited to the city. But, the agenda (study tour) wasn't organized because there was Pandemic Covid-19. Furthermore, Mr. Zain presented three tasks continuously in every meeting. He invited students to correct together the wrong answer.

### **C. Discussion**

Discussion is explanation of research findings which is analyzed by the researcher. Based on the data collection technique, the researcher found four components of motivational strategies in motivating student learning English, they are: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The motivational strategies related with Zoltan Dornyei's theory that used by the English tutor of English course at SMPI Nurul Isti'dad Baban Silo Jember.

#### **1. English Teacher's Strategies to Create the Students' Basic Motivational Condition (Analysis Based on Zoltan Dornyei's Theory)**

Mr. Zain as the English tutor of English course at SMPI Nurul Isti'dad Baban Silo Jember created the students' basic motivation in learning English. He implemented several strategies as like as Zoltan

Dornyei's theory Motivational strategies in creating the basic motivational condition of students. But he only used some of ways in every strategy.

#### **a. Appropriate Teacher Behavior**

The teacher of the English course at SMPI Nurul Isti'dad Baban Silo Jember has used appropriate teacher behavior in learning process by using various strategies, they are: he shared his personal interest in the L2 and told the value L2 learning as a meaningful experience that produces satisfaction and enrich his life. On the other hand, Mr. Zain as the tutor cared to students' progress in learning English. He believed that all the members of the course could mastery English. He came into the class consistently and patiently. He reviewed the lesson which is not understood by students. Mr. Zain kept relationship with student's parents. He told student's parent the schedule of the English course. He also informed student's parent about their children's progress.

Mr. Zain's strategies and ways in creating the basic motivational condition of student were related with Zoltan Dornyei's theory. Zoltan Dornyei stated that<sup>129</sup> there are four strategies to have appropriate teacher behavior in learning English. The first is demonstrate and talk about our own enthusiasm for the course lesson, and how it affects our personally. This strategy can be achieved by two ways, specifically: Share our own personal interest in the L2 with our student and show students that we

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<sup>129</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classrooms*, The Modern Language Journal, Vol. 78, No. 3, 1994, 31

value L2 learning as a meaningful experience that produces satisfaction and enriches our life.

The second strategy is taking the students learning seriously. This strategy can be achieved by three ways, specifically: Show students that we care about their progress indicate our mental and physical availability for all things academic, and have sufficiently high expectations for what our students can achieve. The third strategy is developing a personal relationship with our students. This strategy can be achieved by three ways, specifically: Show students that we accept and care about them, pay attention and listen to each of them, and indicate our mental and physical availability. The last strategy is developing a collaborative relationship with the students' parents. This strategy can be achieved by two ways, specifically: Keep parents regularly informed about their children's progress and ask for their assistance in performing certain supportive task at home.

Mr. Zain has used several ways in every strategies based on Zoltan Dornyei's theory in creating the basic motivational condition. He applied successfully the strategies to create students motivation. But he didn't use all the ways as like as Zoltan Dronyei's theory. The researcher thinks that he needs to ask student's parents' assistance in performing certain supportive task at home. Therefore, he could create students' motivation more effective.

### **b. A Pleasant and Supportive Atmosphere in the Classroom**

Based on the research findings, Mr. Zain has used several strategies to create a pleasant and supportive atmosphere in learning process of the English course. In every meeting, he always brought and encouraged humor. He also told funny story during the learning process to entertain student when they were bored. Mr. Zain never gave a punishment to student who doesn't know to answer a task either in black board or at exercise book. He only invited student to correct wrong answer together. Thus, all the members of the course were enjoyed during the learning process.

According to Zoltan Dornyei<sup>130</sup>, he states that creating a pleasant and supportive atmosphere in the classroom can be achieved by four ways, specifically: Establish a norm of tolerance, encourage risk-tasking and have mistaken accepted as a natural part of learning, bring and encourage humor, and encourage learners to personalize the classroom environment according to their taste.

The tutor of the English course used the strategies in creating a pleasant and supportive atmosphere in the classroom related with Zoltan Dornyei's theory. Mr. Zain could create supportive situation at the course. In consequence, students were not bored learning English eventhough it takes long time.

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<sup>130</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classrooms*, The Modern Language Journal, Vol. 78, No. 3, 1994, 31

### c. A Cohesive Learner Group with Appropriate Group Norms

The research findings show that Mr. Zain created a cohesive learner group with appropriate group norms. He made some norms at the beginning of new member's reception. He proposed a norm and it's agreed by the students. Mr. Zain asked students to make norms by their own self. One of the norms was the student has to memorize five vocabularies if they were absent and student who didn't bring dictionary has to memorize three new vocabularies. He also used small group task where students can mix, but it's just done once in a month. The small group task was shaped small-group competition games. A group who were losed at that game has to tell their daily activity in front of the class by using English.

Zoltan Dornyei has explained that a cohesive learner group with appropriate group norm consists of three strategies. The first is Promote the development of group cohesiveness. This strategy can be success by using seventh ways, specifically: Try and promote interaction, cooperation and the sharing of genuine personal information among the learners, use ice-breakers at the beginning of a course, regularly use small-group tasks where students can mix, encourage and if possible organize extracurricular activities and outings, try and prevent the emergence of rigid searing patterns, iInclude activities that lead to the successful completion of whole-group tasks or involve small-group competition games, and promote the building of a group legend.

The second strategy is Formulate group norms explicitly, and have them discussed and accepted by the learners. This strategy can be success by using four ways, specifically: Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly, explain the importance of the norms you mandate and how they enhance learning, and ask for the student's agreement, elicit suggestion for additional rules from the learners and discuss these in the same way as the rules we have proposed, and put the group rules (and the consequence for violating them) on display. The third strategy is having the group norms consistently observed. This strategy can be success by using two ways, specifically: Make sure that we build our self-observe the established norms consistently and never let any violations go unnoticed.

Based on the discussion above above, the researcher concluded that Mr. Zain created students' basic motivational condition was similar with Zoltan Dornyei's theory. He made some norms and told the importance of it in enhancing students' progress in learning English language, for example the students had to stay at the class on time so that they would be accustomed to be consistent. On the other side, the learners could learn English a long time at the course. Mr. Zain never gave uneducated punishment to all the members of English course. He preferred to punish the students with memorizing vocabularies and also speaking their daily activity by using English language in front of the

class. All the students accepted the norms because it's influenced their progress in learning English.

Mr. Zain tried to create students' motivation in learning English by using various strategies, those are: he shared his personal interest in the L2 and the value L2 learning as a meaningful experience that produces satisfaction and enrich his life. In every meeting, he used and encouraged humor. He told funny story during the learning process to entertain student when they are bored. Mr. Zain never gave a punishment to student who doesn't know to answer a task either in black board or at exercise book.

On the other hand, Mr. Zain as the tutor cared to students' progress in learning English. He believed that all the students could master English. He came into the class consistently. He told student's parent the schedule of the English course. He also informed student's parent about their children's progress. Besides that, he made some norms at the beginning of new member's reception. He proposed a norm and it's agreed by the students. Mr. Zain asked students to make norms by their own self. One of the norms was the student has to memorize five vocabularies if they are absent and student who doesn't bring dictionary has to memorize three new vocabularies.

Mr. Zain Created students' basic motivation was like Zoltan Dornyei's theory. But, he didn't use all the strategies. In researcher opinion, Mr. Zain needs to organize extracurricular activities because it

can increase student motivation in learning English. Then he had to more often use small group in a month because the student can learn one another.

## **2. English Teacher's Strategies to Generate the Students' Initial Motivation (Analysis Based on Zoltan Dornyei's Theory)**

According to research findings, the researcher finds the English tutor's way and strategies in generating initial motivation. It has similarity with Zoltan Dornyei's motivational strategies theory. The English tutor generates student's initial motivation as like as the second dimension of Zoltan Dornyei's theory. But he doesn't use all the ways to generate student's motivation as what Zoltan Dornyei stated.

### **a. Enhancing the Learners' L2-Related Values and Attitudes**

Mr. Zain as the English tutor promotes the L2-related values and attitudes in motivating students. He tells the intrinsic value, integrative value, and instrumental value of language. He asks Ega one of senior the English course to talk the positive experience. Ega tells her experience since learning English at the first time till getting winner at essay competition. Mr. Zain also tells the instrumental values of English by explaining the role of English in the world. He motivates students by telling the profile success figure and making the learning English easy. Beside that, Mr. Zain accustoms to speak English with the students in daily activity.

Based on Zoltan Dornyei's theory<sup>131</sup>, enhancing the learners' L2-related values and attitudes can be achieved by four strategies: Promote the learners' language-related values by presenting peer role models. This strategy can be applied by using three ways. The first is invite senior students to talk to the class about their positive experiences, feedback to the students the views of their peers, e.g. in the form of class newsletter, and associate the learners with the peers (e.g. in group or project work) who are enthusiastic about the subject. The second strategies is raising the learners' intrinsic interest in the L2 learning process. This strategy can be applied by using two ways; highlight and demonstrate aspects of L2 learning that students are likely enjoy and make the first encounters with the L2 a positive experience.

The third strategy is promoting the students' awareness of the instrumental values associated with the knowledge of a L2. This strategy can be applied by using three ways: Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals, reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community, and encourage the learners to apply their L2 proficiency in real-life situations. The fourth strategy is promoting 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and speakers, and towards foreignness in general. This strategy can be

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<sup>131</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

applied by using four ways; Include socio-cultural component in our language curriculum, quote positive views about language learning by influential public figures, encourage learners to conduct their own exploration of the L2 community (e.g. on the internet), and promote contact with L2 speakers and L2 cultural products.

The English tutor of SMPI Nurul Isti'dad Baban Silo Jember has tried to use several strategies and ways in generating students' initial motivation and it was almost same as Zoltan Dornyei's theory. But he didn't use all of the strategies as Zoltan Dornyei's theory. The researcher thinks that he needs to invite stunts to communicate with the English's native speaker. It can increases students motivation.

#### **b. Increasing the Learners' Expectancy of Success**

The other strategy of Mr. Zain in generating students' motivation was increasing the students' expectancy of success. He explained the lesson patiently. He always reviews the lesson which isn't understood by the students. He never gave a task to students before the students understand well. On the other hands, Mr. Zain said to students that they could do all of the task because there is no obstacle if we struggle.

It had similarities with Zoltan Dornyei's theory. He states that learners can do best works of tasks, assignments, and duties if they expect they will succeed. Therefore, the teacher should have ways in

order that the students receive feeling of success.<sup>132</sup> Increasing the students' expectancy of success in particular tasks and in learning in general could be success by using three ways: Make sure that the students receive sufficient preparation and assistance, make sure that the students know exactly what success in the task involves, and tell to students that there are no serious obstacles to success. Unfortunately, Mr. Zain didn't make sure the students to know exactly what success in the task involve.

### c. Increasing the learners' goal-orientedness

Based on the research findings, Mr. Zain made the learners' goal during the learning process. He made common ground with students about lesson which will be learned during the English course. He offered the common ground previously then it's will be agreed together by the students. Forexample, students learned and understood eight parts of speech and a tense during a week. Furthermore, he made negotiation with students to continue the next lesson or adding the meeting, if there were students who don't understand the lesson.

According to Zoltan Dornyei<sup>133</sup>, increasing students' goal-orientedness by formulating explicit class goals can be success by using three ways: Have the students negotiate individual goals and outline a common purpose, and display the final outcome in public, draw attention

<sup>132</sup> Jere Sillanpaa, *Motivational Strategies as Perceived and Implemented by Future L2 Teachers*, A Pro Gradu Thesis, 2012, 19.

<sup>133</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

from time to time to the class goals and how particular activities help to attain them, and keep the class goals achievable by re-negotiating if necessary. Mr. Zain has tried to apply a various motivational strategies in motivating students learning English. He used those strategies as like as what Zoltan Dornyei stated.

#### **d. Making the Teaching Lessons Relevant for the Learners**

The English tutor of the English course made the teaching lessons relevant for the students. This strategy was used to generate students' initial motivation. Mr. Zain often gave examples then describing the lessons. He gave examples that is easy to be known and understood by students. He also related the lesson to the student experiences and background in their daily acitivity. On the other side, he asked students to discuss the the lesson of the course.

All these strategies were similar with what Zoltan Dornyei's theory that a teacher needs to find out student's interest, needs, goals, and other things related with the students for making the teaching lessons relevant for the students. Therefore, a teacher discussed the lesson by connecting with the student's world in learning process. Making the teaching lessons relevant for the learners could be success by using three ways: Use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into curriculum as much as possible, relate the subject matter to the everyday experiences and

backgrounds of the students, and enlist the students in designing and running the course.

Mr. Zain has used good strategies in generating students' initial motivation by making the lesson relevant for the students. He gave the example of the lesson about the tenses based on the students' experience and their background of life. Therefore, the students were easy to understand the lesson.

#### **e. Creating the Learner Beliefs**

Creating the learner belief was one of the English tutor's strategy in generating initial motivation that was used by Mr. Zain. The interview 1 showed that the English tutor motivated student who feels difficult in understanding the lesson. He told students that everyone has weakness and surplus, everyone has their own way in learning English.

Zoltan Dornyei<sup>134</sup> has explained strategy of generating initial motivation by creating learner belief. He states that the false beliefs very influence to the students' progress in mastery L2. Therefore, a teacher should help students to create realistic learner belief in learning L2.

Creating realistic learner beliefs can be achieved by using two ways: Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have and raise the learners' general awareness about the different ways languages learnt and the number of factors that can contribute to success.

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<sup>134</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

On the researcher opinion, the English tutor has done good strategies and ways to generate students' motivation. He raised students' awareness about their weakness and surplus and different ways in mastery English. Therefore, students were awared that they could mastery English by their own ways. They did not give up learning English eventhough the other students has mastered the lesson early.

Based on the discussion above, the researcher got concluded that Mr. Zain used some strategies to generate students' initial motivation as Zoltan Dornyei's theory. He asked Ega as one of senior the English course to talk the positive experience during learning English at the course. Ega told her experience since learning English at the first time till getting winner at essay competition. Mr. Zain also told the instrumental values of English by explaining the role of English in the world like getting scholarship and job. He motivated students by telling the profil success figure and making the learning English easy. Beside that, Mr. Zain accustomed to speak English with the students in daily activity.

The other data of Mr. Zain's strategies to generate students' initial motivation that were got based on the interview and observation were he explained the lesson patiently and he reviewed the lesson which wasn't understood by the students. He never gave a task to students before the students understand well. He made the teaching lessons relevant for the students. On the other hands, Mr. Zain said to students that they could do the task because there is no obstacle if we struggle. He told students that

everyone has weakness and surplus, everyone has their own way in learning English. He makes common ground with students about lesson which will be learned during the English course. He offered the common ground previously then it was agreed together by the students. Forexample, students learned and understood eight parts of speech and a tense during a week. Furthermore, he makes negotiation with students to continue the next lesson or adding the meeting, if there are students who don't understand the lesson.

The English teacher of the English course has tried to use several strategies in generating students' initial motivation and it was almost same as Zoltan Dornyei's theory. But he didn't use all of the strategies as Zoltan Dornyei's theory. The researcher thinks that he needs to invite students to communicate with the English's native speaker. It can increase students motivation. Then, Mr. Zain didn't make sure the students to know exactly what success in the task involve.

### **3. English Teacher Strategies to Encourage the Students' Basic Motivational Condition (Analysis Based on Zoltan Dornyei's Theory)**

Based on the research findings, the researcher has found the data of the English tutor's strategy in motivating students. They are creating the basic motivational condition and generating initial motivation. The researcher also gets the data of how Mr. Zain maintains and protect students' motivation. All of them will be discussed as follow.

### a. Making Learning Stimulating and Enjoyable

The observation and interview on Monday, 21<sup>th</sup> 2020 show that the English tutor makes learning stimulating and enjoyable. He uses several strategies so as the students enjoy the learning process. He gives students variation of the task. *First:* Mr. Zain gives a question directly to the students. *Second:* Mr. Zain makes a question in a blackboard, so a student who knows the answer writes it at the blackboard. *Third;* Mr. Zain writes a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task is more difficult. He also uses unique ways in giving value. The value of the task is using term less, enough, good, good plus, best, and smile. All students compete to get value of smile.

Zoltan Dornyei says that<sup>135</sup> making learning stimulating and enjoyable could be successful by using detailed strategy: the first strategy is making learning more stimulating and enjoyable by breaking the monotony of classroom events. It can be achieved by using three ways: Vary the learning tasks and other aspects of teaching as much as we can, focus on the motivational flow and not just the information flow in the class, and occasionally do the unexpected.

The second strategy is making the learning stimulating and enjoyable for the learners by increasing the attractiveness of the tasks. It can be achieved by using four ways: Make tasks challenging, make tasks

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<sup>135</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 71-116

content attractive by adapting it to the students' natural interest or by including novel, intriguing, exotic, humorous, and competitive or fantasy elements, personalize learning tasks, and select tasks that yield tangible, finished products. The third strategy is making learning stimulating and enjoyable for the learners by enlisting them as active task participants. It can be achieved by using two ways: Select tasks which require mental and/or bodily involvement from each participant and create specific roles and personalized assignments for every-body.

The result of the analysis that can be taken from this discussion is that Mr. Zain as the English tutor has applied appropriated strategy in maintaining and protecting students' motivation. The students could enjoy the learning English by those strategy. Various tasks and the way of giving lesson were unique. It could generates and increase students' motivation.

#### **b. Presenting Tasks in Motivating Way**

Mr. Zain presented various tasks in motivating students. He gave students value by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores is divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they didn't get smile scores. Mr. Zain used this way in order that all students didn't cheat each other. So, they competed to get smile

personally in a class. Although there was a student who could do a task, they didn't give a cheating to the other student in order that they got best scores and smile scores.

This finding has relation with Zoltan Dornyei's theory. He says that<sup>136</sup> presenting and administers tasks in motivating way can be achieved by using three ways: Explain the purpose and unity of the task, whet the students' appropriate about the content of the task, and provide appropriate strategies to carry out the tasks.

Based on the finding and the theory was that Mr. Zain has done good strategies to maintain and protect students' motivation. We have known that students' motivation could be declined caused various factors. Mr. Zain provided appropriate strategies to carry out the task.

Thus, the students had more spirit learning English. They competed to get smile as the best score. But, the English tutor needs to explain the purpose of the task because he didn't do before.

### **c. Setting Specific Learner Goals**

The lesson of the English course at SMP Nurul siti'dad was discussed by the tutor and student. For the first time, Mr. Zain purposed the studies which would be learned by student at the course. He makes unison with students to mastery a lesson whcis is discussed in a week or more. So, they made a deadline. Moreover, Mr. Zain as the tutor gave praize or reward to motivate student either its lesson non-lesson reward.

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<sup>136</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 71-116

Zoltan Dornyei<sup>137</sup> has written the ways of maintaining and protecting students' motivation by setting specific learner goals. He says that setting specific learner goals can be achieved by applying certain strategies. The first strategy is using goal-setting methods in the classroom. It can be achieved by using two ways: Encourage learners to select specific, short term goals for the students and emphasize goal completion deadlines and offer ongoing feedback. The second strategy is using contracting methods with the students for formalize their goal commitment. It can be achieved by using two ways: Draw up a detailed written agreement with individual students, or whole group, that specifies what they will learn and how, and the ways by which we will help and reward them and monitor student's progress and make sure that the details of the contract are observed by both parties.

d. Based on the findings and theory, Mr. Zain has maintained and protected students' motivation by setting learner goal. He used goal setting method and formulizes students' goal commitmen. This strategy was related with what Zoltan Dornyei has written ini his book. But, he didn't organize an activity that supports students' motivation because some of students have an agend at the Islamic boarding school.

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<sup>137</sup> Ibid, 76-81

### e. **Protecting the Learners' Self-Esteem and Increasing Their Self-Confidence**

Mr. Zain increased students' self-confidence to maintain and protect their motivation. He explains well the lesson during the learning process. Then, he gave many examples about the lesson. He never gave a task to student before them understand it well. In every meeting, Mr. Zain usually presented three tasks for the students. It intended to know students' understanding and increases their confidence to finish a task. He invited student to correct wrong answer. Mr. Zain also promoted students' confidence by suggesting joining a competition. On the other side, he accustomed speaking English with students in daily activity.

According to Zoltan Dornyei<sup>138</sup>, protecting the learners' self-esteem and increasing their self-confidence can be achieved by applying four strategies. The first is providing learners with regular experience of success. It can be achieved by using three ways: Provide multiple opportunities for success in the class, design tests that focus on what learners can rather than cannot do, and also include improvement options, and adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones. The second strategy is building the learners' confidence by providing regular encouragement. It can be achieved by using two ways: Draw the learners'

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<sup>138</sup> Ibid, 81-86

attention to their strengths and abilities and indicate the students that we believe in their effort to learn and their capability to complete the tasks.

The third strategy is helping diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment. It can be achieved by using four ways: Avoid social comparison, even in its subtle forms, promote cooperation instead of competition, helping learners to accept the fact that they will make mistakes as part of the learning process, and making tests and assessment completely 'transparent' and involve students in the negotiation of the final mark. The last strategy is building the learners' confidence in their learning abilities by teaching them various learner strategies. It can be achieved by using two ways: Teach students learning strategies to facilitate the intake of new lesson and teach students communication strategies to help them overcome communication difficulties.

Based on the findings and theory, the researcher analyzed that Mr. Zain implemented strategies during teaching English at the course as like as Zoltan Dornyei's theory. These strategies were helped student protecting their self-esteem and increasing their self-confidence. Thus, all student were motivated to learn English and mastery it. They maintained and protected their motivation by the tutor's strategies.

#### **f. Allowing Learners to Maintain A Positive Social Image**

Mr. Zain always gave information about English competition. He suggested students to join it. Some of students have tried to join that

competition, one of them was Ega. She got the second winner of English essay competition at Transmaet. The headmaster of SMPI Nurul Isti'dad was proud of that achievement because it can bear a reputation of the school. Mr. Zain never blamed student who felt difficult understanding the lesson or getting bad score of the tash.

Zoltan Dornyei states that<sup>139</sup> allowing learners to maintain a positive social image can be achieved by using two ways: Select activities that contain 'good' roles for the participants and avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. The English tutor has tried to protect students' motivation by good strategies as Zoltan Dorenyei's but he also needs to use more effective ways.

#### **g. Promoting Cooperation Among The Learners**

The research findings were showed that the tutor suggested students to learn together. Majority of the new members of the course learned English from zero (basic). So, the senior of the course invited new member to learn together outside the course. Every senior learned with four-five news members. All new member could reviewed and ask the lesson which wasn't understood yet.

According to Zoltan Dornyei<sup>140</sup>, promoting cooperation among the learners is the next strategy to increase students' motivation. It can be achieved by using three ways: Set up tasks in which teams of learners are

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<sup>139</sup> Ibid, 87-88

<sup>140</sup> Ibid, 88-90

asked to work together towards the same goal, take into account team products and not just individual products in your assessment and provide students with some 'social training' to learn how best to work in a team. The researcher has analyzed that Mr. Zain has promoted among the learners by asking learning together. But he never provided students to do work team in making a product. In researcher, Mr. Zain has to asked students making a product like wall magazine or others because it can increase students' capability and how best to work in a team.

#### **h. Creating Learner Autonomy**

Creating learner autonomy is one of strategies to maintain and protect students' motivation. Mr. Zain orders students to learn together at Friday once a month. So, on Monday in the fourth week, he doesn't teach students till 09.30 PM. usually, students review the previous lesson. Every old member coordinates the new members to learn together. The new members could ask the lesson which is not understood.

Accordance to the researcher opinion, it was on of the indicator of the strategies as what Zoltan Dornyei has explained. He says that<sup>141</sup> increasing students' motivation by actively promoting learner autonomy can be achieved by using three ways: Allow learners real choices about as many aspects of the learning process as possible, hand over as much as we can of the various leadership/teaching roles and function to the learners, and adopt the role of facilitator.

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<sup>141</sup> Ibid, 90-92

### **i. Promoting Self-Motivating Strategies**

The finding of the researches were showed that Mr. Zain as the tutor always motivated students. He didn't only focus on explaining the studies, but he also inserted a motivation at the beginning, at the middle or the end of the course. He told his positive experience, a public figure and his friends' experience that were success. He gave motivation to student who is ever giving up learning English language.

According to Zoltan Dornyei<sup>142</sup>, promoting self-motivating strategies can be achieved by increasing the students' self-motivating capacity. It can be achieved by using three ways: Raise the students' awareness of the importance of self-motivation, share with each other strategies that we have found useful in the past, and encourage students to adopt, develop and apply self-motivating strategies.

Based on discussion of the theory and research findings above, the researcher concluded that Mr. Zain used several strategies to protect and maintain students' motivation as Zoltan Dornyei's theory. He gave students variation of the task. *First*: Mr. Zain gives a question directly to the students. *Second*: Mr. Zain made a question in a blackboard, so a student who know the answer wrote it at the blackboard. *Third*: Mr. Zain wrote a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task was more difficult. Mr. Zain accustomed to motivate students. He didn't focus only on explaining the

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<sup>142</sup> Ibid, 98-112

studies, but he also inserted a motivation at the beginning, at the middle or the end of the course.

Mr. Zain gave students unique score by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores was divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they will not get smile scores. I use this way in order that all students don't cheat each other. So, they competed to get smile personally in a class. Although there was a student who could do a task, they would not give a cheating to the other student in order that they would get best scores and get smile scores. Mr. Zain promoted students' confidence by suggesting joining a competition. On the other side, he accustomed speaking English with students in daily activity. Then, Mr. Zain ordered the senior of the course to invite new member to learn together outside the course. Every senior learned with four-five news members. All new member could reviewed and asked the materil which isn't understood yet.

From the discussion of the theory and research findings above, Mr. Zain has protected and maintained students' motivation as Zoltan Dornyei's theory in learning English. But, Mr. Zain didn't use all the strategies as Zoltan's theory. he didn't organize an activity that supports students' motivation because some of students had an agenda at the

Islamic boarding school. He needs to explain the purpose of the task because he didn't do before. He never provided students to do work team in making a product. On the other hand, Mr. Zain has to asked students making a product like wall magazine or others because it can increase students' capability and how best to work in a team.

#### **4. English Teacher's Strategies to Encourage Students' Positive Self-Evaluation (Analysis Based on Zoltan Dornyei's Theory)**

In the previous discussion, the researcher has discussed the teacher's strategies in cerating the basic motivational condition, generating initial motivation, and protecting students' motivation. Then, the researcher will discuss Mr. Zain strategies' in encouraging students' positive self-evalutaion based on Zolta Doryei's theory.

##### **a. Promoting Motivational Attribution**

Based on the research findings, Mr. Zain ordered students to practice speaking English by telling their assumption about learning English. Some of students told their felling about learning English before joining the English course. Majority of them said that they didn't like English studies. But, they were like learning English since joinig the course. It was caused of Mr. Zain always motivated them, and he has tried to explain the lesson that was easy to be understood.

Zoltan Dornyei<sup>143</sup> says that promoting motivational attributions can be achieved by two ways: Encourage the students to explain about why they were successful, more importantly, why they failed in the past and refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range. In accordance of research finding and the theory, the researcher analyzed that Mr. Zain' strategies was one of the indicators' Zoltan dornyei's theory. But, he didn't use a curriculum in teaching English at the course. In the researcher opinion, Mr. Zain as the tutor needs to make curriculum in order that the English learning will be more effective.

#### **b. Providing Motivational Feedback**

In accordance on the research findings, Mr. Zain gave positive appreciation for student who answered the task correctly. He always provided suggestion to students in order that they were more serious learning English. He told students that they will be diligent and mastery English like the other senior if all of students learn hard and never give up. Mr. Zain observed student who had competence in English. He suggested students to concentrate on their capability like speaking skill, writing skill, and others.

Zoltan Dornyei<sup>144</sup> has said that providing motivational feedback can be success by providing students with positive information feedback.

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<sup>143</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 118-134

<sup>144</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 118-134

It will be achieved by two ways: Notice and react to any positive contributions from the students, and provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on. The researcher thought that this theory has indicator as like as what Mr. Zain has done in providing students with positive information feedback.

### c. Increasing Learner Satisfaction

In accordance of finding and theory, on of the teacher's strategies keeping students' motivation learning English knew students' hobby. Apparently, students of the English course were like going to the city, because there was rural. So, students were very happy going at the city. Mr. Zain promised to students, if they were commitemen and spirit learning English language, Mr. Zain would organize study comparasion at the city. Mr. Zain has coordinated with Mr. Ibnu Murtado as the headmaster of SMPI Nurul Isti'dad, and Mr. Ibnu Murtado supported that agenda.

Zoltan Dornyei<sup>145</sup> has written in his book that increasing learner satisfaction can be achieved by using three ways: Monitor student accomplishments and progress, and take time to celebrate any activity, make student progress tangible by encouraging the production of visual records and arranging regular events, and regularly include tasks that involve the public display of the students' skills.

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<sup>145</sup> Ibid, 118-134

From the theory and finding above, the researcher concluded that Mr. Zain has did best strategy in increasing students' satisfaction in learning English. He presented various prizes for students. This strategy was one of the indicators of Zoltan Dornyei's theory. But, Mr. Zain didn't arrange regular event because some reasons. Some of students had an agenda in their Islamic boarding school.

#### **d. Offering Rewards and Grades in A Motivating Manner**

Mr. Zain offered rewards and grades in a motivating manner in learning English. *First*: he always motivated students. *Second*; he was struggled in order that all students felt easy learning English, especially he made it easy. *Third*; he gave a sticker of smile to student who gets smile score. Sometime, he gave students dictionary. *Fourth*; he promised to student if they keep spirit learning English, he will organize a study tour in city, because they are happy if they are invited to the city. Furthermore, Mr. Zain presents three tasks continuously in every meeting. He invites students to correct together the wrong answer.

Offering rewards and grades in a motivating manner is explained by Zoltan Dornyei, he states that<sup>146</sup> in this category of motivational strategy, there are two strategies: the first is offer rewards in a motivational manner. More specifically: Make sure that students do not get too preoccupied with the rewards, make sure that even non-lesson rewards have some kind of lasting visual representation, and offer

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<sup>146</sup> Ibid, 118-134

rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.

The second strategy is using grades in a motivating manner, reducing as much as possible the students' demotivating impact. More specifically: Make the assessment system completely transparent, and incorporate mechanism by which the students and their peers can also express their views, make sure that grades also reflect effort and improvement and not just objective levels of achievement, apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests, and encourage accurate student self-assessment by providing various self-evaluation tools.

Based on the finding and the theory above, Mr. Zain as the tutor of the English course at SMPI Nurul Isti'dad Baban Silo jember has good strategies in encouraging students' self-evaluation in learning English language. But, he didn't use a curriculum in teaching English at the course. In the researcher opinion, Mr. Zain as the tutor needs to make curriculum in order that the English learning will be more effective.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the study that has been discussed and analyzed in chapter IV, the researcher can conclude that:

1. English Teacher's Strategies to Create the Students' Basic Motivational Condition in Learning English (Analysis based on Zoltan Dornyei's Theory)

The researcher can conclude that the teacher of the English course uses three strategies as Zoltan Dornyei theory's motivational strategies in creating the basic motivational condition to motivate students in learning English, namely: first is appropriate teacher behavior, second is a pleasant and supportive atmosphere in the classroom, and third is a cohesive learner group with appropriate group norms.

2. English Teacher's Strategies to generate Students' Initial Motivation in Learning English (Analysis based on Zoltan Dornyei's Theory)

The conclusion of the researcher is that the teacher implements five strategies as Zoltan Dornyei theory's motivational strategies in generating initial motivation to motivate students in learning English, namely: first is enhancing the learners' L2-related values and attitudes, second is increasing the learners' expectancy of success, and third is increasing the learners' goal-orientedness. Fourth is making the lessons

relevant for the learners, and the last is creating realistic learners' beliefs.

### 3. English Teacher's Strategies to Maintain and Protect Students' Motivation in Learning English (Analysis based on Zoltan Dornyei's Theory)

The researcher could take conclusion is that the teacher applies eight strategies as Zoltan Dornyei theory's motivational strategies in maintaining and protecting students' motivation, namely: first is making learning stimulating and enjoyable, second is presenting task in a motivating way, third is setting specific learners' goal, fourth is protecting the learners' self-esteem and increasing their self-confidence, fifth is allowing learners to maintain a positive social image, sixth is promoting cooperation among the learners, seventh is creating learner autonomy, and eighth is promoting self-motivating strategies.

### 4. English Teacher's Strategies to Encourage Students' Positive Self-Evaluation in Learning English (Analysis based on Zoltan Dornyei's Theory)

The researcher concludes that the teacher uses four strategies as Zoltan Dornyei theory's motivational strategies in encouraging positive retrospective self-evaluation, namely: first is promoting motivational attribution, second is providing motivational feedback, third is increasing learner satisfaction, and fourth is offering rewards and grades in a motivating manner.

## **B. Suggestion**

### 1. For the Headmaster of SMPI Nurul Isti'dad Baban Silo Jember

The headmaster of SMPI Nurul Isti'dad has supported the students who joined a competition and some agenda that was planned by Mr. Zain like study tour. But, he didn't support the learning process of the English. The researcher hopes that the headmaster of SMPI Nurul Isti'dad gives enough support the English course program because it greatly affected the ability and competency of students especially English.

### 2. For the English Teacher (Mr.Zain) and the Students

Mr. Zain has used good motivational strategies as Zoltan Dornyei's theory to motivate students learning English. But, he didn't use all motivational strategies as Zoltan Dornyei's theory like; using curriculum and promote students to contact with native speaker of English. On the other hand, Mr. Zain didn't ask students to make a product like wall magazine. Necessarily, Mr. Zain has to ask students to make it, because it can increase students' capability and how best to work in a team. The researcher hopes that Mr. Zain needs to use all motivational strategies as Zoltan Dornyei's theory.

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IAIN JEMBER

Appendix 1

MATRIX OF RESEARCH

| Title   | Variable  | Sub-Variable  | Indicator   | Source of Data  | Research method   | Research Focus  |
|---|---|---|---|---|---|---|
| <b>An Analysis of Zoltan Dornyei’s Theory to Motivate Student In Learning English at English Course of SMPI Nurul Isti’dad Baban Silo Jember.</b> | Zoltan Dornyei’s Theory (Motivational strategies) | <ol style="list-style-type: none"> <li>1. Creating the basic motivational conditions</li> <li>2. Generating initial motivation</li> </ol> | <ul style="list-style-type: none"> <li>➤ Appropriate teacher behaviour</li> <li>➤ A pleasant and supportive</li> <li>➤ A cohesive learner group with appropriate group norms.</li> <li>➤ Enhancing the learners’ L2 related values and attitudes</li> <li>➤ Increasing the learners’ expectancy of success</li> <li>➤ Increasing the learners’ goal orientedness</li> <li>➤ Making the teaching lesson relevant for the learners</li> <li>➤ Creating</li> </ul> | <p><b>a. Interview</b></p> <ol style="list-style-type: none"> <li>1. The Headmaster of SMP NurulIsti’dad</li> <li>2. The teacher of SMP NurulIsti’dad</li> <li>3. The students of SMP NurulIsti’dad</li> </ol> <p><b>b. Documentation</b></p> <ol style="list-style-type: none"> <li>1. The student’s data of SMP NurulIsti’dad</li> <li>2. The schedule of the programs</li> <li>3. The lesson and media of the programs</li> <li>4. The evaluation result of the program</li> </ol> | <ol style="list-style-type: none"> <li>1. Approach and kinds of research               <ol style="list-style-type: none"> <li>a. Qualitative</li> <li>b. Descriptive</li> </ol> </li> <li>2. Data Collection Method               <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Documentation</li> </ol> </li> <li>3. Data analysis technique: Qualitative Descriptive</li> <li>4. Validation of Data: Triangulation Technique</li> </ol> | <ul style="list-style-type: none"> <li>➤ How are the implementations of Zoltan Dornyei’s theory in creating the basic motivational condition to motivate students in learning English at English course of SMPI Nurul Isti’dad Baban Silo Jember?</li> <li>➤ How are the implementations of Zoltan Dornyei’s theory in generating initial motivation to motivate students in learning English at English course of SMPI Nurul Isti’dad Baban Silo Jember?</li> <li>➤ How are the implementations of Zoltan Dornyei’s theory in maintaining and</li> </ul> |

|  |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  |  | <p>3. Maintaining and protecting motivation</p> | <p>realistic learner beliefs</p> <ul style="list-style-type: none"> <li>➤ Making learning stimulating and enjoyable</li> <li>➤ Presenting tasks in a motivating way</li> <li>➤ Setting specific learner goals</li> <li>➤ Protecting the learners' self-esteem and increasing their self-confidence</li> <li>➤ Allowing learners to maintain a positive social image</li> <li>➤ Creating learner autonomy</li> <li>➤ Promoting self-motivating strategies</li> <li>➤ Promoting cooperation among the learners</li> </ul> |  |  | <p>protecting motivation to motivate students in learning English at English course of SMPI Nurul Isti'dad Baban Silo Jember?</p> <ul style="list-style-type: none"> <li>➤ How are the implementations of Zoltan Dornyei's theory in encouraging positive retrospective self-evaluation to motivate students in learning English at English course of SMPI Nurul Isti'dad Baban Silo Jember?</li> </ul> |
|--|--|---|---|--|--|---|

|  |                      |  |  |  |  |  |
|--|----------------------|--|--|--|--|--|
|  |                      | 4. Encouraging positive retrospective self-evaluation  | <ul style="list-style-type: none"> <li>➤ Promoting motivational attribution</li> <li>➤ Providing motivational feedback</li> <li>➤ Increasing learner satisfaction</li> <li>➤ Offering rewards and grades in a motivating manner</li> </ul>                                   |  |  |  |
|  | Student's Motivation | <ol style="list-style-type: none"> <li>1. Intrinsic motivation</li> <li>2. Extrinsic motivation</li> <li>3. Instrumental motivation</li> </ol> | <ol style="list-style-type: none"> <li>1. The learner has Internal wish to do something</li> <li>2. The learner has External wish to do something like prize or reward.</li> <li>3. The learners have the desire to integrate into the target language community,</li> </ol> |  |  |  |

|  |  |                           |  |  |  |  |
|--|--|---------------------------|--|--|--|--|
|  |  | 4. Integrative motivation | culture and become part of that society<br>4. The learner want to increase the social status or self-image, better careers and business opportunities, to further study or meet the requirements of school, reading technical lessons or translation |  |  |  |
|--|--|---------------------------|--|--|--|--|

IAIN JEMBER

**PERNYATAAN KEASLIAN TULISAN**

Yang bertanda tangan di bawah ini:

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Dengan ini mentakatan bahwa skripsi yang berjudul **“An Analysis of Zoltan Dornyei’s Theory to Motivate Student In Learning English at English Course of SMPI Nurul Isti’dad Baban Silo Jember”** ini adalag hasil penelitian karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Jember, 19 April 2021  
Saya yang menyatakan



**M. Suhil**  
**NIM T20166034**

## Appendix 2

### Interview

Interview 1: Mr. Zain—the teacher of the English course (13<sup>th</sup> December 2020)

A: Assalamualaikum Wr. Wb Ustadz.

B: Waailaikumsalam Wr. Wb. Mas Suhil.

A: Saya ucapkan terimakasih banyak karena sudah diperkenankan melakukan penelitian di lembaga ini.

B: Sama-sama mas, semoga bisa membantu tugas akhir mas Suhil.

A: Aamiin. Saya ingin mengetahui lebih dalam terkait sejarah berdirinya SMPI Nurul Isti'dad dan awal berdirinya kursus bahasa Inggris. Saya mohon penjelasannya ustadz.

B: K. Abdul Walid memiliki inisiatif untuk mendirikan SMP ini karena beliau melihat siswa (santri) yang telah lulus dari sekolah dasar hanya bermain karena mereka tidak memiliki dana untuk melanjutkan pendidikannya di SMP. Saya tinggal disini sejak tahun 2015. Pada awalnya, bahasa Inggris diampu oleh Bu Dewi. Jadi saya mulai mengajar bahasa Inggris dari tahun 2015 sampai sekarang. Sebenarnya, saya mempunyai inisiatif mendirikan kursus bahasa Inggris pada tahun 2015, namun terlaksana pada tahun 2016 dan hanya diikuti oleh beberapa siswa. Pertamanya, anak-anak seratus persen tidak suka Bahasa Inggris, bukan hanya Sembilan puluh persen. Tapi Alhamdulillah, setiap tahunnya ada banyak yang ikut dan tambah semangat.

A: Bagaimana dengan struktur di kursus ini ustadz?

B: Dari tahun 2016 sampai sekarang, saya mengajar siswa bahasa Inggris di kursus ini hanya sendirian. Guru-guru yang lain tidak memiliki waktu untuk membantu mengajar. Beliau memiliki kesibukan sendiri di rumahnya masing-masing. Kebanyakan guru disini petani. Sedangkan anak-anak yang memiliki kemampuan bahasa Inggris melanjutkan pendidikannya di luar seperti di Al-falah dan Alhidayah. Jadi di kursus ini tidak ada struktur kursusnya seperti istilah direktur atau staf guru. Jadi bisa dikatakan saya sebagai tutor sekaligus direktur kursus.

A: Dalam penelitian ini, saya fokus meneliti strategi dan cara ustadz Zain dalam meningkatkan motivasi siswa belajar bahasa Inggris. Saya menggunakan teori Zoltan Dornyei karena setelah saya teliti sebelumnya strategi dan cara yang digunakan ustadz Zain memiliki persamaan dengan teori Zoltan Dornyei. Sedangkan teori Zoltan Dornyei adalah: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, dan encouraging positive retrospective self-evaluation. Bagaimana strategi Ustadz Zain untuk menciptakan motivasi siswa dalam belajar bahasa Inggris? (14<sup>th</sup> of December 2020)

B: saya juga menggunakan beberapa strategi untuk menciptakan motivasi dasar siswa seperti teori Zoltan Dornyei yang anda jelaskan tadi, tetapi saya tidak menerapkan semua cara, saya menggunakan cara itu. Saya usahakan mengajar di kursusan ini dengan konsisten. Saya juga memulai kursusan ini tepat waktu, yaitu dimulai jam 12,00 sampai jam 13.30. Setiap pertemuan, saya selalu memotivasi siswa agar tetap semangat belajar, termasuk belajar bahasa Inggris di kursusan ini. Ada sebagian siswa yang sangat semangat belajar bahasa Inggris. Meskipun di luar jam kelas dan kursusan, ada yang meminta kepada saya untuk private belajar bahasa Inggris.

A: Apakah Ustadz Zain membuat peraturan khusus kursusan bahasa Inggris? (14<sup>th</sup> December 2020)

B: Pada awal penerimaan anggota baru, saya membuat beberapa peraturan kursusan dengan siswa. Saya mengusulkan peraturan dan disepakati oleh semua siswa. Saya juga meminta siswa untuk membuat peraturan sendiri. salah satu peraturannya yaitu siswa yang bolos kursusan dapat hukuman menghafal lima vocab, siswa yang tidak membawa kamus bahasa Inggris harus menghafal tiga vocab. Saya minta kepada siswa agar mematuhi aturan dan menjalankan hukuman. Karena mereka sudah menyepakatinya.

A: Bagaimana cara Ustadz Zain memberikan tugas kepada siswa? (14<sup>th</sup> December 2020)

B: Saya lebih sering memberikan tugas individu daripada tugas kelompok kepada siswa. Di setiap pertemuan, saya memberikan beberapa siswa. pertama,

saya kasih siswa tugas melalui pertanyaan dan mereka menjawab secara lisan. Tugas yang kedua menjawab tugas di papan tulis, dan yang terakhir anak-anak menjawab di buku tulisnya masing-masing. Jadi mereka berlomba-lomba mendapatkan nilai terbaik, karena saya kasih tahu nilai siswa yang paling tinggi. Saya jarang memberikan tugas kelompok kepada anak-anak, biasanya saya memberikan tugas kelompok satu bulan sekali. Konsepnya itu, satu group ada satu atau dua siswa yang lama dan empat siswa baru. Tugasnya itu berbentuk permainan. Group yang kalah dapat hukuman menghafalkan kosa-kata atau cerita aktivitas sehari-hari.

A: Bagaimana cara Ustadz Zain meningkatkan motivasi intrinsik siswa dalam belajar bahasa Inggris? (14<sup>th</sup> December 2020)

B: Sebelum menjelaskan materi, saya selalu bercerita dan memberikan motivasi kepada siswa. Saya cerita pengalaman saya sendiri, pengalaman teman, cerita profil orang sukses yang mudah mereka ketahui seperti Sadili, Khairul Tanjung, dan Rizal Bakri. Saya selalu bilang ke siswa kalau bahasa Inggris itu sangat penting. saya membiasakan menggunakan bahasa Inggris ketika berbicara dengan siswa di luar kelas ataupun kursus. Jadi, siswa bisa terbiasa berbicara bahasa Inggris.

A: Bagaimana cara Ustadz Zain meningkatkan harapan siswa untuk sukses dalam belajar bahasa Inggris? (20<sup>th</sup> December 2020)

B: Ketika mengajar di kelas, saya menggunakan tiga tahap evaluasi pembelajaran. Pertama: memberikan pertanyaan langsung kepada setiap siswa. Kedua; saya menulis pertanyaan di papan tulis, kemudian siswa menjawab satu persatu. Ketiga: Mengerjakan tugas di buku tulis. Saya tidak memberikan tugas kepada siswa sebelum mereka memahami materi. Saya selalu bilang ke siswa kalau tidak ada yang sulit untuk mengerjakan tugas atau mencapai kesuksesan selama kita berusaha.

A: Bagaimana cara Ustadz Zain membuat target kesuksesan siswa dalam belajar bahasa Inggris? (18<sup>th</sup> December 2020)

B: Di awal kursus, saya membuat kesepakatan dengan siswa tentang materi yang akan dipelajari selama kursus. Saya menawarkan terlebih dahulu kepada

siswa, kemudian mereka menyepakati bersama. Misal, siswa akan memahami eight part of speech dan satu tenses dalam waktu seminggu.

A: Bagaimana kurang memahami materi yang telah ditentukan?

B: Kemarin ada banyak siswa yang tidak faham tentang perfect tense. Awalnya anak-anak menyepakati memahaminya selama dua minggu. Akhirnya saya menawarkan kepada mereka mau lanjut materi selanjutnya apa nambah pertemuan, soalnya anak-anak yang nggak faham belajar ke Ega, Dila atau ke saya. Anak-anak menyepakati nambah dua pertemuan.

A: Bagaimana cara Ustadz Zain menjelaskan materi agar mudah dipahami siswa? (21<sup>th</sup> December 2020)

B: Saya lebih sering memberikan contoh dari pada menjelaskan materinya. Saya memberikan contoh yang mudah dipahami. Tadi, saya memberikan contoh tentang sungai, karena anak-anak sering main ke sungai, kadang mereka mandi atau mincing. Anak-anak ada yang mondok, jadi saya berikan contoh tentang belajar kitab kuning, shalat berjemaah, atau ngaji Al-Qur'an. Initanya, saya memberikan contoh itu sesuai dengan aktivitas siswa sehari-hari.

A: Bagaimana cara Ustadz Zain menumbuhkan kepercayaan siswa bahwa mereka mampu menguasai bahasa Inggris?

B: Setiap anak itu kan berbeda. Ada siswa yang cepat memahami materi, ada yang keseulitan. Ada siswa yang mudah menghafal vocab, ada yang butuh waktu lama. Kadang ada siswa yang mengeluh ke saya, saya menjelaskan ke siswa kalau setiap orang itu memiliki kelemahan dan kekurangan, setiap orang juga memiliki cara sendiri dalam belajar. Tapi kalau kita tetap berusaha, kita akan bisa memahami bahasa Inggris.

A: Bagaimana cara Ustadz Zain menjaga dan mempertahankan motivasi siswa dalam belajar bahasa Inggris? (21<sup>th</sup> December 2020)

B: Kadang, saya membuat permasalahan atau pertanyaan yang berkaitan dengan materi untuk merangsang pemikiran siswa. Biasanya saya membuat permasalahan di awal kursus atau di pertengahan pembelajaran ketika anak-anak mulai bosan. Saya memberikan nilai kepada siswa dengan kata 'less, enough, good, best, dan smile. Less sama dengan nilai 0-49 (D), enough sama dengan nilai 50-69, good

dibagi menjadi dua macam, pertama; good sama dengan nilai 70-79, kedua; good plus sama dengan nilai 80-89, best sama dengan nilai 90-100. Sedangkan nilai smile akan diberikan kepada siswa yang mendapatkan nilai best sendiri dalam satu kelas. Kalau siswa yang mendapatkan nilai best lebih dari satu orang, maka tidak ada yang mendapatkan nilai smile. Saya menggunakan cara penilaian ini agar siswa tidak saling nyontek. Jadi mereka akan berlomba-lomba untuk mendapatkan nilai best sendiri dalam satu kelas. Meskipun ada siswa bisa mengerjakan tugasnya, mereka tidak akan memberikan contekan kepada siswa lain agar mereka mendapatkan nilai best sendiri dan mendapatkan nilai smile.

A: Apakah Ustadz Zain membuat peraturan untuk siswa yang ikut kursusan?

B: Di kursusan ini, saya tidak terlalu menekan siswa dengan peraturan. Saya hanya membuat kesepakatan dengan siswa terkait materi yang akan dipelajari. Jadi, saya membuat kesepakatan dengan siswa memahami materi eight parts of speech, setiap tense dalam waktu satu minggu atau dua minggu. Intinya kesepakatan tersebut disetujui oleh semua siswa.

A: Bagaimana cara Ustadz Zain menjaga kepercayaan siswa dalam memahami bahasa Inggris? (22<sup>th</sup> December 2020)

B: Saya tetap menggunakan metode ceramah selama menjelaskan materi meskipun materi baru dan saya pikir itu sulit dipahami siswa. Cara saya adalah membuat pelajarannya mudah diterima oleh siswa karena siswa bisa mudah menguasai materinya tergantung dari cara penyampaiannya. Saya juga lebih sering menggunakan metode exercise untuk mengetahui pemahaman siswa. Setiap ada lomba, saya selalu memberi informasi kepada siswa. Saya tidak paksa siswa untuk mengikuti lomba tersebut, saya hanya menyarankan mereka ikut. Dulu pernah ada siswa yang juara dua lomba essay di transmart, namanya Ega, sekarang dia kelas dua SMA.

A: Bagaimana cara Ustadz Zain menjaga kekompakan siswa belajar Bahasa Inggris?

B: Mayoritas siswa kan nggak suka belajar bahasa Inggris, mereka belajar dari nol, khususnya siswa yang baru ikut kursusan bahasa Inggris. Ketika berada di kelas, siswa yang baru bisa memahami materi yang saya jelaskan. Namun ketika

sudah keluar, mereka kadang lupa. Jadi, Saya menyarankan siswa yang baru belajar kelompok dengan siswa yang lama. Siswa yang lama belajar dengan 4-5 siswa yang baru. Jadi mereka bisa memahami materi yang telah disepakati sebelumnya dalam waktu satu Minggu atau dua Minggu.

A: Apakah ada kegiatan tambahan di luar jam kursus?

B: Saya menyuruh siswa untuk belajar kelompok pada hari Jumat setiap sebulan sekali. Jadi pada hari Jumat di Minggu keempat, saya tidak mengajar Sampek jam setengah 10. Biasanya anak-anak mengulang materi sebelumnya. Setiap siswa yang lama mengkoordinir siswa yang baru untuk belajar kelompok. Siswa yang baru bisa bertanya materi yang belum dipahami.

A: Apakah ada strategi lain untuk mempertahankan motivasi siswa belajar bahasa Inggris?

B: Saya selalu memberikan motivasi kepada siswa dan tidak hanya mengajar saja. Kalau saya hanya fokus mengajar, anak-anak bisa bosan. Saya sisipkan motivasi atau cerita di awal pelajaran, pertengahan kadang di akhir pelajaran. Saya sering bercerita tentang profil tokoh dan juga pengalaman teman-teman seperti yang telah saya ceritakan kemarin. Kadang saya cerita pengalaman saya sendiri. Saya pernah bercerita ke siswa, ketika saya mengajar private bahasa Inggris di Jakarta Saya bilang ke mereka, saya bisa mengurangi beban orang tua karena bisa dapat uang sendiri dengan mengajar bahasa Inggris. Saya juga cerita tentang Ega dari awal belajar bahasa Inggris di kursus sampai mendapatkan juara dua. Dari situ, anak-anak tambah semangat belajar bahasa Inggris, ada siswa yang juga belajar privat ke saya. Ada juga yang belajar kelompok.

A: Apakah Ustadz Zain memberikan strategi belajar ke siswa?

B: Saya jelaskan ke siswa cara menghafal kosa kata. Saya suruh mereka menulis terlebih dahulu kosa kata yang akan dihafal, kemudian saya suruh mereka membaca berulang kali sampai lancar.

A: Apakah Ustadz Zain pernah memberikan masukan atau saran kepada siswa dalam belajar bahasa Inggris?

B: Saya selalu memberikan saran kepada siswa agar serius belajar bahasa Inggris. Saya bilang ke mereka kalian juga akan pintar dan faham bahasa Inggris seperti

kakak kelasnya kalau kalian selalu belajar dan tidak menyerah. Saya juga melihat potensi anak-anak yang memang memiliki kompeten dalam bahasa Inggris. Saya sering menyarankan Nanda dan siswa yang lain agar lebih semangat dan giat belajar agar bisa ikut lomba seperti Ega. Nanda anaknya memang rajin dan memiliki semangat yang tinggi. Dia juga salah satu siswa yang aktif di kelas. Dia tidak malu bertanya kalau ada materi yang belum difahami.

A: Bagaimana cara Ustadz Zain menjaga kepuasan dan motivasi siswa belajar bahasa Inggris?

B: Salah satu cara untuk menjaga motivasi siswa belajar bahasa Inggris adalah mengetahui kesukaan mereka. Ternyata, anak-anak suka pergi kota, karena disini daerah pedesaan. Jadi, mereka senang banget ketika main ke kota. Jadi, saya janjikan ke anak-anak main ke kota. Saya janjikan ke mereka, kalau tetap semangat belajar bahasa Inggris akan diadakan study banding ke kota. Sebenarnya saya sudah merencanakan study banding ke Texas, tapi gagal karena ada Corona.

A: Apakah Ustadz Zain memberikan hadiah untuk menjaga motivasi siswa dalam belajar bahasa Inggris?

B: Saya memberikan hadiah untuk menjaga motivasi siswa belajar bahasa Inggris. Pertama, saya selalu motivasi siswa. kedua, saya berusaha agar siswa merasa mudah belajar bahasa Inggris intinya make it easy. Ketiga, saya memberikan stiker kepada siswa yang mendapatkan nilai smile. Kadang saya memberikan mereka kamus. Keempat, saya janji kepada ke mereka kalau tetap semangat belajar bahasa Inggris, saya akan adakan study banding ke kota, karena anak-anak senang kalau diajak ke kota.

Interview 2: Ibnu Murtadho—the headmaster of SMPI Nurul Isti'dad

A; Assalamualaikum Wr. Wb

B; Waalaikumsalam Wr Wb.

A: Terimakasih banyak sudah diizinkan melakukan penelitian di lembaga ini.

B: Iya mas. Kalau misalkan nanti butuh bantuan bisa menghubungi Ustadz Zain atau ke saya langsung.

A: Terimakasih Pak. Saya ingin bertanya terkait sejarah berdirinya SMPI Nurul Isti'dad dan juga mengenai kursus bahasa Inggris.

B: K. Walid memiliki keinginan untuk mengembangkan lembaga khususnya mendirikan SMP pada tahun 2011. Kemudian beliau istikharah dan hasilnya menunjuk ke saya. Beliau datang ke rumah saya dan menunjuk saya menjadi kepala sekolah. Saya bilang ke beliau untuk mencari orang lain. K. Walid datang ke saya sampai lima kali. Akhirnya, saya menyetujui sebagai kepala sekolah sejak tahun 2011 sampai sekarang. SMPI Nurul Isti'dad ini diresmikan oleh Bupati dan wakil Bupati Jember, Dr. Hj. Faida, MMR dan KH. Abdul Muqit Arief pada tahun 2018.

A: Bagaimana pendapat Bapak dengan adakannya kursus bahasa Inggris di sekolah ini?

B: Mayoritas anak-anak tidak suka bahasa Inggris. Hal ini terbukti nilai bahasa Inggrisnya kurang bagus. Mereka mulai banyak yang suka bahasa Inggris ketika Ustadz Zain mengajar bahasa Inggris di SMP. Kemudian beliau juga mengadakan kursus bahasa Inggris sehingga itu berpengaruh terhadap perkembangan siswa dan nilai bahasa Inggrisnya di sekolah. Apalagi ada siswa yang sudah mendapatkan juara di lomba essay pada tahun 2018.

A: Apakah siswa memiliki perkembangan dalam bidang bahasa Inggris sejak ada kursus ini?

B: Saya kira perkembangan bahasa Inggris di sekolah sudah mulai maju selama ada Ustadz Zain. Beliau sudah membantu siswa mendapatkan juara dua dalam lomba essay di Transmart. Saya bangga karena ada siswa yang bisa membawa nama baik sekolah. Saya harap anak-anak tambah semangat belajar bahasa Inggris.

A: Apakah Pak Murtadho selaku kepala sekolah pernah mengadakan kegiatan untuk anak-anak yang ikut kursus?

B: Ustadz Zain pernah bilang ke saya terkait study banding ke Kota. Saya mendukung rencana itu agar anak-anak tambah semangat belajarnya. Beliau merencanakan study banding ke Texas pada bulan Januari, karena beliau kenal dengan direktur disana. Kata Ustadz Zain anak-anak sudah ada yang nabung untuk persiapan study banding. Tapi, saya nggak tahu itu akan terlaksana atau tidak, soalnya masih Corona.

Interview 3: Fitri Ayu Ningsih—the member of the English course and the first class of SMPI Nurul Isti'dad

A: Assalamualaikum Wr. Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya?

B: Fitri Ayu Ningsih

A: Kelas berapa?

B: Kelas 1 SMP

A: Sejak kapan ikut kursus bahasa Inggris?

B: Sejak semester 1

A: Kenapa ikut kursus bahasa Inggris?

B: Saya ingin tahu bahasa Inggris karena saya tidak tahu sama sekali tentang bahasa Inggris.

A: Bagaimana perasaan Miss Ayu selama ikut kursus bahasa Inggris?

B: Saya senang belajar bahasa Inggris di kursus ini. Saya sering lupa materinya, tapi ada senior yang bisa mengajari saya. Jadi saya tambah semangat belajar bahasa Inggris. Padahal awalnya saya sama sekali nggak suka bahasa Inggris.

Interview 4: Sinta—the member of the English course and the first class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr. Wb

B: Waalaikumsalam Wr. Wb

A: Siapa namanya Miss?

B: Nama saya Sinta

A: Kelas Berapa?

B: Kelas 1 SMP

A: Apakah Miss Sinta memami materinya dan bisa menjawab soal ketika ada tugas?

B: Saya mendapatkan nilai 80 karena tugasnya tidak terlalu sulit. Ustadz Zain mengulang kembali materi present tense, countinues tense, dan past tense di pertemuan sebelumnya. Jadi saya masih ingat rumusnya tensesnya.

A: Apakah Ustadz Zain pernah memberikan saran ke Miss Sinta?

B: Iya, Mr. Zain selalu mengingatkan saya untuk lebih semangat belajar bahasa Inggris. Mr. Zain menyuruh saya agar banyak latihan berbicara bahasa Inggris dan mendalami grammar. Saya sering belajar ke Mbak Ega, kadang saya juga belajar ke Mr. Zain meskipun bukan jam kursus.

Interview 5: Indra— the member of the English course and the first class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya?

B: Indra

A: Kelas berapa?

B: Kelas dua SMP

A: Apakah Mas Indra menggunakan bahasa Inggris ketika berbicara sama temen-temennya?

B: Ustadz Zain biasanya menggunakan bahasa Inggris ketika berbicara dengan saya dan temen-temen kursus. Saya kadang tidak faham yang dibicarakan ustadz Zain, jadi saya Tanya artinya. Kalau saya tidak faham bahasa Inggrisnya yang ingin saya sampaikan ke ustad Zain, beliau nyuruh cari di kamus.

A: Apa yang membuat Mas Indra semangat belajar bahasa Inggris?

B: Saya bisa semangat belajar bahasa Inggris karena Mr Zain selalu memberikan motivasi dan cerita pengalaman orang sukses.

A: Mungkin ada faktor lain?

B: Ustadz Zain sering memberikan stiker smile, tapi saya belum dapat, karena kakak kelas banyak yang pintar bahasa Inggrisnya. Ustadz Zain pernah bilang beliau akan mengadakan study banding ke kota asalkan kita rajin masuk kursus.

Interview 6: Selvina— the member of the English course and the second class of SMPI Nurul Isti'dad.

A: Miss Selvina, apakah Mr. Zain membuat kesepakatan dalam mempelajari materi di kursus?

B: Betul, temen-temen memahami satu materi dalam satu minggu atau dua minggu. Kalau ada temen-temen yang kurang memahami materi minggu

sebelumnya, mereka akan bertanya dan belajar kepada Ustadz Zain atau kakak kelas.

Interview 7: Nofiana Nanda— the member of the English course and the second class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waailaikumsalam Wr Wb

A: Siapa namanya?

B: Nofiana Nanda

A: Apakah Miss Nofi mudah memhami penjelasan Ustadz Zain?

B: Iya kak

A: kenapa bisa mudah faham?

B: Ustadz Zain memberikan contoh tentang aktivitas siswa. jadi saya mudah memhaminya. Soalnya saya sudah banyak yang tahu bahasa inggrisnya.

A: Apakah Ustadz Zain memberikan tugas di setiap pertemuan?

B: Setiap pertemuan pasti ada tugas, karena temen-temen sering minta tugas ke ustadz Zain.

Interview 8: Muhammad Shaleh— the member of the English course and the second class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waailaikumsalam Wr Wb

A: Mas Shaleh yaa?

B: Iya betul kak.

A: Apakah mas Shaleh suka cara mengajarnya Ustadz Zain?

B: Iya kak, beliau suka bercanda ketika ngajar di kursusan.

A: Apakah mas Shaleh bisa memahami materinya?

B: Kadang faham kadang tidak kak

A: Bagaimana ketika mas Shaleh kurang faham materinya?

B: Kita kan menyepakati belajar materi seperti eight part of speech atau satu tenses dalam seminggu atau lebih. Kalau ada yang lupa materinya, Mr. Zain menyarankan bertanya kepada Mr, Zain atau kakak kelas.

A: Apakah mas Shaleh senang kalau Ustadz Zain mengadakan study tour ke kota?

B: Saya senang banget soalnya bisa ikut study banding ke kota, dan saya sudah diizinkan ikut sama orang tuas asalkan saya nabung. Kalau uangnya kurang nanti mau ditambah sama orang tua.

Interview 9: Fatima— the member of the English course and the third class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya Miss?

B: Fatima kak

A: Kelas berapa miss?

B Kelas 3 SMP

A: Sejak kapan ikut kursus bahasa Inggris?

B: Dari Kelas 1 kak

A: Kenapa bisa suka belajar bahasa Inggris?

B: Saya suka bahasa Inggris karena Ustadz Zain mengajar bahasa Inggris di kursus mudah dipahami. Beliau semangat mengajar kita. Jadi, saya termotivasi untuk belajar bahasa Inggris. Akhirnya saya tertarik dan senang belajar bahasa Inggris di kursus ini. Ketika teman-teman sudah mulai bosan belajar di kelas, ustadz Zain sering cerita hal yang lucu dan juga motivasi, akhirnya teman-teman tertawa dan semangat kembali belajar.

A: Kemudian apa yang membuat Miss Fatima dan teman-teman suka ketika kursus?

B: Teman-teman senang ketika ustadz Zain memberikan tugas. Teman-teman berusaha untuk mendapatkan nilai smile.

A: Apakah Miss Fatima pernah mendapatkan nilai smile?

B: Saya mendapatkan nilai 100, jadi saya dapat nilai best. Tapi teman-teman yang lain ada juga yang dapat nilai best, jadi saya tidak mendapatkan nilai smile. Saya bisa mendapatkan nilai 100 karena saya sudah faham materinya. Mr. Zain juga bilang di pertemuan sebelumnya kalau hari ini akan diadakan ulangan tentang present tense, continuous tense, dan past tense. Jadi saya bisa jawab semua pertanyaannya karena saya tadi malam sudah belajar.

Interview 10: Fitria— the member of the English course and the third class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya?

B: Fitria kak

A: Kelas berapa?

B: Kelas 3 SMP

A: Sejak kapan ikut kursus bahasa Inggris?

B: Sejak kelas 1 SMP kak

A: Apakah suka bahasa Inggris dari awal?

B: Tidak kak. Saya suka bahasa Inggris sejak ikut kursus ini.

A: Kenapa bisa suka?

B: Ustadz Zain orangnya lucu, beliau sering bercanda ketika mengajar di kursus. Jadi saya tidak bosan belajar bahasa Inggris meskipun waktunya lama. Beliau juga tidak pernah marah kepada anak-anak ketika mengajar.

A: Kenapa bisa tetap semangat ikut kursus sampai sekarang?

B: Saya suka belajar bahasa Inggris di kursus ini karena Mr. Zain selalu memotivasi saya dan teman-teman untuk semangat belajar bahasa Inggris. Beliau sering bilang kalau bahasa Inggris itu sangat dibutuhkan untuk dapat beasiswa dan pekerjaan. Beliau juga sering bercerita orang sukses yang ada di televisi. Kadang beliau cerita tentang teman kursusnya di pondok yang sudah sukses.

A: Apakah Ustadz Zain sering memberikan tugas?

B: Setiap pertemuan, Ustadz Zain memberikan tugas tiga kali. Pertama, Ustadz Zain memberikan pertanyaan langsung kepada siswa. Kedua, Ustadz Zain membuat soal di papan tulis, jadi teman-teman yang tahu jawabannya menulis di papan tulis. Ketiga, Ustadz menulis pertanyaan di papan tulis, teman-teman menjawab di buku tulis. Biasanya tugas yang ketiga semakin sulit. Teman-teman berlomba-lomba mendapatkan nilai smile.

A: Apakah Ustadz Zain merencanakan kegiatan ke kota?

B: Temen-temen menagih janji Ustadz Zain kalau anngota kursusan tetap semangat rajin ikut kursusan beliau akan mengadakan acara ke kota. Beliau bilang akan mengadakan study banding salah satu kursusan bahasa Inggris di kota. Saya senang banget karena bisa jalan-jalan ke kota. Saya sudah nabung uang untuk ikut stady banding itu.

Interview 11: Bayu— the member of the English course and the third class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya mas?

B: Bayu kak

A: Kelas berapa?

B: kelas tiga SMP

A: Sejak kapan mengikuti kursusan bahasa Inggris?

B: Dari kelas satu SMP kak

A: Kenapa mas Bayu mengikuti kursusan ini?

B: karena saya pengen tahu bahasa Inggris dan saya suka cara mengajarnya Ustadz Zain.

A: Bagaimana cara mengajar beliau?

B: Sebelum memberikan tugas di buku tulis, ustadz Zain biasanya kan tanya dulu kepada siswa apakah sudah faham atau belum. Ustadz Zain menjelaskan kembali kalau ada temen-teman yang bertanya dan masih belum faham materinya. Setelah temen-temen faham, ustadz Zain baru memberikan tugas. Jawaban saya dan temen-temen kadang banyak yang salah. Temen-temen jarang mendapatkan nilai best. Tapi Mr. Zain tidak pernah marah meskipun saya tidak bisa menjawab tugasnya. Beliau cuma menyuruh ngoreksi jawabannya bersama-sama di papan tulis, kemudian beliau menjelaskan lagi materinya.

Interview 12: Ega—the students of senior high school

A: Assalamualaikum Wr Wb Miss Ega

B: Waalaikumsalam Wr Wb Kak

A: Gimana Kabarnya?

B: Alhamdulillah baik kak

A: Kenapa Miss Ega bisa lancar berbicara bahasa Inggris?

B: Saya biasanya menggunakan bahasa Inggris ketika berbicara bahasa Inggris dengan anggota kursusan, khususnya teman-teman yang mondok di sini, karena ustadz Zain selalu mengingatkan saya agar mengajak temen yang lain berbicara bahasa Inggris. Saya sering berbicara bahasa Inggris dengan Dila karena dia satu kamar dengan saya. Mr. Zain memang lebih sering menggunakan bahasa Inggris ketika berbicara dengan saya.

A: kalau temen-temen ada yang nggak faham materinya, apakah belajar bersama ke Miss Ega juga?

B: Iya kak. Kalau anak-anak banyak yang tidak bisa memahami materinya dalam satu minggu, biasanya ustadz Zain menambah satu kali atau dua kali pertemuan. Kalau yang nggak faham hanya satu atau dua orang, biasanya belajar ke saya atau ke ustadz Zain.

A: Ohhh iya, Miss Ega kan pernah dapat juara, apakah itu keinginan sendiri atau disuruh Ustadz Zain?

B: Ustadz Zain tidak menyuruh saya mengikuti lomba Essay ketika saya dapat harapan dua. Beliau hanya menyarankan saya ikut lomba itu. Di lomba kedua, beliau menyuruh saya untuk ikut lagi. Beliau bilang ke saya kalau saya bisa dapat juara lebih baik daripada sebelumnya soalnya saya lebih menguasai bahasa Inggris.

A: Bagaimana perasaan Miss Ega ketika dapat juara?

B: Saya nggak nyangka mendapatkan juara pada waktu, karena awalnya saya nggak suka bahasa Inggris. Jadi, semua ini berkat ustadz Zain. Beliau sangat sabar dan semangat mengajar saya dan teman-teman yang lain.

A: Apakah Miss Ega sering mendapatkan nilai smile ketika ada tugas?

B: Saya sering mendapatkan stiker smile karena hanya saya yang mendapatkan nilai best dalam satu kelas. Saya juga pernah mendapatkan kamus bahasa Inggris sekali.

Interview 13: Purwanto—the students of senior high school.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Mas Purwanto ya?

B: Iya kak

A: Saya mau tanya terkait proses pembelajaran di kursusan, khususnya mengenai tugas, apakah Ustadz Zain sering memberikan tugas?

B: Ustadz Zain sering memberikan tugas individu atau kelompok. Tapi beliau lebih sering memberikan tugas individu dari pada kelompok. Setiap pertemuan pasti ada tugas individu.

A: oohh iyaa, kenapa mas Purwanto tetap ikut kursusan ini?

B: Saya suka cara mengajarnya ustadz Zain mengajar di kursusan. Biasanya siswa yang baru ikut kursusan sering tidak faham materinya. Beliau selalu menjelaskan materi yang belum difahami. Beliau sabar banget menjelaskan materinya meskipun saya dan teman-teman yang lain tidak cepat faham. Setelah saya dan temen-temen memahami materinya, beliau baru memberikan tugas.

A: Apakah Mas Purwanto sendiri memang suka belajar bahasa Inggris?

B: Dulu, saya belajar bahasa Inggris di kursusan ini berawal dari nol. Saya sempat menyerah dan sering tidak masuk kursusan karena saya sendiri sering nggak faham di kelas dan sulit menghafal kosa kata. Akhirnya saya dipanggil sama Ustadz Zain ketika jam istirahat di sekolah. Beliau tanya alasan saya kenapa jarang ikut kursusa. Saya bilang ke beliau kalau saya malu ke temen-temen soalnya sering nggak faham dan tidak hafal kosa kata. Ustadz Zain memotivasi saya kalau saya pasti bisa faham seperti temen-temen yang lain asalkan saya harus sabar dan tetap semangat belajar. Beliau juga memberikan cara menghafal kosa kata. Akhirnya saya semangat dan tetap ikut kursusan sampai sekarang.

A: Terimakasih Mas

B: Sama-sama kak

**Appendix 3****The Result of Work Program**

Shedule of English course

| <b>No</b> | <b>Day</b> | <b>Time</b> |
|-----------|------------|-------------|
| 1.        | Sunday     | 12.00-13.30 |
| 2.        | Monday     | 12.00-13.30 |
| 3.        | Wednesday  | 12.00-13.30 |
| 4.        | Friday     | 08.00-09.30 |



**Appendix 4**

**Pictures of Activities**



IAIN JEMBER

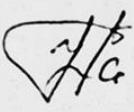
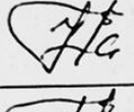
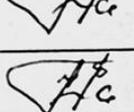
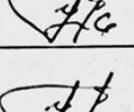
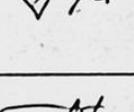
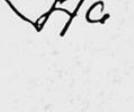
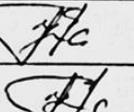
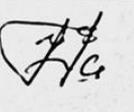
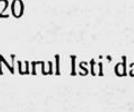


## Appendix 5

## Approval Letter and Research Schedule

## SCHEDULE OF OBSERVATION

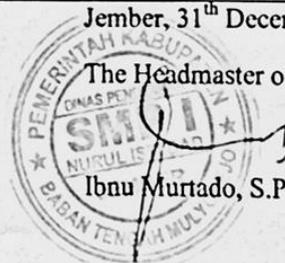
AN ANALYSIS OF ZOLTAN DORNYEI'S THEORY TO MOTIVATE  
STUDENT IN LEARNING ENGLISH AT ENGLISH COURSE OF SMPI  
NURUL ISTI'DAD BABAN SILO JEMBER

| No | Day, Date                      | Activity   | Informant                                 | TTD   |
|----|--------------------------------|--|---|---|
|    | 13 <sup>th</sup> December 2020 | Getting the data of The history of SMP and the English course                              | Ibnu Murtado and Mr. Zain                 |    |
|    | 14 <sup>th</sup> December 2020 | Interview 1 and 7 and observation  | Mr. Zain and Nofiana Nanda                |    |
|    | 15 <sup>th</sup> December 2020 | Observation of English course program  | Media and material                        |   |
|    | 16 <sup>th</sup> December 2020 | Interview 1 and 13   | Mr. Zain and Purwanto                     |  |
|    | 18 <sup>th</sup> December 2020 | Interview 9 and 10   | Fatima and Fitria                         |  |
|    | 20 <sup>th</sup> December 2020 | Interview 1 and 12 and observation of the teacher strategy in generate students motivation | Mr. Zain and Ega                          |  |
|    | 21 <sup>th</sup> December 2020 | Interview 1 and 11 Observation of teachers' strategy in maintaining students' motivation   | Mr. Zain and Bayu                         |  |
|    | 22 <sup>th</sup> December 2020 | Interview 4 and 6  | Sinta and Selvina                         |  |
|    | 25 <sup>th</sup> December 2020 | Interview 1 and 3 Observation of the   |   |  |
|    | 28 <sup>th</sup> December 2020 | Interview 5 and 8 and observation of the English course program                            | Material and media, Indra Muhammad Shaleh |  |

Jember, 31<sup>th</sup> December 2020

The Headmaster of SMPI Nurul Isti'dad

Ibnu Murtado, S.Pd.I



## CURRICULUM VITAE



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**b) Informal School**

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- 2) English Area of Latee
- 3) English Course of Central Language (CL) Pare
- 4) ICIS (Institute of Culture and Islamic Studies) IAIN Jember

IAIN JEMBER

**ENGLISH TEACHER'S MOTIVATIONAL STRATEGIES  
IN TEACHING ENGLISH: ANALYSIS BASED ON  
ZOLTAN DORNYEI'S THEORY**

**THESIS**

Presented to State Institute of Islamic Studies Jember  
in partial fulfillment of the requirements for  
Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty  
English Education Department



**By:**

**M. SUHIL**  
**SRN T20166034**

**STATE ISLAMIC INSTITUTE OF JEMBER  
TEACHER TRAINING AND EDUCATION FACULTY  
JUNI 2021**

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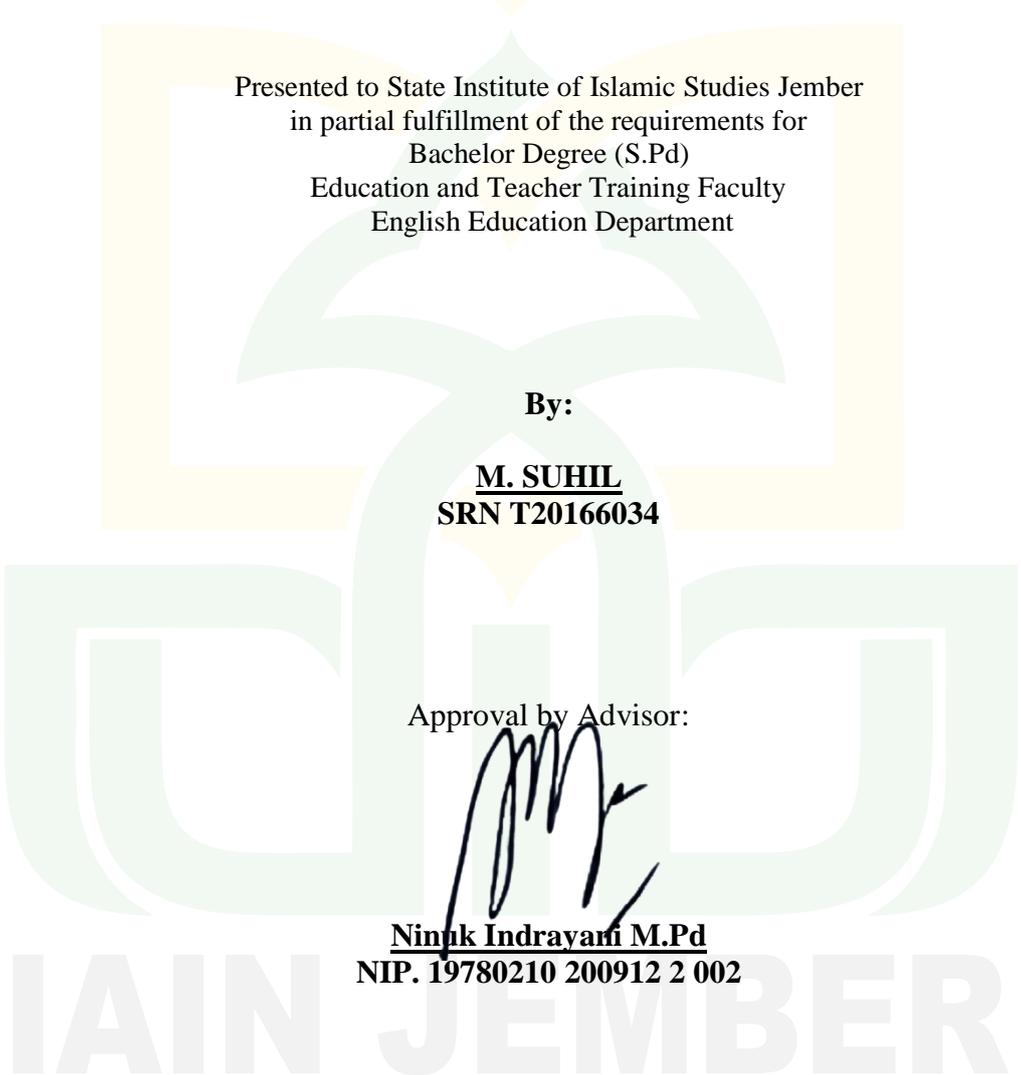
**By:**

**M. SUHIL**  
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**NIP. 19780210 200912 2 002**



**ENGLISH TEACHER'S MOTIVATIONAL STRATEGIES  
IN TEACHING ENGLISH: ANALYSIS BASED ON  
ZOLTAN DORNYEI'S THEORY**

**THESIS**

It has been examined and approved by the board of examiners in partial fulfillments of  
the requirements for the bachelor degree of education (S.Pd)  
Education and Teacher Training Faculty  
English Education Department

Day: Tuesday  
Date: 20<sup>th</sup> April 2021

The Board of Examiners

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2. Ninuk Indrayani, M.Pd

(  )

Approved by  
Dean of Faculty of Tarbiyah and Teacher Training

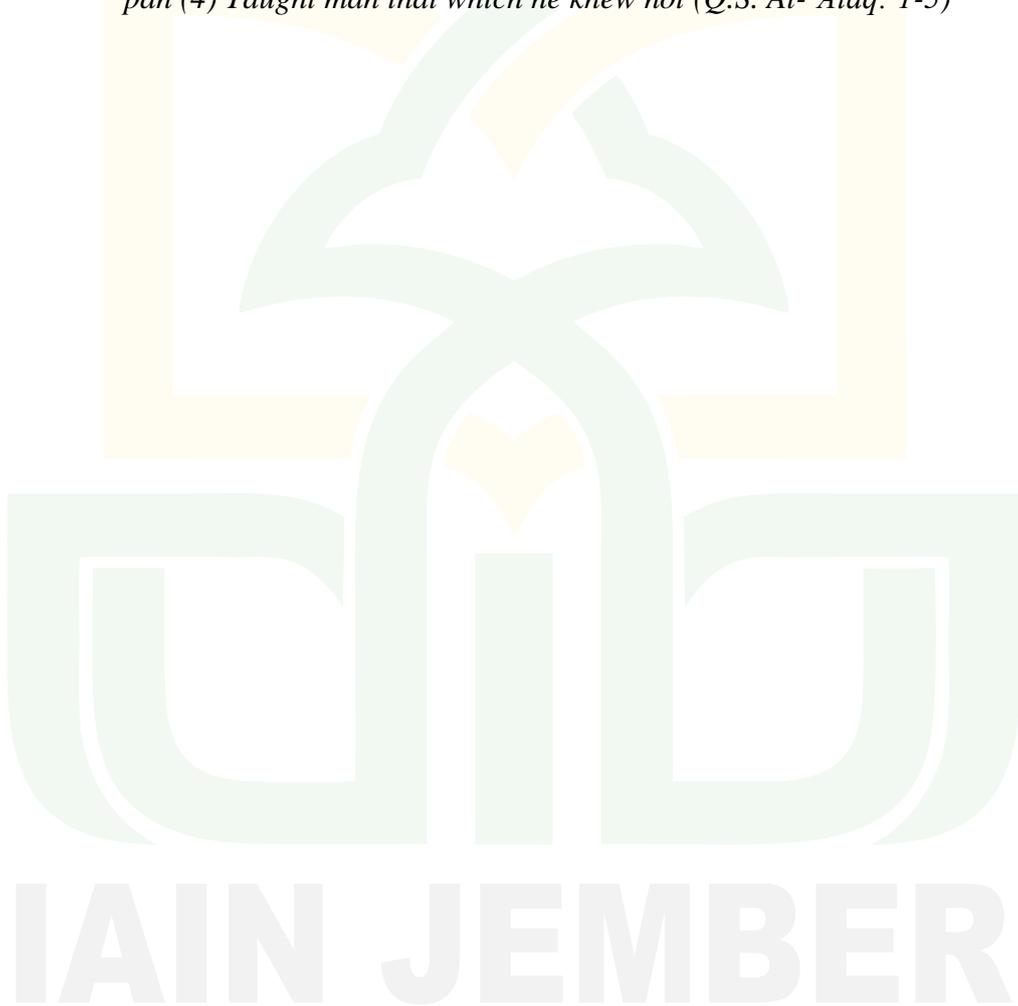


  
Dr. H. Mukti'ah, M.Pd.Ig  
NIP. 19640511 199903 2 001

## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾  
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

*“Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite, and your Lord is the most Generous (3) Who taught by the pen (4) Taught man that which he knew not (Q.S. Al-‘Alaq: 1-5)”<sup>1</sup>*



<sup>1</sup> Muhammad Taqi'ud Din Al-Hilali, Muhammad Muhsin Khan, *Translation of The meanings of The Noble Qur'an in The English Language*, (King Fahd Complex for the Printing of The Holy Quran: Madinah, K.S.A), 597

## DEDICATION

I dedicate this thesis to:

1. My little lovely family, My Father Abd. Qadir Jailani, My Mother Sapti'ah, My Older Sister Mahsunah, My Sister-in-law Ahmad Fauzi, My Little Sister Lilik Nur Fauziah and My Little Niece Islamiyah, who became my first motivation and inspiration to finish this study as soon as possible
2. My grandfather and My grandmother of My mother and also my grandmother of My father who have never forgotten to pray for all my ways during the process
3. My Lovely Quiversful; H. Anwar, Mursak, Muhammad Syarif, Risah, Zairurah, H. Zuhdi, Rabi'ah, Maisun, H. Ali Makki, Rafi'uddin, Fathaturrahmah, Mohammad Mahrus, Zainur Rahman, Muhammad Rofiki, Fawaid and Muhammad Alfian, who motivated me to achieve my wish and my bright future.
4. My teachers of Reciting Holy Qur'an; Nyai. Mardhiyah and K. Sanhaji, Kindergarten of TK Al-Ishlah, Elementary School of MI Al-Ishlah, Junior High School of MTs Al-Ishlah, Senior High School of MA Tahfid Annuqayah, Islamic Boarding School of Annuqayah and Annuqayah Latee, and the teachers of English Area of Latee who taught me everything especially English.
5. My best inspirations and motivators who are always there as I am in bad condition: Zubaidi, Irwansyah G.F, M. Q. Aynan, A. Fawazien Ready, Moh Ruslan Abadi, M. Imam S Arifin, Moh Sibaweh, Nasiruddin, Ana Fitriana, Asnah Nurul Khadijah and Khalifatus Silviah, all of whom have important

role in my entire life as I am able to be as like today, thank is my weakest word that I can express.

6. Last but not least, for all big family of My Class (Extra-Ordinary Class), My Organizations (EAL-English Area of Latee, ESA-English Student Association, IAA-Ikatan Alumni Annuqayah, Jong Madura, PMII-Pergerakan Mahasiswa Indonesia, ICIS-Institute of Culture and Islamic Study), and My kontrakan Team (Rahman, Wildan El Mazier, Nabil, Setia, Nawafil, Herman)

By all those, I am being as I am today; Thanks very Much, May Allah fulfill all of your needs and your hope.



## ABSTRACT

**M Suhil, NIM. T20166034. 2021.** *English Teacher's Motivational Strategies in Teaching English: Analysis Based on Zoltan Dornyei's Theory*. Thesis. English education Department. Tarbiyah and Teacher Training Faculty. State Institute of Islamic Studies of Jember. Advisor: Ninuk Indrayani, M.Pd. Academic Year 2020-2021

**Keywords: Zoltan Dornyei's Theory, Motivation, English Course of SMPI Nurul Isti'dad Baban Silo Jember.**

Low-ambition and vacuum motivation of L2-learners are one of the problems in learning and teaching process. Teacher as the educator, demonstrator, and instructor has main role in learning process. A teacher has responsibility to overcome student's problems. For example, a teacher has to motivate students who have vacuum motivation in learning English. Therefore, a teacher need to use a numerous of motivational strategies in learning process to increase student's motivation. The teacher of the English course in SMPI Nurul Isti'dad Baban Silo Jember used unique strategies which similar with Zoltan Dornyei's theory to motivate students learning English. Thus, the problems in this research are: How does the teacher create the basic motivational condition, generate initial motivation, maintain and protect motivation, and encourage positive retrospective self-evaluation based on Zoltan Dornyei's theory to motivate students in learning English?

The research methodologies of this research are: 1) The research design of this study is descriptive research by qualitative approach. 2) The subjects of this research are the headmaster of SMPI Nurul Isti'dad, Tutors and the students of English course. 3) The data collection techniques of this research are observation, interview and documentation. 4) Triangulation of techniques and sources were used to ensure that the data is valid.

The findings of the research are; 1) The teacher creates students' basic motivational condition based on Zoltan Dornyei's theory using some strategies; a) appropriate teacher behavior, b) a pleasant and supportive atmosphere in the classroom, c) a cohesive learner group with appropriate norms. 2) The teacher generates students' initial motivation based on Zoltan Dornyei's theory using some strategies; a) enhancing the learner's L2-related values and attitudes, b) increasing the learner's expectancy of success, c) increasing the learner's goal-orientedness, d) making the teaching lessons relevant for the learners, and e) creating realistic learner beliefs. 3) Teacher maintain and protect students' motivation based on Zoltan Dornyei's theory using some strategies; a) making learning stimulating and enjoyable, b) presenting task in a motivating way, c) setting specific learner goals, d) increasing their self-confidence, e) allowing learners to maintain a positive social image, f) creating learner autonomy, g) promoting self-motivating strategies, and h) promoting cooperation among the learners. 4) The teacher encourage students' positive retrospective self-evaluation based on Zoltan Dornyei's theory using some strategies; a) promoting motivational attribution, b) providing motivational feedback, c) increasing learner satisfaction, and d) offering rewards and grades in a motivating manner.

## ACKNOWLEDGEMENT

The day and Night are always beautiful as the mercies and blessing of Allah the Almighty one God has been being given and felt by the all entire human being in universe. No other proper words to express it except “*Alhamdulillah*” for all things we feel health and spirit till today.

The *Shalawat* and *Saalam* may always be given to the best creatures ever, the most amazing human, and the wonderful figure of human being, Prophet Muhammad S.A.W, the existence of him can cause the world of stupidity to be smartness, the dark to be light, and *Jahiliyyah* Era to be the Islamic Era.

All praises to Allah the almighty for all his mercies and guidance so as to the author can complete such thesis entitled “An Analysis of Zoltan Dornyei’s Theory to Motivate Student in Learning English at English Course of SMPI Nurul Isti’dad Baban Silo Jember” to achieve the undergraduate degree of English Education Department, Faculty of Education and Teacher Training, State Institute of Islamic Studies of Jember.

The author is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

1. Prof. Babun Suharto, S.E, M.M as the Rector of State Institute of Islamic Studies of Jember who has facilitated me during this undergraduate study
2. Dr. Hj. Mukni’ah as the Dean of Tarbiyah and Teacher Training Faculty who has permitted me to have this research
3. Mr. As’ari, M.Pd.I as the Head of English education department who has permitted me to have this research
4. Ninuk Indrayani M.Pd as my advisor who has helped me a lot in conducting this research
5. H. Abdul Muis, S.Ag, M.Si as the Chief of library of IAIN Jember who has facilitated me on supplying the references to conduct the research
6. Ibnu Murtadho as the headmaster of SMPI Nurul Isti’dad Baban Silo Jember, Mr. Zainuddin as the teacher of the English course, and all the members of the

course who helped, participated, facilitated, and supported the entire researcher's need during the research.

7. And all of people who participated in this research.

However, the writer understands that this thesis is far from perfect, but hopefully it will be useful for readers and future researchers



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**IAIN JEMBER**

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## **LIST OF APPENDIXES**

Appendix I: Matrix of Research

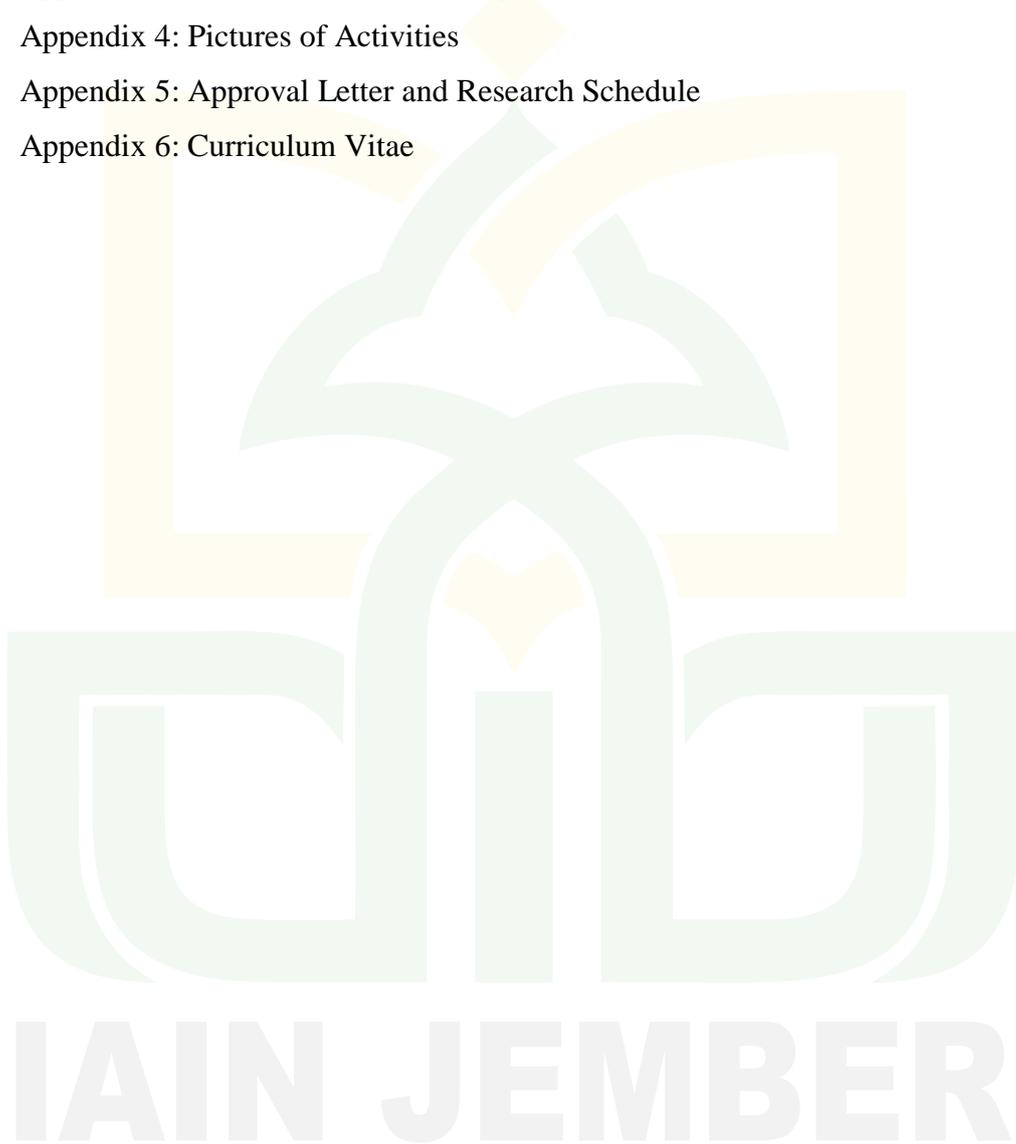
Appendix 2: Interviews

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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

English language was claimed as international language or lingua franca because it has important role in many elements. The importance's of English are; in business, in education, for getting job, for information, in media and entertainment, in official communication, and for international relation.<sup>2</sup> Indonesian teenager, exactly all students or college student, have to master English language to adapt with the development of science. Consequently, all students are given English lesson in every stage of education, either at kindergarten, primary school, junior high school, junior high school, or a university.

There are many reasons for the importance of learning English language; *First*, English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basic is two billions. *Second*, English is the dominate business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English. It's important in

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<sup>2</sup> Samanth Reddy, *Important of English Language in Today's World*, International Journal of Academic Research, Vol, 3, 2016, 181-182.

the global market place therefore cannot be understood, learning English really can change your life.

*Third*, many of the world's film, books and music are published and produced in English. Therefore by learning English you will have access to a great wealth of entertainment and will be able to have a greater cultural understanding. *Fourth*, most of the content produced on the internet (50%) is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available.<sup>3</sup>

In Indonesia, English language is considered as a foreign language, so that Indonesian society, especially learners find some problems to master English language in four skills; speaking, listening, reading, and writing, despite they have learned English since kindergarten till university. One of the reasons is Indonesian societies are accustomed to speak their mother language either regional language or national language in their daily communication.

One of the important things that has to be remembered by all learners or teachers of L2 is someone could master foreign language (English) well if they also understand their own language (Indonesia).<sup>4</sup> Noprival analyzed that there are five major themes concerning student's problems in speaking English, including (a) inadequate vocabulary knowledge, (b) grammar as a stumbling

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<sup>3</sup> Samanth Reddy, *Important of English Language in Today's World*, International Journal of Academic Research, Vol, 3, 2016, 182

<sup>4</sup> Suwarjhono, *Peran dan Martabat Bahasa Indonesia dalam Pengembangan Ilmu*, Journal, 2008, 7

block, (c) fear of negative response from others, (d) low self-esteem to speak in English, and (e) feeling anxious to speak in English.<sup>5</sup>

The varieties of student's problems in speaking English become the factor for students in learning English. They have low-ambition or low-motivation to learn English. Sometimes, the learners at junior high school, senior high school, even at university bored or tired when they get English lesson at the class. They do not have high spirit to listen the teacher's explanation. Uniquely, they choose to sleep at the class or getting absence.

Low-ambition, low-motivation, and unnatural behavior of students are one of problems in learning and teaching process. Teacher as the educator, demonstrator, and instructor has main role in learning process. A teacher has an onus to overcome student's problems. For example, a teacher has to motivate the students to be haighly motivated in learning English. A teacher or tutor need to use a numerous of motivational strategies in teaching process to increase student's motivation.

Motivational strategies are defined by Dornyei as techniques to promote the individual's goal-related behavior. Because human behavior is rather complex, there are diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behavior. Motivational

---

<sup>5</sup> Noprival, *Student's Voice: EFL Speaking Problems On English Day Program At One Senior High School In Indonesia*, Jurnal Ilmiah Universitas Batanghari Jambi Vol. 16 No. 1, 2016, 78.

strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.<sup>6</sup>

There is one of junior high schools at Baban Silo Jember, namely SMPI Nurul Isti'dad which was built at 2011. Initially, almost all students of SMPI Nurul Isti'dad do not like English. In the student's daily life, English language becomes as a foreign language. The students have low self-confidence in learning English language. The students also have a mindset that English language is very difficult to be learned.

Based on those problems, the students have low-motivation in learning English language at the classroom. Because of that, Mr. Zain as the English teacher of the English course SMPI Nurul Isti'dad decides to make an English course to motivate students through motivational strategies. Finally, the students have interest and motivation to learn and master English.

The researcher wants to conduct this research at English Course in SMPI Nurul Isti'dad Baban Silo Jember. The researcher is interested in knowing more about the English tutor's Motivational strategies, and the student's responses of the tutor's motivational strategies. Therefore, a researcher carry out this research entitled "English Teacher's Motivational Strategies in Teaching English: Analysis Based on Zoltan Dornyei's Theory".

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<sup>6</sup> Parviiz Ajideh, *Motivational Strategies, Task Effectiveness and Incidental Acquisition of Second Language Vocabulary*, Journal of Language Teaching and Research, Vol. 4, No. 5 Sempember 2013, 1046

## **B. Focus of Research**

1. How does the teacher create basic motivational condition based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?
2. How does the teacher generate initial motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?
3. How does the teacher maintain and protect motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?
4. How does the teacher encourage positive retrospective self-evaluation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember?

## **C. Objective of Research**

1. To describe the teacher's strategies in creating the basic motivational condition based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.
2. To describe the teacher's strategies in generating initial motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.
3. To describe the teacher's strategies in maintaining and protecting motivation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.

4. To describe the teacher's strategies in encouraging positive retrospective self-evaluation based on Zoltan Dornyei's theory to motivate students in teaching English at English course of SMPI Nurul Isti'dad Baban Silo Jember.

#### **D. Significance of Research**

The result of this research is expected to give some benefit both theoretically and practically: Theoretically, the result of this research can proof the effectiveness of Zoltan Dornyei's theory to motivate students in learning English.

Particularly, the result of this reseach could be a reference for other researchers and give more knowledge for readers about Zoltan Dornyei's theory to motive students in learning English.

#### **E. Scope of The Research**

The scope of this research is going to be done at English course in SMPI Nurul Isti'dad Baban Silo Jember. The researcher limited the research on English tutor's motivational strategies to motivate student. The motivational strategies in this research will use Zultan Dornyei's theory, those are; Creating the basic motivational conditions, Generating initial motivation, Maintaining and protecting motivation, and Encouraging positive retrospective self-evaluation.

## **F. Definition of The Key Term**

### **1. Motivational Strategy**

A motivational strategy of Zoltan Dornyei's theory is a techniques or way to promote or influence person's motivation to do something. In the learning English, the tutor, the instructor or the teacher use a diverse motivational strategies to enhance student's interest or motivation.

### **2. Motivation**

Motivation is refection that appears in people consciously or subconsciously that causes them unmoved to do something because they want to reach their goal or their purpose. The kinds of motivation are intrinsic, extrinsic, instrumental, and integrative motivation. The intrinsic motivation indicate someone to do something because interest or enjoyable on it. The extrinsic motivation indicates someone to do something because they are influenced by external of their self like a parent, tutor or teacher, prize, and many others. The instrumental motivation indicates someone to do something because they have the desire to integrate into the target language community, culture and become part of that society. The integrative motivation indicate someone to something because they want to increase the social status or self-image, better careers and business opportunities, to further study or meet the requirements of school, reading technical lessons or translation

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Research**

The research about teacher's strategy to increase student's motivation is not the first research. There are many other researchers that have done a research about teacher's strategy and student's motivation. This chapter will discuss the relevant previous research that was written by the other researchers to explain the similarities, the differences and the original idea of this research.

##### **1. A Thesis Written by Muhammad Wahyudi "The Strategies of the Teacher in Learning English (A Study at The Tenth Grade MAN 2 Boyolali in the Academic Year 2016/2017)"**

The result of the research is the teacher gave suggestion and motivation videos that were played in the beginning the lesson, closing the lesson and/or when the situation in the class were not conducive to continue the lesson. The teacher imports idol stories as part of the lesson. The strategies to increase student's motivation given by the English teacher were extrinsic motivation (based on source motivation) and instrumental motivation (based on the purpose) in teaching English as media to arouse students of reaching the goal.

Based on the result of the interview of the research is the English teacher at the tenth grade of MAN 2 Boyolali some of strategies in teaching English to motivate students, those are; suggestion, video motivation, subtle of ridicule and giving praise to student in all situation. The teacher still gave

praise to the student who had bad works or presentation. The teacher also used motivation videos to make a conducive and fun class. Therefore, many tenth-grade students of MAN 2 Boyolali had good response for the English teacher's motivation in teaching English.

The similarities of this research are; the researcher focused to investigate the teacher's strategies to increase student's motivation and student's response to the English teacher's motivation. The difference of this research is, the researcher did the research at Senior high school (MAN 2 Boyolali).

**2. A Thesis Written by Dila Nawang Kharisma “A Study on Student's Motivation in Learning English at the Eight Grade of SMP Ta'mirul Islam Surakarta in the Academic Year 2018/2019”.**

The research focused on the kind of student's motivation. The research found many students intrinsic motivation. The prove gave the information that the students in SMP Ta'mirul Islam Surakarta have intrinsic motivation. The students are motivated by the enjoyment of the learning process itself or by their internal desire. The students want to learn English because English lesson gives them pleasure and develops a particular skill. In addition, the students learn English because they are interested with English and want to improve their English language.

From the interview of students, students also have extrinsic motivation. It shows that some students of SMP Ta'mirul Islam Surakarta are motivated by their external desire. The students are motivated to learn

English because the students have purpose to get a good score in final exam, they want to get a reward from the teacher, they want to get a job and they want to continue their study overseas, and they are motivated by their parents.

The similarities of the research are the researcher do the research at junior high school and investigate student's motivation. The difference with this research is that this research does not focus on English teacher's strategy to increase student's motivation.

**3. An article written by Muhammad Aprianto Budie and Nining Mayda  
“Motivational Strategies in Teaching English as a Foreign Language:  
A Case Study in Junior High School 7 Kuningan”.**

Based on the findings taken from classroom observation, interview, and questionnaires of the research, it was found that teacher 1 and teacher 3 applied motivational strategies completely and sequentially based on the phases of motivational strategies. Both teachers tried to motivate students continuously in teaching EFL to make an effective teaching and learning process. That was responded positively by students of both teachers. Besides, It can be seen from the result of questionnaires from students of teacher 1 which was 88.25% and students of teacher 3 which was 85.71%. Furthermore, the result taken from the interview conducted with students of both teachers showed that the students showed positive attitudes towards motivational strategies that were applied by both teachers in EFL classroom.

On the other hand, teacher 2 did not apply motivational strategies completely and sequentially based on the phases of motivational strategies. The teacher missed the first phase of motivational strategies because the teacher focused on the lesson, so the first thing that was done by the teacher was delivering the lesson to the students. That was responded negatively by students. Students showed negative attitudes towards motivational strategies that were applied by the teacher in teaching EFL. From the result of classroom observation, it can be seen that students did not participate actively in teaching and learning process. Most students were passive during the teaching and learning process and only a small part of students which were active enough in the teaching and learning process. However, this was not in line with the result taken from questionnaire which indicates that students gave positive attitudes which was 79.02% and gave positive answer in the interview.

The similarities of the research are it focuses on English teacher's strategies to motivate students in learning English and the research was done at junior high school. The difference of the research is the participants of the research were three English teachers. The participants were three English teachers of seventh grade and 123 seventh grade students in Junior High School 7 Kuningan, consisting of: 40 students of teacher 1, 41 students of teacher 2, and 42 students of teacher 3.

**Table 2.1**  
**The similarities and differences**

| <b>No</b> | <b>Name and Thesis title</b>   | <b>Similarities</b>   | <b>Differences</b>  |
|-----------|--|---|---|
| 1         | A Theses Written by Muhammad Wahyudi "The Strategies of The Teacher In Learning English (A Study at The Tenth Grade MAN 2 Boyolali In The Academic Year 2016/2017)"                | The researcher focused to investigate the teacher's strategies to increase student's motivation and student's response to the English teacher's motivation. | The researcher did the research at Senior high school (MAN 2 Boyolali).<br>The researcher doesn't use Zoltan Dornyei' theory  |
| 2         | A Thesis Written by Dila Nawang Kharisma "A Study on Student's Motivation in Learning English at the Eight Grade of SMP Ta'mirul Islam Surakarta in the Academic Year 2018/2019".  | The researcher does the research at junior high school and investigates student's motivation.   | This research does not focus on English teacher's strategy to increase student's motivation.<br>The researcher doesn't use Zoltan Dornyei' theory   |
| 3         | An article written by Muhammad Aprianto Budie and Nining Mayda "Motivational Strategies in Teaching English As A Foreign Language: A Case Study in Junior High School 7 Kuningan". | The research focuses on English teacher's strategies to motivate students in learning English and the research was done at junior high school.              | The participants of the research are three English teachers. The participants were three English teachers of seventh grade and 123 seventh grade students in Junior High School 7 Kuningan, consisting of: 40 students of teacher 1, 41 students of teacher 2, and 42 students of teacher 3.<br>The researcher doesn't use Zoltan Dornyei' theory |

From the previous researches above, it can be described generally about the original of this research. There are differences of the previous researches with this research which this research focus to analyze the

English teacher's strategies to create the students' basic motivational condition, generate students' initial motivation, protect and maintain students' motivation, and encourage positive self-evaluation based on Zoltan Dornyei's theory to motivate the students in learning English at English Course of SMPI Nurul Isti'dad Baban Silo Jember.

## **B. Theoretical Framework**

### **1. Motivation**

#### **a. Definition of Motivation**

The word motivation derives from the Latin verb *mover*, meaning "to move" (through the intermediary of a Late Latin adjective *motives*, "stirred," inherited in French as *motif*), and has been introduced as a technical term in psychology to answer the fundamental question of why people think and behave as they do. Accordingly, motivation concerns the direction and magnitude of human behavior, explaining the choice of a particular action, persistence in it, and the effort expended on it. Because human behavior is shaped by a wide variety of factors ranging from internal reasons such as curiosity or desire for peace to external motives such as rewards and grades.<sup>7</sup>

There are many different definitions for the term of motivation. Susana Fernandez Orio<sup>8</sup> quotes a complete definition of motivation based on Richards and Schmidt's thought as following:

<sup>7</sup> Zoltan Dornyei, *Motivating Students and Teachers*, Journal, 01.

<sup>8</sup> Susana Fernandez Orio, *Motivation And Second Language Acquisition*, Essay, 2013, 12

“In general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, a class of reasons for learning a language, and motivation itself, which refers to a combination of the learner’s attitude, desires, and willingness to expend effort in order to learn the second language. Orientations include an integrative orientation, characterized by a willingness to be liked valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job or passing an examination. The construct of integrative motivation (most prominently associated with R.C Gardner) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language (see socio-educational model). Another widely cited distinction is between intrinsic motivation, enjoyment of language learning itself, and extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishment. Other theories of motivation emphasize the balance between the value attached to some activity and one’s expectation of success in doing it, goal setting, the learner’s attribution and learner autonomy, and the characteristic of effective motivational thinking. Motivation is generally considered to be one of the primary causes of success and failure in second language learning”.

The definition above means that every student or L2 learner (learner of second language) has difference motivation in learning English language as a foreign language. Student's motivation depends on their orientation. Student's orientation determines their own motivation in learning language.

Mitra Alizadeh<sup>9</sup> quotes several definitions of motivation based on Gardner, Shearin, Narayana, Broussard and Garrison's thought. According to Gardner, motivation is the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward learning the language. Oxford and Shearin defined motivation as a desire to gain an objective, combined with the energy to work towards that objective. Narayanan said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior. Broussard and Garrison defined motivation as the attribute that moves us to do or not to do something.

Based on all definition above, term of motivation can be defined as a desire, energy, and also a reason that driving force students in any situation and lead to action or do something to get their goals or target in learning language.

Zoltan Dornyei<sup>10</sup> argues that motivation determinants of second language/foreign language (L2) learning achievement and, accordingly,

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<sup>9</sup> Mitra Alizadeh, *The Impact Of Motivation on English Language Learning*, International Journal of Research In English Education, Vol. 1, No. 1;2016,12

<sup>10</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classroom*, The Modern Language Journal, Vol. 78, No. 3, 1994, 273

the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. Those researches are initiated and inspired by two Canadian psychologists, Robert Gardner and Wallace Lambert. They ground the motivation research with their colleagues and students in a social psychological framework.

Zoltan Dornyei<sup>11</sup> also describes the definition of motivation that most researchers would agree on the definition of motivation as the fundamental question of why people behave as they do. Accordingly, motivation determines the direction and magnitude of human behavior or the choice of a particular action, the persistence with it, and the effort expended on it. Simply, motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it.

#### **b. Motivational Theories**

There are many competing theories, which attempt to explain the nature of motivation. The study of motivation has been influenced by various psychological theories. Each of these theories state different sources of motivational needs, and each have certain drawbacks.

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<sup>11</sup> Zoltan Dornyei, *Motivation in Second Language Learning*, Journal, 518.

## 1) Behavioral Views

Leila and Firozz<sup>12</sup> argues that behavioral views of motivation concentrate on extrinsic factors (external rewards or punishments) and reinforcement of desired behaviors (based on John Watsons' mechanistic concept that behaviors could be totally described in terms of observable responses to certain stimuli). An extrinsically motivated student performs "in order to obtain some reward (good grades, teacher approval, etc.) or avoid some punishment external to the activity itself," as opposed to a student who is intrinsically motivated and undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Lepper, 1988 as cited in Shirkey, 2003).

The behavioral approach is limited, however, in that it stresses external motivating factors (praise, good grades, rewards, etc.), which may lead to certain drawbacks. For example, students motivated in such a manner may be less likely to learn if no tangible reward is given. In certain instances, extrinsic rewards actually decrease intrinsic motivation factors that may have been present.

## 2) Cognitive Views

Cognitive views on motivation propose that behavior is influenced by the environment and self-perception. Compared to the

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<sup>12</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, Internation Journal on Studies In English Language and Literatre, Vol. 3, Issue 2, 2015, 128.

behavioral view of external stimulus/response, cognitive views tend to be more internal and information processing based.

Based on Jean Piaget's equilibration, assimilation, accommodation, and schema formation, cognitive views stress an innate desire on the part of people to keep balance and organization in their perceptions of the world around them. When imbalance occurs, schema is modified to regain desired balance and organization. In terms of motivation, students may become motivated to learn in order to achieve desired equilibrium, and obtain a feeling of mastery over their environment. Cognitive dissonance theory, developed by Leon Festinger, and based on Piaget's views on disequilibrium, states that people will act in such a way as to resolve discrepancies between different beliefs or actions.

Cognitive views have certain limitations. These include difficulty in achieving the lack of balance (or disequilibrium) needed to motivate students to modify schema, and the difficulty in measuring the need for achievement in individuals. Cognitive views stress that human behavior is influenced by the way people think about themselves and their environment. The direction that behavior takes can be explained by four influences: the inherent need to construct an organized and logically consistent knowledge base, one's expectations for successfully completing a task, the factors that one believes

account for success and failure, and one's beliefs about the nature of cognitive ability.<sup>13</sup>

### 3) Humanistic View

Leila Anjhomshon and Firooz Sadighi<sup>14</sup> state that humanistic views of motivation can be attributed to Abraham Maslow. Maslow described a hierarchy of needs that drove motivations. Maslow was a very influential person in regards to the study of motivation, and his writings have led to many subsequent studies and attempts to develop grand theories of motivation.

First, at the lowest level of Maslow's hierarchy, are physiological needs (need to satisfy hunger and thirst), second are safety needs (need for safety, security, organization and predictability), third comes belongingness and love needs, fourth comes esteem needs (self-esteem, achievement, competence, recognition, respect), and fifth, at the highest level, are self-actualization needs (living up to one's fullest potential).<sup>15</sup>

### 4) Self-determination Theory

Self-determination theory, developed by Edward Deci and Richard Ryan, focuses on the importance of intrinsic motivation in driving human behavior. Like Maslow's hierarchical theory and others that built on it, SDT posits a natural tendency toward growth and

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<sup>13</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, Internation Journal on Studies In English Language and Literatre, Vol. 3, Issue 2, 2015, 129.

<sup>14</sup> Ibid, 129.

<sup>15</sup> Ibid, 129.

development. Unlike these other theories, however, SDT does not include any sort of "autopilot" for achievement, but instead requires active encouragement from the environment. The primary factors that encourage motivation and development are autonomy, competence feedback, and relatedness.<sup>16</sup>

### 5) Social Cognitive Theory

More recent developments include Social Cognitive Theory (SCT), proposed by Albert Bandura, and arising out of previous notions espoused in Social Learning Theory, which has been in existence for some time (since the 1890's, in one form or another). SCT emphasizes social origins of behavior, and proposes that cognitive factors play a central role. SCT also takes the stance that learning can occur from observation of people and the world around us, as well as from reading books and other lessons.<sup>17</sup>

### 6) The Kinds of Motivation

Based on Pintrich thought that is quoted by Yee Chee Hong and Malini<sup>18</sup>, motivation is a process that cannot be observed directly, but can be inferred by behaviors, such as effort, persistence and verbalization. It involves goals that drive the direction and action,

<sup>16</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, International Journal on Studies In English Language and Literature, Vol. 3, Issue 2, 2015, 129.

<sup>17</sup> Leila Anjhomshon & Firooz Sadighi, *The Importance of Motivation in Second Language Acquisition*, International Journal on Studies In English Language and Literature, Vol. 3, Issue 2, 2015, 129-130.

<sup>18</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 19

physical or mental activity that guide towards attaining goals. Every learner has different motivation in learning everything like English language. It depends on their reasons in learning English language. Some of students learn English language because they like English language, the others students learn English because of final exam, looking for job, scholarship and other reasons. These reasons indicate the kinds of motivation.

#### **a) Intrinsic and Extrinsic Motivation**

Intrinsic motivation is related to an internal wish to do something. Aleksandra<sup>19</sup> quotes the definition of motivation based on Deci's argumentation as following: "the ones for which there is no apparent reward except the activity itself." Self-determination theory puts emphasis on three innate psychological needs which need to be satisfied in order for an individual to feel intrinsically motivated. Those needs are: autonomy (in deciding what to do and how to do it), competence (abilities and skills by which we manage to control our environment) and relatedness (relationships we develop through our interaction with others). This assumption has significant implications for students engaged in the learning process. Namely, students are more likely to experience intrinsic motivation in an environment that promotes the satisfaction of these needs than in the one which neglects them.

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<sup>19</sup> Aleksandra, *Intrinsic and Extrinsic Motivation For Learning English as a Foreign Language*, ELTA Journal Vol. 2, No. 2, 2014, 25.

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one.

Intrinsic motivation encourages a student in doing something. They feel happy learning English as foreign language because they have ambition to dominate English. A student who has intrinsic motivation does not need support from the others (external itself). S/he has ability from a child (innate) to develop their skill.

Intrinsic motivation is main potential motivator of students in learning process. A student has more spirit to learn for their own satisfaction because s/he has desire or energy from their own self that support them to learn everything in their life.

On the other hand, Tengku Sepora<sup>20</sup> states that extrinsic motivation is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark. Extrinsic motivation helps students to do a work or an activity as a means or way to achieve a target. Those

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<sup>20</sup> Tengku Sepora, *Motivation, Its Types, and Its Impact in Language Learning*, International Business and Social Science Vol 3, No. 24, 2012, 232.

who are extrinsically motivated perform and do affairs as they think that their contribution will cause enviable results like a reward, teacher admiration, or evasion (prevention) of punishment.

Aleksandra<sup>21</sup> also describes the effect of extrinsic motivation based on Topalov's thought students who are extrinsically motivated perform a certain action not because they truly enjoy it, but because of a reward that is available in their environment. Extrinsic goals can vary from short-term goals (good grades, prizes from the teacher and parents, participation in competitions, etc.) to long-term ones (possibility of winning scholarships, better job opportunities, higher social status, etc.).

#### **b) Integrative and Instrumental Motivation**

Yee Chee Hong and Malini Ganapathy<sup>22</sup> describe the categorization of learner's orientation or factors of motivation in language learning based on thoughts as following: Gardner and Krashen categorized the learner's orientation or factors of motivation in second language learning into two types, which is integrative motivation and instrumental motivation. Both types of motivation affect the success of second language acquisition from different perspectives.

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<sup>21</sup> Tengku Sepora, *Motivation, Its Types, and Its Impact in Language Learning*, International Business and Social Science Vol 3, No. 24, 2012, 232.

<sup>22</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 21.

Yee Chee Hong and Malini Ganapathy<sup>23</sup> also explain that integrative motivation as defined by Brown's is where learners have the desire to integrate into the target language community, culture and become part of that society. Learners learn the second language because they wish to socialize or participate in the target language group. Gardner defined instrumental motivation as "Learning for perceived utility". Learners of such type learn another language with the purpose of some pragmatic gains, instead of social implication with the target language community. These instrumental goals might increase the social status or self-image, better careers and business opportunities, to further study or meet the requirements of school, reading technical lessons or translation, etcetera. Instrumentally motivated learners perform mainly for the attainment of external rewards, such as appraisal, personal fulfillment, status or power. Hence, it can be considered that instrumentally motivated learners' desire to learn the second language is aligned to accomplish some non-interpersonal purposes.

Yee Chee Hong and Malini Ganapathy<sup>24</sup> wrote the correlation factors of instrumental and integrative motivation based

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<sup>23</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 21.

<sup>24</sup> Yee Chee Hong & Malini Ganapathy, *To Investigate ESL Student's Instrumental and Integrative Motivation towards English Language Learning in a Chinese School in Penang: Case Study*, Journal Vol. 10, No. 9, 2017, 21.

on Gardner, Dornyei and Waner's thoughts. Gardner suggested that integrative motivation supersedes instrumental motivation, because integrative motivation involves attitudinal factors and goal orientated behaviors, which are important to second language learning process. However, Dornyei refuted that integrative and instrumental motivation are not on the opposite aspect, it is more like two sides of a coin. Both of them are positively related and contribute to the achievement of language learning. Waner also claimed that, when instrumental motivation and integrative motivation are used together in a language study, it creates more positive results for the learners.

### **c) Factors that Influence Motivation.**

In the long journey of acquiring a foreign language, there are factors influencing the sustaining motivation as reflected in the decreasing tendency of action. Student can be motivated by two factors that include internal factors (relating to learners' aspects) and external factors (relating to external context).

#### **(1) Internal Factors**

##### **(a) Goals Setting**

Oxford and Shearin conclude that goal setting can have exceptional importance in stimulating L2 learning motivation. Schunk points out that the effects of goals on learning behavior depend on three properties: specificity,

proximity, and difficulty level. Specific goals help students determine the amount of effort required for success and are more likely to increase students' motivation. Proximal goals convey more reliable information about one's capabilities and according to Dörnyei, proximal sub goals may have a powerful motivating function in that they mark progress and provide immediate incentive and feedback. The difficulty of a goal influences the amount of effort a learner believes to be necessary to complete the task. In making decisions to engage in an activity, setting appropriate goals becomes an important part of motivated behavior so that the decision can be carried out and the required effort sustained.

#### (b) Expectancy

Expectancy refers to the perceived likelihood of success. According to expectancy-value theories, motivation to perform various tasks is the product of two key factors: the individual's expectancy of success in a given task and the values the individual attaches to success on that task. The greater the perceived likelihood of goal-attainment and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation. Learners who think they are likely to succeed are more highly motivated than those who expect to fail.

### (c) Anxiety

Anxiety is an elusive and complex phenomenon, known for inhibiting people in various activities and, in extreme cases, even potentially damaging their lives. Anxiety has also been recognized to affect foreign/second language (L2) learning and use, and the second language acquisition (SLA) literature typically distinguishes ‘language anxiety’ from other types of anxiety.<sup>25</sup>

Language anxiety is one of the important affective factors in foreign language learning. According to Horwitz, Horwitz, and Cope, anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. In their study, they proposed a model of foreign language anxiety, which consists of communication apprehension, test anxiety, and fear of negative evaluation. As Stipek says, anxiety interferes both with learning and with performance. According to Krashen, anxiety works as an affective filter, which prevents students from receiving input and then makes language acquisition fails to progress.

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<sup>25</sup> Erdi Simsek & Zoltan Dornyei, *Anxiety and L2 Sel-Images: The ‘Anxiety Self’*, Journal, 51.

#### (d) Self-Confidence

Self-confidence refers to the belief that one has the ability to produce results, accomplish goals or perform tasks competently. Self-confidence was first introduced in the L2 literature by Clément, Gardner and Smythe to describe a powerful mediating process in multi-ethnic settings that affects a person's motivation to learn and use a L2 (ibid.). As Dörnyei says, self-confidence is shown to be a major motivational subsystem in foreign language learning situations where there is no direct contact with members of the L2 community.

#### (e) Self-Efficacy

Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and accordingly, their sense of efficacy will determine their choice of the activities attempted, as well as the level of their aspirations, the amount of effort exerted, and the persistence displayed (Dörnyei 1998). According to Williams and Burden, aptitudes and prior experiences will affect learners' initial beliefs about their capabilities for learning. As Bandura summarizes, efficacy beliefs influence how people feel, think, motivate themselves, and behave. People with low sense of self-efficacy in a given domain

perceive difficult tasks as personal threats and they dwell on their own personal deficiencies and the obstacles they encounter. Those people easily lose faith in their capabilities and are likely to give up. In contrast, a strong sense of self-efficacy enhances people's achievement behavior by helping them to approach threatening situations with confidence and to heighten and sustain effort in the face of failure.

## **(2) External Factors**

### **(a) Teacher**

As Williams and Burden (1997) state, learning tasks are generally introduced by the teacher in schools. Teachers mainly contribute two factors to the learners' motivation. The first is the teacher's personality or nature which is likely to influence learners' personal feelings about their teachers or even the language class it-self. Therefore, students' perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn. The second is the teacher's teaching style, i.e. the way in which the teacher presents the activity and works with the learner during the completion of that activity.

### (b) Activities and Lessons

A central element of classroom learning is the design of tasks and learning activities. Students' perceptions of tasks and activities not only influence how they approach learning, but also have important consequences for how they use available time. According to Ames, tasks or activities that involve those characteristics are more likely to arouse interest and foster a willingness in students to put forth effort and become actively engaged in learning: variety and diversity, focusing on helping students improving and gaining new skills, emphasizing personal relevance and meaningful contents, offering personal challenge and giving a sense of control. Besides activities, lessons also play an important role in motivating students' learning. According to Crookes and Schmidt, the factor of interest is important for lessons. Instead of using orthodox lessons, using varied lessons with varied typographical layouts, color illustrations, photographs, stimulating appearance and interesting contents can enhance students' interest and those lessons can work as positive stimuli to arouse learners' curiosity and sustain their motivation.

(c) Relevance

Dornyei states that relevance refers to the extent to which the student feels that the instruction is connected to important personal needs, values or goals. He further explains that at a macro level, relevance coincides with instrumentality; at the level of learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal, that is, to mastering the L2. Relevance is a prerequisite for “sustained motivation and requires the learner to perceive that important personal needs are being met by the learning situation”. It can be enhanced by analyzing and addressing learner needs and goals in language study, as well as by addressing such basic needs as the need for achievement, for affiliation, and for power.

(d) Feedback

According to Williams and Burden, behavioral psychologists were the first to recognize the power of feedback as motivating influence. Feedback can be an important factor (either positive or negative) that affects student motivation (Schmidt et al. 1996). It can be given by means of praise, by any relevant comment or action, or by silence, but external reinforces in the form of rewards, merit

marks or simple praise, are often considered to be excellent ways of motivating underachieving or reluctant learners (Wheldall and Merrett 1984 cited in Willaims and Burden 1997). Furthermore, feedback that provides information for promoting progress and success is motivating, while feedback that fails to give this kind of information and merely signals failure is demotivating (Schmidt 1996).

(e) Classroom Environment

The importance of the appropriate environmental conditions for learning to take place cannot be underestimated, because as Good and Brophy state, learning is greatly influenced by the environment in which it occurs.

However, different individuals may have different perceptions about preferred conditions for learning, finding certain environmental conditions more conducive to learning than others. Williams and Burden mention that the greater the degree of concordance between one' ideal classroom and the actual classroom, the greater the degree of satisfaction there is likely to be.<sup>26</sup>

Zoltan Dornyei<sup>27</sup> explain in his book entitle

Motivational Strategies in the Language Classroom about

<sup>26</sup> Lei Zhao, *Investigation into Motivation Types and Influences on Motivation: The Case of Chinese Non-English Majors*, Journal, Vol. 5, No. 3 2012, 101-103.

<sup>27</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 20

Williams and Burden's thought of the factors that influence motivation. Williams and Burden state that motivation can be influenced by internal and external factors, those are:

The internal factors that are influenced motivation are; *the first* is intrinsic interest of activity. It consists of arousal of curiosity and optimal degree of challenge. *The second* is perceived value of activity. It consists of personal relevance, anticipated value of outcomes, and intrinsic value attributed to the activity. *The third* is sense of agency. It consists of locus of causality, locus of control re; process and outcomes, and ability to set appropriate goals. *The fourth* is mastery. It consists of feelings of competence, awareness of developing skills and mastery in a chosen area, and self-efficacy. *The fifth* is self-concept. It consists of realistic awareness of personal strength and weakness in skills required, personal definitions and judgments of success and failure, self-worth concern, and learned helplessness. *The sixth* is attitudes. It consists of language learning in general, the target language, and the target language community and culture. *The last* is other affective states. It consists of confidence, anxiety and fear.

The external factors that are influenced motivation are; *the first* is significant others. It consists of parents,

teachers, and peers. *The second* is the nature of interaction with significant others. It consists of mediated learning experience, the nature and amount of feedback, rewards, the nature and amount of appropriate praise, and punishment. *The third* is the learning environment. It consists of comfort, resources, time of day, week, and year, size of class and school, class and school ethos. *The fourth* is the broader context. It consists of wider family networks, the local education system, conflicting interests, cultural norms, and societal expectation and attitudes.

## 2. Zoltan Dornyei's Theory (Motivational Strategies)

Zoltan Dornyei<sup>28</sup> defined motivational strategies as the techniques that influence the individual's goal related behavior. There are many ways diverse ways of influencing individual's behavior, because human behavior is rather complex. Almost any person potentially affects his/her behavior. Motivational strategies refer to those motivational influences that are consciously intended to achieve some systematic and enduring positive effect.

On the other side, motivational strategies are defined as instructional techniques, approaches, tactics or interventions to generate and enhance

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<sup>28</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 28

student's motivation. Motivational strategies also maintain ongoing motivated behavior and engage it from recurred motivation.<sup>29</sup>

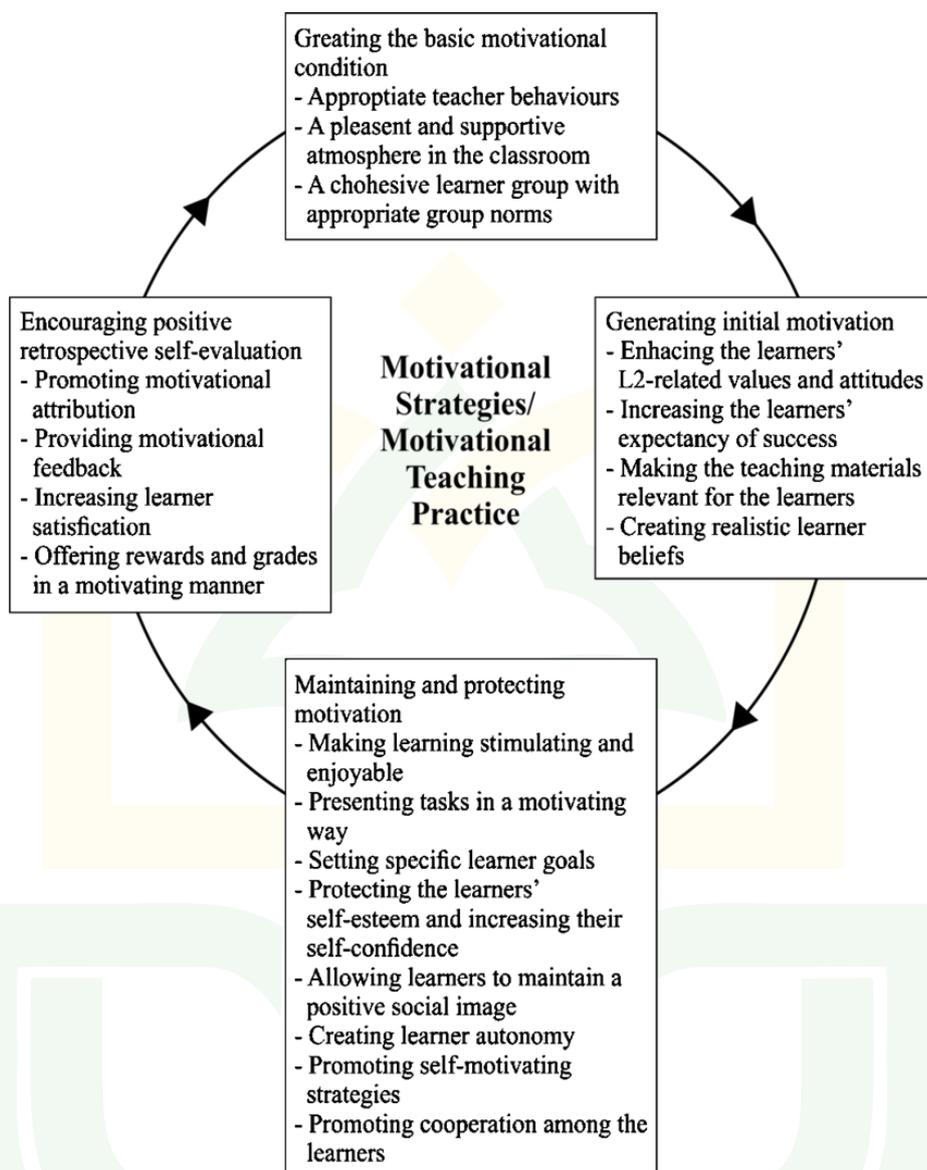
Motivational strategies are divided into four different dimensions that include: 1) creating the basic motivational conditions, 2) generating initial motivation, 3) maintaining and protecting motivation and 4) encouraging positive retrospective self-evaluation. (See figure 1). These dimensions appropriate to Dornyei's process-model (See figure 2), so that the creating the basic motivational conditions corresponds to the pre-action phase of the process-model, maintaining and protecting motivation correspond to the action phase and encouraging positive self-evaluation to the post-action phase.<sup>30</sup>



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<sup>29</sup> Andrzej Cirocki, *Motivational Strategies in the Secondary School EFL Classroom: The Case of Ecuador*, *Electric Journal of Foreign Language Teaching*, Vol. 16, No. 2, 2019, 252.

<sup>30</sup> Jere Sillanpaa, *Motivational Strategies as Perceived and Implemented by Future L2 Teachers*, Thesis, 2012, 15.



**Figure 2.1 The Components of Motivational Strategies or Motivational Practice Teaching in the L2.<sup>31</sup>**

These are the explanation of the components of the motivational strategies or the motivational teaching practice:

<sup>31</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classroom*, The Modern Language Journal, Vol. 78, No. 3, 1994, 29.

### a. Creating the basic motivational conditions<sup>32</sup>

Motivational strategies cannot be applied successfully in a motivational vacuum. There must be various certain requirements to generate motivation affectively. Based on Zoltan Dornyei experience, there are three certain motivational conditions in a particular are much needed; a) appropriate teacher behaviors and a good relationship with the students; b) pleasant and supportive classroom atmosphere; and c) a cohesive learner group with appropriate group norms.<sup>33</sup>

#### 1) Appropriate teacher behaviors

There are four strategies to have appropriate teacher behavior in learning process, those are:

##### a) *Demonstrate and talk about our own enthusiasm for the course*

*lesson, and how it affects our personally.* This strategy can be achieved by two ways, specifically:

(1) Share our own personal interest in the L2 with our student

(2) Show students that we value L2 learning as a meaningful experience that produces satisfaction and enriches our life.

##### b) *Take the students learning seriously.* This strategy can be

achieved by three ways, specifically:

(1) Show students that we care about their progress

<sup>32</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 31-49

<sup>33</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classrooms*, *The Modern Language Journal*, Vol. 78, No. 3, 1994, 31

(2) Indicate our mental and physical availability for all things academic.

(3) Have sufficiently high expectations for what our students can achieve.

c) *Develop a personal relationship with our students.* This strategy

can be achieved by three ways, specifically:

(1) Show students that we accept and care about them

(2) Pay attention and listen to each of them

(3) Indicate our mental and physical availability.

d) *Develop a collaborative relationship with the students' parents.*

This strategy can be achieved by two ways, specifically:

(1) Keep parents regularly informed about their children's progress

(2) Ask for their assistance in performing certain supportive task at home

2) A pleasant and supportive atmosphere in the classroom

Creating a pleasant and supportive atmosphere in the classroom can be achieved by four ways, specifically:

(1) Establish a norm of tolerance

(2) Encourage risk-taking and have mistaken accepted as a natural part of learning.

(3) Bring and encourage humor.

(4) Encourage learners to personalize the classroom environment according to their taste.

3) A cohesive learner group with appropriate group norm

A cohesive learner group with appropriate group norm consists of three strategies. Every strategy could be success by using various ways.

a) *Promote the development of group cohesiveness.* This strategy can be success by using seventh ways, specifically:

(1) Try and promote interaction, cooperation and the sharing of genuine personal information among the learners.

(2) Use ice-breakers at the beginning of a course

(3) Regularly use small-group tasks where students can mix.

(4) Encourage and if possible organize extracurricular activities and outings.

(5) Try and prevent the emergence of rigid searing patterns.

(6) Include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.

(7) Promote the building of a group legend.

b) *Formulate group norms explicitly, and have them discussed and accepted by the learners.* This strategy can be success by using four ways, specifically:

(1) Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly.

- (2) Explain the importance of the norms you mandate and how they enhance learning, and ask for the student's agreement.
- (3) Elicit suggestion for additional rules from the learners and discuss these in the same way as the rules we have proposed.
- (4) Put the group rules (and the consequence for violating them) on display.

c) *Have the group norms consistently observed.* This strategy can be success by using two ways, specifically:

- (1) Make sure that we build our self-observe the established norms consistently.
- (2) Never let any violations go unnoticed.

#### **b. Generating Initial Motivation**<sup>34</sup>

One of appropriate ways to start a discussion of building motivation is understand the values the object of the learning lesson. Every teacher has powerful role in learning process, just as well in L2 learning. A teacher has important role to give understanding for students who have motivation vacuum in learning L2 (second language or foreign language). A teacher needs to give understanding about the positive value of the L2, especially English. Therefore, students can be expected to have positive value, feeling, beliefs and attitude of English. So that students have motivation to learn and mastery English.

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<sup>34</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

The motivational strategies related to generating initial motivation are divided into five categories: enhancing the learners' L2-related values and attitudes, increasing the learners' expectancy of success, increasing the learners' goal-orientedness, making the teaching lessons relevant for the learners, and creating realistic learner beliefs.

#### 1) Enhancing the learners' L2-related values and attitudes

The basic value of foreign language or second language (L2) greatly establishes the preferences and approaches to learning L2. Therefore, promoting the positive language related value and attitudes determine reaching consequences in motivating L2 learners. The language-related values are distinguished into three types: (a) intrinsic value, related to the interest in and anticipated enjoyment of the actual process of learning; (b) integrative value, related to the individual's attitude toward the L2, the learners, and the culture it conveys; and (c) instrumental value, related to the perceived practical, pragmatic benefits of mastery the L2.<sup>35</sup>

Enhancing the learners' L2-related values and attitudes can be achieved by four strategies:

a) *Promote the learners' language-related values by presenting peer role models.* This strategy can be applied by using three ways;

(1) Invite senior students to talk to the class about their positive experiences.

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<sup>35</sup> Zoltan Dornyei and Christine Muir, *Creating a Motivating Classroom Environment*, Journal of University of Nottingham, 2019, 729.

(2) Feedback to the students the views of their peers, e.g. in the form of class newsletter.

(3) Associate your learners with the peers (e.g. in group or project work) who are enthusiastic about the subject.

b) *Raise the learners' intrinsic interest in the L2 learning process.*

This strategy can be applied by using two ways;

(1) Highlight and demonstrate aspects of L2 learning that the students are likely enjoy.

(2) Make the first encounters with the L2 a positive experience

c) *Promote the students' awareness of the instrumental values associated with the knowledge of a L2.* This strategy can be applied

by using three ways;

(1) Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals.

(2) Reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community.

(3) Encourage the learners to apply their L2 proficiency in real-life situations.

d) *Promote 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and speakers, and towards foreignness in general.* This strategy can be applied by using four ways;

- (1) Include socio-cultural component in our language curriculum.
- (2) Quote positive views about language learning by influential public figures.
- (3) Encourage learners to conduct their own exploration of the L2 community (e.g. on the internet).
- (4) Promote contact with L2 speakers and L2 cultural products.

## 2) Increasing the learners' expectancy of success

Dornyei states that learners can do best works of tasks, assignments, and duties if they expect they will succeed. Therefore, the teacher should have ways in order that the students receive feeling of success. <sup>36</sup> *Increasing the students' expectancy of success in particular tasks and in learning in general can be success by using*

three ways;

- a) Make sure that the students receive sufficient preparation and assistance.
- b) Make sure that the students know exactly what success in the task involves.
- c) Make sure that there are no serious obstacles to success.

## 3) Increasing the learners' goal orientedness

*Increasing students' goal-orientedness by formulating explicit class goals can be success by using three ways:*

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<sup>36</sup> Jere Sillanpaa, *Motivational Strategies as Perceived and Implemented by Future L2 Teachers*, A Pro Gradu Thesis, 2012, 19.

- a) Have the students negotiate individual goals and outline a common purpose, and display the final outcome in public.
  - b) Draw attention from time to time to the class goals and how particular activities help to attain them.
  - c) Keep the class goals achievable by re-negotiating if necessary.
- 4) Making the teaching lessons relevant for the learners

A teacher needs to find out student's interest, needs, goals, and other things related with the students for making the teaching lessons relevant for the students. Therefore, a teacher should discuss the lesson or lesson by connecting with the student's world in learning process.

*Making the teaching lessons relevant for the learners* can be success by using three ways:

- a) Use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into curriculum as much as possible.
  - b) Relate the subject matter to the everyday experiences and backgrounds of the students.
  - c) Enlist the students in designing and running the course.
- 5) Creating realistic learner beliefs

A foreign language or second language (L2) learners has different beliefs in mastery it. Some of learners believe they can mastery English in a few months, and others may think that they can

master a language for a few years. Some of them may think they can mastery language if they learn early like 8 or 9 years, and others might think they can only learn the L2 in the host environment. These false beliefs very influence to the students' progress in mastery L2.

Therefore, a teacher should help students to crate realistic learner belief in learning L2. *Creating realistic learner beliefs* can be achieved by using two ways:

- a) Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have.
- b) Raise the learners' general awareness about the different ways languages learnt and the number of factors that can contribute to success.

### **c. Maintaining and Protecting Motivation<sup>37</sup>**

The third stage of motivational strategies is maintaining and protecting motivation. After creating the basic motivational conditions and generating initial motivation, the L2 learners may have initiated motivation. However, motivation is dynamic and it can be influenced by emerging loss of motivation. Therefore, the teacher should to maintain and protect learners' motivation.

Maintaining and protecting learners' motivation could be achieved by applying eighth strategies:

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<sup>37</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 71-116

## 1) Making learning stimulating and enjoyable

Making learning stimulating and enjoyable could be successful by using detailed strategy:

a) *Make learning more stimulating and enjoyable by breaking the monotony of classroom events.* It can be achieved by using three

ways:

- (1) Vary the learning tasks and other aspects of teaching as much as we can.
- (2) Focus on the motivational flow and not just the information flow in the class.
- (3) Occasionally do the unexpected.

b) *Make the learning stimulating and enjoyable for the learners by increasing the attractiveness of the tasks.* It can be achieved by using four ways:

- (1) Make tasks challenging.
- (2) Make tasks content attractive by adapting it to the students' natural interest or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
- (3) Personalize learning tasks.
- (4) Select tasks that yield tangible, finished products.

c) *Make learning stimulating and enjoyable for the learners by enlisting them as active task participants.* It can be achieved by using two ways:

(1) Select tasks which require mental and/or bodily involvement from each participant.

(2) Create specific roles and personalized assignments for everybody.

2) Presenting tasks in a motivating way

*Presenting and administer tasks in motivating way* can be achieved by using three ways:

a) Explain the purpose and unity of the task.

b) Whet the students' appetite about the content of the task.

c) Provide appropriate strategies to carry out the tasks.

3) Setting specific learner goals

*Setting specific learner goals* can be achieved by applying certain strategies:

a) *Use goal-setting methods in the classroom.* It can be achieved by using two ways:

(1) Encourage learners to select specific, short term goals for the students.

(2) Emphasize goal completion deadlines and offer ongoing feedback.

b) *Use contracting methods with the students for formalize their goal commitment.* It can be achieved by using two ways:

(1) Draw up a detailed written agreement with individual students, or whole group, that specifies what they will learn and how, and the ways by which we will help and reward them.

(2) Monitor student's progress and make sure that the details of the contract are observed by both parties.

(3) Protecting the learners' self-esteem and increasing their self-confidence

Protecting the learners' self-esteem and increasing their self-confidence can be achieved by applying certain strategies:

c) *Provide learners with regular experience of success.* It can be achieved by using three ways:

(1) Provide multiple opportunities for success in the language class.

(2) Adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones.

(3) Design tests that focus on what learners can rather than cannot do, and also include improvement options.

d) *Build the learners' confidence by providing regular encouragement.* It can be achieved by using two ways:

(1) Draw the learners' attention to their strengths and abilities.

(2) Indicate the students that we believe in their effort to learn and their capability to complete the tasks.

e) *Help diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment.* It can be achieved by using four ways:

(1) Avoid social comparison, even in its subtle forms.

(2) Promote cooperation instead of competition.

(3) Help learners to accept the fact that they will make mistakes as part of the learning process.

(4) Make tests and assessment completely ‘transparent’ and involve students in the negotiation of the final mark.

f) *Build the learners’ confidence in their learning abilities by teaching them various learner strategies.* It can be achieved by using two ways:

(1) Teach students learning strategies to facilitate the intake of new lesson.

(2) Teach students communication strategies to help them overcome communication difficulties

(3) Allowing learners to maintain a positive social image

*Allowing learners to maintain a positive social image* can be achieved by using two ways:

a) Select activities that contain ‘good’ roles for the participants.

b) Avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.

4) Promoting cooperation among the learners

*Promoting cooperation among the learners* is the next strategy to increase students' motivation. It can be achieved by using three ways:

- a) Set up tasks in which teams of learners are asked to work together towards the same goal.
- b) Take into account team products and not just individual products in your assessment.
- c) Provide students with some 'social training' to learn how best to work in a team.

5) Creating learner autonomy

*Increasing students' motivation by actively promoting learner autonomy* can be achieved by using three ways:

- a) Allow learners real choices about as many aspects of the learning process as possible.
- b) Hand over as much as we can of the various leadership/teaching roles and function to the learners.
- c) Adopt the role of facilitator.

#### 6) Promoting self-motivating strategies

Promoting *self-motivating* strategies can be achieved by *increasing the students' self-motivating capacity*. It can be achieved by using three ways:

- a) Raise the students' awareness of the importance of self-motivation.
- b) Share with each other strategies that we have found useful in the past.
- c) Encourage students to adopt, develop and apply self-motivating strategies

#### **d. Encouraging positive retrospective self-evaluation<sup>38</sup>**

In the motivating L2 learners, a teacher should to create basic motivational conditions, generate initial motivation and maintain and protect learners' motivation. After do those motivational stages, a teacher need to encourage positive self-evaluation for the students. Motivational strategies in this category are divided into promoting motivational attributions, providing motivational feedback, increasing learner satisfaction, and offering rewards and grades in a motivating manner.

##### 1) Promoting motivational attributions

*Promoting motivational attributions* can be achieved by two ways:

- a) Encourage the students to explain about why they were successful, more importantly, why they failed in the past.
- b) Refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range.

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<sup>38</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 118-134

## 2) Providing motivational feedback

This strategy can be success by *providing students with positive information feedback*. It will be achieved by two ways:

- a) Notice and react to ay positive contributions from the students.
- b) Provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on.

## 3) Increasing learner satisfaction

*Increasing learner satisfaction* can be achieved by using three ways:

- a) Monitor student accomplishments and progress, and take time to celebrate any activity.
- b) Make student progress tangible by encouraging the production of visual records and arranging regular events.
- c) Regularly include tasks that involve the public display of the students' skills.

## 4) Offering rewards and grades in a motivating manner

In this category of motivational strategy, there are two strategies:

- a) *Offer rewards in a motivational manner*. More specifically:
  - (1) Make sure that students do not get too preoccupied with the rewards.

(2) Make sure that even non-lesson rewards have some kind of lasting visual representation.

(3) Offer rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.

b) *Use grades in a motivating manner, reducing as much as possible the students' demotivating impact. More specifically:*

(1) Make the assessment system completely transparent, and incorporate mechanism by which the students and their peers can also express their views.

(2) Make sure that grades also reflect effort and improvement and not just objective levels of achievement.

(3) Apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests.

(4) Encourage accurate student self-assessment by providing various self-evaluation tools.

The varieties types and components of motivation are appointed that motivation influenced by eclectic and multifaceted factors or construct. Based on the research literature of Clement, Dornyei and Noel's classroom study, the L2 motivation consists of

three levels; the language level, the learner level, and the learning situation.<sup>39</sup>

The language level focus on orientations and motives the learner of L2 related to various aspects of L2, such as the culture it conveys, the community in which it spoken, and the potential usefulness of proficiency in it. The learner level involves a complex affects and cognitions that form of personality traits. Two motivational components (need for achievement and self-confidence) underlying the motivational process at this level are latter encompassing various aspects of language anxiety, perceived L2 competence, attributions about past experience, and self-efficacy. The learning situation level include of intrinsic and extrinsic motives and motivational conditions concerning three areas, those are; 1) course-specific motivational components, 2) teacher-specific motivational components, and 3) group-specific motivational components.

1) *Language level*

a) *Include a socio cultural component in the L2 syllabus* by sharing positive L2- related experiences in class, showing films or TV recordings, playing relevant music, and inviting interesting native speaking guests.

b) *Develop learners' cross-cultural awareness systematically* by focusing on cross-cultural similarities and not just differences,

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<sup>39</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classroom*, The Modern Language Journal, Vol. 78, No. 3, 1994, 281-282.

using analogies to make the strange familiar, and using "culture teaching" ideas and activities.

- c) *Promote student contact with L2 speakers* by arranging meetings with L2 speakers in your country; or, if possible, organizing school trips or exchange programs to the L2 community; or finding pen-friends for your students.
- d) *Develop learners' instrumental motivation* by discussing the role L2 plays in the world and its potential usefulness both for themselves and their community.

## 2) *Learner Level*

- a) *Develop students' self-confidence* by trusting them and projecting the belief that they will achieve their goal; regularly providing praise, encouragement, and reinforcement; making sure that students regularly experience success and a sense of achievement; helping remove un-certainties about their competence and self-efficacy by giving relevant positive examples and analogies of accomplishment; counter-balancing experiences of frustration by involving students in more favorable, "easier" activities; and using confidence-building tasks
- b) *Promote the students' self-efficacy with regard to achieving learning goals* by teaching students learning and communication strategies, as well as strategies for information processing and

problem-solving, helping them to develop realistic expectations of what can be achieved in a given period, and telling them about your own difficulties in language learning.

- c) *Promote favorable self-perceptions of competence in L2* by highlighting what students can do in the L2 rather than what they cannot do, encouraging the view that mistakes are a part of learning, pointing out that there is more to communication than not making mistakes or always finding the right word, and talking openly about your own shortcomings in L2 (if you are a non-native teacher) or in a L3.
- d) *Decrease student anxiety* by creating a supportive and accepting learning environment in the L2 classroom, avoiding hypercritical or punitive treatment, and applying special anxiety-reducing activities and techniques.
- e) *Promote motivation-enhancing attributions* by helping students recognize links between effort and outcome; and attribute past failures to controllable factors such as insufficient effort (if this has been the case), confusion about what to do, or the use of inappropriate strategies, rather than to lack of ability, as this may lead to learned helplessness.
- f) *Encourage students to set attainable sub goals* for themselves that are proximal and specific (e.g., learning 200 new words

every week). Ideally, these sub goals can be integrated into a personalized learning plan for each student.

3) *Learning situation level: Course specific motivational components*

a) *Make the syllabus of the course relevant* by basing it on needs analysis, and involving the students in the actual planning of the course program.

b) *Increase the attractiveness of the course content* by using authentic lessons that are within students' grasp; and unusual and exotic supplementary lessons, recordings, and visual aids.

c) *Discuss with the students the choice of teaching lessons* for the course (both textbooks and supplementary lessons), pointing out their strong and weak points (in terms of utility, attractiveness, and interest).

d) *Arouse and sustain curiosity and attention* by introducing unexpected, novel, unfamiliar, and even paradoxical events; not allowing lessons to settle into too regular a routine; periodically breaking the static character of the classes by changing the interaction pattern and the seating formation and by making students get up and move from time to time.

e) *Increase students' interest and involvement in the tasks* by designing or selecting varied and challenging activities; adapting tasks to the students' interests; making sure that something about each activity is new or different; including game-like features,

such as puzzles, problem-solving, avoiding traps, overcoming obstacles, elements of suspense, hidden information, etc.; including imaginative elements that will engage students' emotions; leaving activities open-ended and the actual conclusion uncertain; personalizing tasks by encouraging students to engage in meaningful exchanges, such as sharing personal information; and making peer interaction (e.g., pair work and group work) an important teaching component.

- f) *Match difficulty of tasks with students' abilities* so that students can expect to succeed if they put in reasonable effort.
- g) *Increase student expectancy of task fulfillment* by familiarizing students with the task type, sufficiently preparing them for coping with the task content, giving them detailed guidance about the procedures and strategies that the task requires, making the criteria for success (or grading) clear and "transparent," and offering students ongoing assistance.
- h) *Facilitate student satisfaction* by allowing students to create finished products that they can perform or display, encouraging them to be proud of themselves after accomplishing a task, taking stock from time to time of their general progress, making a wall chart of what the group has learned, and celebrating success.

#### 4) *Teacher-specific motivational components*

a) *Try to be empathic, congruent, and accepting*; according to the principles of person-centered education, these are the three basic teacher characteristics that enhance learning (48). *Empathy* refers to being sensitive to students' needs, feelings, and perspectives. *Congruence* refers to the ability to behave according to your true self, that is, to be real and authentic without hiding behind facades or roles. *Acceptance* refers to a nonjudgmental, positive regard, acknowledging each student as a complex human being with both virtues and faults.

b) *Adopt the role of a facilitator rather than an authority figure or a "drill sergeant,"* developing a warm rapport with the students.

c) *Promote learner autonomy* by allowing real choices about alternative ways to goal attainment; minimizing *external* pressure and control (e.g., threats, punishments); sharing responsibility with the students for organizing their time, effort and the learning process; inviting them to design and prepare activities themselves and promoting peer-teaching; including project work where students are in charge; and giving students positions of genuine authority.

d) *Model student interest in L2 learning* by showing students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life, sharing your personal interest

in L2 and L2 learning with the students, and taking the students' learning process and achievement very seriously (since showing insufficient commitment yourself is the fastest way to undermine student motivation).

e) *Introduce tasks in such a way as to stimulate intrinsic motivation and help internalize extrinsic motivation* by presenting tasks as learning opportunities to be valued rather than imposed demands to be resisted, projecting intensity and enthusiasm, raising task interest by connecting the task with things that students already find interesting or hold in esteem, pointing out challenging or exotic aspects of the L2) calling attention to unexpected or paradoxical aspects of routine topics, and stating the purpose and utility of the task.

f) *Use motivating feedback* by making your feedback informational rather than controlling; giving positive competence feedback, pointing out the value of the accomplishment; and not overreacting to errors (for a summary of error correction without generating *anxiety*).

##### 5) *Group-specific motivational components*

a) *Increase the group's goal-orientedness* by initiating discussions with students about the group goal(s), and asking them from time to time to evaluate the extent to which they are approaching their goal.

- b) *Promote the internalization of classroom norms* by establishing the norms explicitly right from the start, explaining their importance and how they enhance learning, asking for the students' agreement, and even involving students in formulating norms.
- c) *Help maintain internalized classroom norms* by observing them consistently you, and not letting any violations go unnoticed.
- d) *Minimize the detrimental effect of evaluation on intrinsic motivation* by focusing on individual improvement and progress, avoiding any explicit or implicit comparison of students to each other, making evaluation private rather than public, not encouraging student competition, and making the final (end of term/year/ course) grading the product of two-way negotiation with the students by asking them to express their opinion of their achievement in a personal interview.
- e) *Promote the development of group cohesion and enhance inter member relations* by creating class-room situations in which students can get to know each other and share genuine personal information (feelings, fears, desires, etc.), organizing outings and extracurricular activities, and including game-like intergroup competitions in the course.
- f) *Use cooperative learning techniques* by frequently including group work in the classes in which the group's-rather than the individual's-achievement is evaluated (for L2 teaching-specific guidelines).

## CHAPTER III

### RESEARCH METHOD

#### A. Approach and Type of Research

In this study, the researcher has used qualitative as the research approach. The researcher has used a qualitative research to seek and understand a phenomenon of human and social behavior by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data.<sup>40</sup> Qualitative is an intensively personal kind of research. It is freely acknowledgment and admits of both participants and researchers.<sup>41</sup> Besides that, 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>42</sup>

The type of this research uses qualitative descriptive research. Qualitative descriptive intend to describe the reality of all phenomenon related with human behavior and social life. Therefore, a qualitative descriptive that is used in this research intend to investigate and describe a motivational strategy that is used by the tutor in motivating L2 learner in English course at SMPI Nurul Isti'dad Baban Silo Jember.

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<sup>40</sup> Donald Ary, *Introduction to Research an Education eighth edition* (Canada: Wadsworth Cengage Learning, 2010), 29

<sup>41</sup> Donald Ary, *Introduction to Research an Education eighth edition*, 420

<sup>42</sup> Matthew B. Miles, A. Michael Huberman, Johnny, *Qualitative Data Analysis Third Edition*, (London: Sage, 2014), 05

## **B. Research Location**

The researcher conducted this research in the English course in SMPI Nurul Isti'dad, one of the senior high school at Baban Silo Jember. The researcher conducted the research at this place because the tutor of English course uses motivational strategies in motivating students and the researcher was interested in analyzing it.

## **C. Research Subject**

In this study, the researcher cooperated with several elements as the research subject. The research subject gave researcher explanation, description, and understanding about the data that was needed in this research.

The subjects in this study are:

1. Headmaster of SMPI Nurul Isti'dad Baban Silo Jember, Ibnu Murtado, S.Pd.I
2. The tutor of English course, Mr. Zain.
3. The members of English camp.

In this research, the researcher chose twelve students from all the members of the English course, forty-six students. There are three students from the first grade of SMPI Nurul Isti'dad, they are: Fitri, Ayu Ningsih, Sinta, Indra. The researcher chose two females and a male because majority of the students of the first grade who join the English course are females. On the other hand, they as new members of the English course have different feeling and thought learning English language before joining the course and during the English that was taught by Mr. Zain. The researcher thought that they could

represent the data from all new members of the English course that is needed in this research.

The researcher took three students from the second grade of SMPI Nurul Isti'dad; they are Selvina, Nofiana Nanda, and Muhammad Saleh. Majority of the students from the second grade of SMPI Nurul Isti'dad who joined the English are female. So, the researcher chose two females and a male. The researcher chose Selvina as the research subject because she has highly motivated and she is custom learning English to Mr. Zain Privately. Nifiana lodges in Islamic boarding school of Al-Isti'dadul Akhiroh, and Muhammad Saleh doesn't lodge in it.

There are three students from the third grade of of SMPI Nurul Isti'dad; they are Fatima, Fitria, and Bayu. The researcher chose them as the research subject because they joined the English course since the first grade of SMPI Nurul Isti'dad till now. They were having high motivation learning English at the English course. Then, there are two students from of senior high school of Nurul Isti'dad. They were Ega and Purwanto. The researcher chose Ega to be research subject because she is highly motivated learning English. She was custom learning English to Mr. Zain privately. Finally, she got winner in essay competition in Transmart. While, Purwanto is the student which joined the English course since the first grade of of SMPI Nurul Isti'dad till the third grade of of SMA Nurul Isti'dad.

## D. Data Collection Technique

The researcher used the data collection method through three techniques: observation, interview and documentation.<sup>43</sup>

### 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher takes field notes and pictures of an activity and human behavior at the research site. The observation can be done by two roles:

#### a. Role of a participant observer

A participant observer is an observational role adopted by researchers when take part in activities in the research site.

#### b. Role of a Nonparticipant observer

A nonparticipant observer is an observer who visits a sites and records notes without becoming involved in the activities of the participants. In this study, the researcher used two observational roles, participant observer and nonparticipant observer.

### 2. Interview

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribed and wrote the data into field note for analysis. In qualitative research, the researcher asked open-ended question so that the participants explained their experiences of learning English. An open-ended

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<sup>43</sup> John W. Creswell, *Educational Research Fourth Edition*, (Boston: Pearson Education, 2012) 212-223.

response to a question allows the participants to explain their responses of the tutors' motivational strategies used during process of English learning.

There were two types of interviews:

a. One-on-one interviews

A popular approach in educational research, the one-on-one interview was a process of collecting data in which the researcher asks some questions and records the answers from only one participant in the study at a time. The researcher used one-on-one interview approach to the informants as following:

- a) The headmaster of SMPI Nurul Isti'dad Baban Silo Jember.
- b) The tutor of English camp
- c) The members (or students) of English camp.

b. Focus group interview

A focus group interview is the process of collecting data through interview with a group of people, typically four to six. The researcher asked some questions and elicits responses from individuals in the group. Thus, the researcher did focus group interview to the members (students) of English camp during English learning process.

3. Documentation

Documents consists of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meeting, personal journals, and letters.

## E. Data analysis

The researcher used Milles and Huberman method in analyzing the data. Milles and Huberman<sup>44</sup> argue that there are three steps of data analysis; data condensation, data display, and drawing and verifying conclusion.

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the field notes, interview transcripts, documents, and other empirical lessons. As data collection process, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways: through selection, through summary of paraphrase, through being subsumed in a large pattern, and so on. Occasionally, it may be helpful to convert the data into magnitudes.

### 2. Data Display

The second major of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. As with data, the creation and use of displays is not separate from analysis, it is a part of analysis. Designing displays-deciding on the rows and columns of a matrix for qualitative data

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<sup>44</sup> Matthew B. Miles, A. Michael Huberman, Johnny, *Qualitative Data Analysis Third Edition*, (London: Sage, 2014), 08-10.

and deciding which data, in which form, should be entered in the cells are analytic activities.

### 3. Drawing and Verifying Conclusion

Conclusion drawing is only half of a Gemini configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be through and elaborate, with lengthy argumentation and review among informants to develop inter-subjective consensus or with extensive efforts to replicate a finding in another data set.

### F. Validity of Data

The researcher checked the accuracy of the data by using source triangulation and triangulation of technique.<sup>45</sup> The step which has been used with source triangulation was the researcher checked the validity of the data that has been obtained through several sources which include person, place, activity, and others. While, technique of triangulation was the researcher has checked the validity of data to the same sources with different techniques, it includes observation, interview, and documentation.

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<sup>45</sup> Miles and Huberman, *Qualitative Data Analysis 3<sup>rd</sup> Edition*, (London: Sage, 2014). 266.

## G. Research Steps

This part explains the plan of research that will be done by the researcher. It starts from preface research, design development, the real research, and until reporting writing.<sup>46</sup> In this research, there are three stages, namely:

### 1. Pre-field of research stage

The first step, the researcher looked for the problems and the related references. There were six pre-field stages, they are:

- a. Develop research design
- b. Select research field
- c. Permit processing
- d. Explore and evaluate the field of research
- e. choose the informant
- f. Prepare the research instrument

### 2. Stage of field work

After getting permission, the researcher entered the research object and collecting the data with observation, interview and documentation.

### 3. Data analysis stage

After all the data was collected, the researchers analyzed the whole data and describe it in the form of a report and consult with the supervisor. Then, the research will be examined by the examiner after the researcher done all the research.

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<sup>46</sup>Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter includes research finding and discussion of the research. The finding of the research is the information got from the informants (a tutor of English camp, a members of English camp, and the headmaster of SMPI Nurul Isti'dad Baban Silo Jember) in the field of the research, while the discussion is process of making a decision or a conclusion about the topic of this research that analyzes Zoltan Dornyei's theory to motivate students in learning English language. The finding and discussion are explained as follows:

#### **A. The Description of The Object**

##### **1. The History of English Course of SMPI Nurul Isti'dad Baban Silo Jember**

SMPI Nurul Isti'dad is one of formal institutions at Al Isti'dadul Akhiroh Islamic boarding school. This boarding school was established by Kyai Abdul Walid at 1983. The history of the establishment of SMPI Nurul Isti'dad originated with the initiative of Kyai Abdul Walid as the caretaker of Al Istidadul Akhiroh Islamic boarding school.

Ustadz Zainuddin says that:<sup>47</sup>

“K. Abdul Walid has initiative to establish SMPI Nurul Istidad because he looks the students (his santri) who have graduated from elementary school just play because they do not have payment to continue their education at junior high school (SMP).”

Ibnu Murtado, S. Pd. I as the head master of SMPI Nurul Isti'dad,

he adds that:<sup>48</sup>

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<sup>47</sup> Interview 1

“K. Walid has initiation to develop institution exactly establish junior high school at 2011. Then, he asks guidance to God (istikharah) and the result of it appointed to me. He comes to my house and appoints me to be headmaster. I say to him to look for the others. K. walid come to me till five times. Finally, I am agreed as the headmaster of SMP Nurul Istidad sicne 2011 till now. This institution of junior high school is inaugurated at 2018 by regent and vice regent of Jember, Dr. Hj. Faida, MMR and KH. Abdul Muqit Arief.”

Kyai Abdul Walid organizes conference with the public figure at central Baban Mulyorejo to discuss about their initiative that is founding junior high school (SMP). Kyai Abdul Walid offers ta all public figure that are capable to establish junior high school. However, all the public figure of central Baban Mulyorejo felt inadequate to establish a junior high school. They propose Kyai Abdul Walid to found junior high school. Kyai Abdul Walid has agreed a public figure of central Baban’s suggestion. Eventually, SMPI Nurul Isti’dad Baban was established at Al Isti’dadul Akhiroh Islamic boarding school at 2011, and it was inaugurated at 2018 by regent and vice regent of Jember, Dr. Hj. Faida, MMR and KH. Abdul Muqit Arief.

English course of SMPI Nurul Istida’d Baban Silo Jember is the first English course that is established at 2016 during the founding of Al Isti’dadul Akhiroh Islamic boarding school at 1983. This English course is established by Ustadz Zain, the son-in-law of Kyai Abdul Walid. Ustadz

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<sup>48</sup> Interview 2

Zain explained about the history of the English course establishment as follow:<sup>49</sup>

“I have initiation to organize English course at 2015, but I do not really focus on it, so this plan doesn’t run well. I began this English course in 2016 and it’s only followed by a few students.”

Actually, Mr. Zain has initiation to establish English course at 2015, but he does not implement it. It’s caused of English lesson was taught by Mrs. Dewi since the founding of junior high school (2011). In 2016, Mr. Zain was given trusted to teach English language. He also establishes the English course of SMPI Nurul Isti’dad at 2016.

Initially, the student of SMPI Nurul Isti’dad who followed the English course is only three-four people. Basically ninety percent students do not like English language. So they are not interested in participating in the English course. However, the members of English course developed in every new generation. Every student who has followed the English course has more motivation, so other members who had never attended the English course before are interested in learning English. The development of students’ motivation in learning English language caused of Mr. Zain’s ways and strategies in teaching English at the course. At the beginning of English course in 2016 to the present day, Mr. Zain taught the lesson at the course alone without any assistance from other tutors.

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<sup>49</sup> Interview 1

## 2. The Geographic Location of English Course of SMPI Nurul Isti'dad

English course of SMPI Nurul Isti'dad is located in Al Istidadul Akhiroh Islamic Boarding House area. Whereas the location of Al Istidadul Akhiroh Islamic Boarding House area itself is located in central Baban, Mulyorejo, Silo, Jember.

## 3. Organization Structure of English Course of SMPI Nurul Isti'dad.

The researcher tried to get the data the organization structure of English camp of SMPI Nurul Isti'dad to Mr. Zain as the founding father and the tutor of the course. The researcher interviewed Mr. Zain on Monday, 13<sup>th</sup> December 2020.

He tells that:<sup>50</sup>

“I teach English language at this course lonely since 2016 till now. The other teachers do not have more time to help teach. They have their own activity at their house. Majority of the teacher here are a farmer. Whereas the student who has English capability continues his/her education outside like in Al-Falah and Al-Hidayah. So, there is no organization structure of this course as like director and stuff teacher terms. Thus, I am practically a tutor and a director”.

## 4. Vision and Mission of English Course of SMPI Nurul Isti'dad

The Vision: Regenerate the students' English ability to compete with other students out of the school.

The Mission:

- a. The students have new motivation to learn
- b. The students build the English ability
- c. The students can achieve what they wish

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<sup>50</sup> Interview 1

- d. The students are able to look a view out of the village
- e. Avoiding the early marriage by learning English

## **B. Research Findings**

In this part, the researcher will present the data based on the observation, interview and documentation. The researcher analyzed Zoltan Dornyei's theory (motivational strategies) that is used by the tutor of English course at SMPI Nurul Isti'dad Baban Silo Jember. Based on Zoltan Dornyei's theory, there are four components of motivational strategies to generate and enhance students' motivation in learning English, they are: a) Creating the basic motivational condition, b) Generating initial motivation, c) Maintaining and protecting motivation, and d) Encouraging positive retrospective self-evaluation. Every component of the motivational strategies includes various strategies and various ways. So, the researcher will describe each item as follows:

### **1. The Implementations of Zoltan Dornyei Theory's Motivational Strategies in Creating the Basic Motivational Condition.**

The researcher analyzed the data on Sunday 13<sup>th</sup>, Monday 14<sup>th</sup> and Wednesday 16<sup>th</sup> of December 2020 to get data information of Zoltan Dornyei theory's motivational strategies in creating the basic motivational condition which was used by the tutor of English course to motivate students in learning English language. In this term, the researcher uses two ways of getting the data, such as interviews and observations.

Based on the observation participant on Sunday, 13<sup>th</sup> December 2020, the researcher found the data about students' vacuum motivation condition in learning English language before joining the English course. Mr. Zain permitted the researcher to do participant observation and took part in activities of the English course.<sup>51</sup>

The researcher came in to the class after Mr. Zain attended the class, especially at 13.20. The researcher opened the observation by greeting. The first time, the researcher invited every student to introduce their own self. After that, the researcher explained the purposed of doing research. Then, the researcher asked students one by one about their feeling in learning English language. All students said that; originally, they did not like learning English. They like learning English since join the English course.

This data accorded based on interviewed to Mr. Zain on Sunday, 13<sup>th</sup> December 2020. He said that:<sup>52</sup>

“I have stayed here since 2015. Initially, English lesson is touch by Mrs. Dewi. So, I teach English since 2015 till now. Actually, I have initiation building English course at 2015, but it's implemented at 2016 and it's just followed by a few students. Firstly, one hundred percent of students don't like English; it's not only ninety percent. In every year after, there are many students join the English course and they have more spirit and motivation”.

Ibnu Murtado. S. Pd. I as the headmaster of SMPI Nurul Isti'dad consolidated the data, he said that:<sup>53</sup>

“Majority of students don't like English. One of the proofs that are their English's score is not good enough. The have liked English when Mr. Zain teaches English lesson at SMP. Then he organizes

<sup>51</sup> Observation, Sunday, 13<sup>th</sup> December 2020.

<sup>52</sup> Interview 1

<sup>53</sup> Interview 2

English course and it is affected to students' progress and their score of English at school. Furthermore, there is a student who has got winner in English essay at 2018."

A teacher or a tutor would not apply successfully in creating the basic motivational condition of students who has motivational vacuum in learning English language. They need to use various certain requirements to create motivation affectively like appropriate teacher's behaviors and good relationship with the students, pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. Therefore, the researcher asked some questions to Mr. Zain as the tutor of English course about the strategies and the ways to create the students' basic motivation.

Based on the interview on Monday 14<sup>th</sup> of December 2020 to Mr. Zain as the tutor, he explained about the strategy that was used to create the basic motivational condition of students in learning English language as follow;<sup>54</sup>

"I also used several strategies to create the basic motivational condition of students like the Zoltan Dornyei's theory you have described just now, but I don't implemented all of the ways, I used some of those ways"

Based on the interview above, Mr. Zain used several strategies as Zoltan Dornyei's theory to create the basic motivation of students, those are; appropriate teacher behaviors and good relationship with the students, pleasant and supportive classroom atmosphere, and a cohesive learner group with appropriate group norms. But, he did not use all of the ways in each

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<sup>54</sup> Interview 1

strategy. The researcher will explain the result of the data completely as following;

**a. Appropriate Teacher Behaviors**

The researcher did the observation on Monday 14<sup>th</sup> of December 2020. At 11.45 PM, Mr. Zain invited all the members of English course were taking prayer together of dzuhur in mosque of Al Istidadul Akhiroh Islamic boarding school. After taking prayer, Mr. Zain started the English course at 12.00 PM.

Based on the observation done by the researcher during learning process in the English course, the researcher got some data that is needed in the research. Those are:<sup>55</sup>

Mr. Zain started the English course timely that is 12.00 PM. All of the members were in the class. Some of the member still wore uniform because they did not go home yet and joined the course directly. All the members were not sitting down at the chair, some of them sat at floor. During doing the nonparticipation observation, the researcher was sitting down in the back chair. The researcher was very impressed to all the members because all of them brought English dictionary.

The researcher observed the learning process of English course from the beginning till closing. Mr. Zain did not explain about the lesson directly. He told a little experience when he was learning English

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<sup>55</sup> Observation, Monday 14<sup>th</sup> of December 2020.

at his Islamic boarding school. Then, he asked all the members about their feeling in learning English, and answered it by English. Some students answered that learning English is difficult and some of the others answered a little difficult. Mr. Zain gave tasks to the student before closing the program at 13.30 PM. The researcher invited one of the students time who did not stayed at Al Isti'dadul Akhiroh Islamic boarding school to do interview.

The researcher interviewed Mr. Zain and asked, "Do you ever tell your experience in leaning English to the student?" he told that;

"I tell to the students that I also hate learning English language because I fell difficult to understand English like the way of pronouncing a word is different from the writing. However, after I understand English, I changed my mindset that learning English is easy. Since then I have spirit to study English and join the English course in boarding school."

This data was support by Ega, she explained that:<sup>56</sup>

"All right, Mr. Zain always tells about his experience of learning English language when he was in boarding school. Usually, he tells it in every edmission of new members. Mr. Zain is very spirit learning English school till he becomes a tutor in his boarding. I am motivated from Mr. Zain's story."

It's related with Purwanto explanation, he says that:

"Yes, he tells that he likes English since he boards. Mr. Zain ever tells when he was in boarding school. He learn English first in his boarding school. He also tells his experience when he teach English course in Jakarta. He gets money from that course."

The researcher interviewed to Selvina, Nofiana and Muhammad

Saleh as the student of the second grades of SMPI Nurul Isti'dad about

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<sup>56</sup> Interview 12

how Mr. Zain shows his attention to them in teaching English at the course.

Selvina told that:<sup>57</sup>

“I join this English course since first grade of SMP. Actually I did not really like English because English is difficult. When I follow this English course, I have more interested in learning English. Mr. Zain teaches me and the others patiently. If a student doesn’t understand the lesson which was explained, he will explain more till we understand”.

The other examples of Mr. Zain attention was explained by Nofiana, she said that:<sup>58</sup>

“Mr. Zain is very spirit teaching English. He doesn’t only teach in the class. He also teach student who invited him to learn outside the time of the course. Usually Ega always asked and invites Mr. Zain to study outside the time of the course”.

Muhammad Saleh also added that:<sup>59</sup>

“He is never angry to student in teaching English at the course .Mr. Zain is very kind, patient and he cares to the students. “.

On Monday, 14<sup>th</sup> of December 2020, the researcher did interview to Mr, Zain after taking group prayer of ashar. The researcher asked him about his strategies to create the basic motivation of students, he said that:<sup>60</sup>

“I try to teach in this course consistently. I also start this course on time, which was from 12.00 PM-13.30 PM. At each meeting, I always give motivate student to keep spirit in learning, including learning English at this course. There are some students who have more spirit and motivation in learning English. They ask me to learn English privately although outside

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<sup>57</sup> Interview 7

<sup>58</sup> Interview 7

<sup>59</sup> Interview 8

<sup>60</sup> Interview 1

time of school and English course. Usually Ega and Fitri learn privately to me.”

The researcher interviewed Ega and Fitria as the students who always asked to Mr. Zain learning English privately. Ega told that:<sup>61</sup>

“Usually I study privately to Mr. Zain with Fitria. Sometimes, I study privately after taking paryer ashar at Sunday or Monday. Besides that time, Mr. Zain usually has an activity outside the school. Sometimes, he comes to the city”.

Fitria also said that:<sup>62</sup>

“Alright, I join Ega studying privately to Mr. Zain because Ega is very smart. Sometimes, he teaches me and the other friends at the course. Ega always motivates me.”

Mr. Zain also said that he also visited a home of students’ parent. Majority of students’ parents would not permit their sons to stay out after going to school. Therefore, Mr. Zain informed students’ parents about the schedule of the English course. Mr. Zain told the students’ progress to their parents. He reminded students’ parents to keep and maintain students’ motivation in learning, especially English.

#### **b. A Pleasant and Supportive Classroom Atmosphere**

On Monday, 14<sup>th</sup> of December 2020, the researcher continued the observation during the English course occurred. Mr. Zain began the English course at 12.00 PM. At the beginning of the course, Mr. Zain didn’t immediately explain the lesson. He used ice breakers at the beginning of the course to create a pleasant and supportive atmosphere in the classroom. The clue of the ice breaking is when Mr. Zain said

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<sup>61</sup> Interview 12

<sup>62</sup> Interview 10

‘cat’ the student has to clap once, if Mr. Zain said fish the student has to clap twice, if Mr. Zain said said chicken the student has to clap thrice. The student who wrongs to clap based on the clue has to mention three vocabularies. Fifteen minutes later, Mr. Zain corrected students’ task which was given at the previous meeting. Some of students got enough, good, good plus and best score.<sup>63</sup>

Mr. Zain wrote the wrong answer at the blackboard. He instructed all the students to correct the wrong answer together. Some of students tried to write the correct answer at the blackboard. Mr. Zain didn’t give punishment to all of students who get wrong answer.

According to the interview to Fatima and Fitria as the student of the third grades Of SMP at 13.45 PM, on Monday 14<sup>th</sup> December 2020, Mr. Zain was so humorous in teaching English. Fatima tells the researcher as follow:<sup>64</sup>

“Mr. Zain always tells funny story and provide motivation when the students feel board. Eventually all the students are laughing and they return spirit to learn English”

Fitria also added that:<sup>65</sup>

“Mr. Zain is humorous, he always jokes when he teaches at the *course*. So, I am not bored learning English evnethough it takes long time. He is never angry to all students when he is teaching.”

Bayu as student of the third grades also added the data by his opinion, he said that:<sup>66</sup>

<sup>63</sup> Observation, Monday 14<sup>th</sup> of December 2020.

<sup>64</sup> Interview 1

<sup>65</sup> Interview 10

<sup>66</sup> Interview 11

“Mr. Zain usually asks student understands or not of the lesson before giving a task in exercise book. Mr. Zain explains more if there is a student who asks a question or doesn't understand the lesson. Mr. Zain will give a task after we understand lesson. Usually there are many mistakes of my answers and my friends. We seldom get best score. But, Mr. Zain is never angry although I couldn't answer the task. He only haves to correct the answer together on the blackboard and then Mr. Zain reexpalins the lesson.”

**c. A Cohesive Learner Group With Appropriate Group Norms**

On Wednesday, 16<sup>th</sup> December 2020, the researcher observed the activity of learning process at English course on the third day. Mr. Zain began the course at 12.00 PM and all the student have stayed at the class. The researcher was late joining the program. Meanwhile, Mr. Zain gave some a question but it's like a game or ice breaking, because the students enjoy with that question. Mr. Zain made a positivie sentence in abbreviation of countinous tense. All of students had to change that sentence into negative and interrogative either verbal form or nominal form. A student who answered the wrong answer has to share or tell their daily activity in front of the class by using English.<sup>67</sup>

The researcher observed the learning process at English course on Friday, 18<sup>th</sup> December 2020. Mr. Zain began the English course at 08.00 PM. Mr. Zain gave students a task telling their story of activity at the past. Mr. Zain divided thirty two students into six groups. Every group consists of five and six students. They tried to tell their own story

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<sup>67</sup> Observation, Wednesday 16<sup>th</sup> December 2020.

in a change. A group told their story in front of a class, and the other groups listened to it while correcting the grammar.

On Monday, 14<sup>th</sup> December 2020, the researcher interviewed about norms of the English course to Mr. Zain. Based on the interview, Mr. Zain said that:<sup>68</sup>

“At the beginning of new members’s reception, I make course’s norms with the students. I propose a norm and it’s agreed by the students. I also ask students to make a norm by their own self. One of the norms is the student has to memorize five vocabularies if they are absent. Student who does not bring the dictionary has to memorize three vocabularies. I ask student to allow the norms and operate the punishment because they agreed the norm and the punishment”.

The researcher also asked Mr. Zain about the task that is given to students. He told that:<sup>69</sup>

“I often give individual task rather than group task to student. I give student several tasks. *First*, I give student a task by using a question and they answer orally. Second task is answering a question in a blackboard and the last is that they answer the task in their won exercise book. Therefore, they compatate geting best score, because I let to know students’ best score. I seldom give student group task; I usually give them task once in a month. The concept of group task is that a group includes one or two senior and four new members. The task is shaped a game. The losing group gets punishment memorizing vocabulary or telling daily activity.”

According to Purwanto as senior of English course which lodge at Al-Isti’adul Akhiroh Islamic boarding school, he said that.<sup>70</sup>

“Mr. Zain never organizes a competition outside the course, because the companies have an activity at the Islamic boarding school whereas the student’s house who does not lodge is distant from here”.

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<sup>68</sup> Interview 1

<sup>69</sup> Interview 1

<sup>70</sup> Interview 13

The data was support by Nofiana Nanda's opinion as the student of the second grades of SMP, he expalined that:<sup>71</sup>

“Mr. Zain always gives individual task and group task. But, he more often gives individual task rather than group task. There must be an assignment in every meeting”.

Based on the interview and the observation above, the researcher concluded that Mr. Zain used motivational strategies which were similar with Zoltan Dornyei's theory. He made some norms and told the importance of it in enhancing students' progress in learning English language, for example the students had to stay at the class on time so that they would be accustomed to be consistent. On the other side, the learners could learn English a long time at the course. Mr. Zain never gave uneducated punishment to all the members of English course. He preferred to punish the students with memorizing vocabularies and also speaking their daily activity by using English language in front of the class. All the students accepted the norms because it's influenced their progress in learning English.

Mr. Zain tried to create students' motivation in learning English by using various strategies, those are: he shared his personal intereset in the L2 and the value L2 learning as a meaningful experience that produces satisfication and enrich his life. In every meeting, he used and encouraged humor. He told funny story during the learning process to entertain student when they are bored. Mr. Zain never gave a

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<sup>71</sup> Interview 7

punishment to student who doesn't know to answer a task either in black board or at exercise book.

On the other hand, Mr. Zain as the tutor cared to students' progress in learning English. He believed that all the students could master English. He came into the class consistently. He told student's parent the schedule of the English course. He also informed student's parent about their children's progress. Besides that, he made some norms at the beginning of new member's reception. He proposed a norm and it's agreed by the students. Mr. Zain asked students to make norms by their own self. One of the norms was the student has to memorize five vocabularies if they are absent and student who doesn't bring dictionary has to memorize three new vocabularies.

## **2. The Implementations Of Zoltan Dornyei Theory's Motivational Strategies in Generating Initial Motivation.**

In this part, the researcher will describe the data of analyzing the motivational strategies of the tutor in generating initial motivation as the second components of Zoltan Dornyei's theory (motivational strategies).

Generating initial motivation includes five categories, they are: a) Enhancing the learner's L2-related values and attitudes, b) Increasing the learners' expectancy of success, c) Increasing the learners' goal-orientedness, d) Making the teaching lessons relevant for the learners, and e) Creating realistic learner beliefs. The researcher will present the strategies in

every category which is used by the English tutor in generating students' initial motivation.

**a. Enhancing the Learner's L2-Related Values and Attitudes**

Based on the observation on Monday, 14<sup>th</sup> December 2020, the researcher found the data about generating students' motivation in learning English. They are:<sup>72</sup>

Mr. Zain invited Ega Sifia Maveta Putri to share her experience during learning English at the English course to all of new members. She is senior in English course of SMPI Nurul Isti'dad and she continued her education in senior high school of SMPI Nurul Isti'dad. Ega got the second winner of mathematics, science, and English competition the second season at Transmart Jember on 2019. Ega Sifia Maveta Putri motivated all students at the course based on her positive experience in learning English at the course. She said that:

Initially, Ega Sifia Maveta Putri did not like learning English. She learned English seriously in this course. She liked Mr. Zain's strategies and ways in teaching English, because it was easy to be understood. Therefore, she had more spirit to learn and mastery English. She often learned English to Mr. Zain privately. She tried to join some competition. At last, she got the second winner of mathematics, science, and English competition at Transmart on 2019.

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<sup>72</sup> Observation, Monday, 14<sup>th</sup> December 2020.

On Friday, 18<sup>th</sup> December 2020, Mr. the researcher could find a data about raising the learners' intrinsic interest in the L2 learning process based on the interview and observation. They are:

Mr. Zain held the English course on Friday at 08.00 PM. He motivated students by telling Ega's process during learning English till getting winner in a competition. Mr. Zain told to the students that Ega actually did not like English. However, she was very diligent in joining the English course. Ega often invite Mr. Zain to learn English privately although outside English course and classroom. At last, Ega could get a second winner in Essay competition and she became prima donna when the English lessons in her class at senior high school. Mr. Zain said to all of students that they could mastery English like Ega if they have spirit and struggle to learn English.

The researcher interviewed Fatima and Fitria as the third class of junior high school after English course program. The researcher asked them about the factor of their intrinsic motivation in learning English.

The data based on the obsersavtion above was support by Fatima's opinion, she said that:<sup>73</sup>

“I like English because Mr. Zain teaches English which is easy to be understood in the English program. He is very spirit in teaching us. So, I am motivated to learn English. Finally, I interest and fell happy learning English at this course.”

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<sup>73</sup> Interview 9

Fitria also explained the same data <sup>74</sup>

“I like to learn English at this course because Mr. Zain always motivates my friends and me to be spirit in learning English. He always tells us that English language is very important in getting scholarship and a job. He also always tells about success man in the television. Sometimes, he tells his friend’s of the course who are succes”.

Mr. Zain as the tutor also added that: <sup>75</sup>

“I always tell and give motivation to all students. I tell about my own experience, my friend’s experience, and profile of public figure as success man which is easy to be known by students like Sadili, Khairul Tanjung, and Rizal Bakri”.

Based on the observation and the interview on Monday, 14<sup>th</sup> December 2020, the researcher found data of generating students’ initial motivation by encouraging the students to apply their L2 (English) in real life situation. They are:

The researcher heard the conversation between Mr. Zain and some students by using English language, but the researcher couldn’t hear well. The researcher interviewed to Mr. Zain, he said that: <sup>76</sup>

“I accustom to speaking English with students outside the class or English course. Thus, they could accustom to speak English”.

The researcher also interviewed Indra as the first grade of SMPI Nurul Isti’dad, he said that: <sup>77</sup>

“Mr. Zain usually uses English when he talks with the members of the course. If I don’t know the English which want to be delivered by me to Mr. Zain he orders me to look for in the dictionary”.

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<sup>74</sup> Interview 10

<sup>75</sup> Interview 1

<sup>76</sup> Interview 1

<sup>77</sup> Interview 5

Ega as the senior of the course added that:<sup>78</sup>

“I usually use English when I talk with the members of the course, especially all of my friends who lodge here, because Mr. Zain always reminds me to invite the other friends speaking English. I often speak English with Dila because she is my roommate at this Islamic boarding school. He does speak English always speaks English when talking to me”.

**b. Increasing the Learners' Expectancy of Success**

On Sunday, 20<sup>th</sup> December 2020, the researcher focused to observe and interview Mr. Zain's ways in increasing the learner's expectancy of success. The researcher did the observation during the learning process of the course. Mr. Zain explained about continues tense. He explained the formula of continues tense. He gave some questions to students, and the students answer verbally. Mr. Zain also ordered students to answer five questions on the blackboard. Some of students who knew the answer came forward and answered the question. After that, Mr. Zain invited students to correct the wrong answer together and he explained the correct answer to all of students. Some of students asked the lessons which is understood by them. Mr. Zain did not give task before all of students understand well the lessons. Mr. Zain explained more the lesson till all of students understood it. Then, Mr. Zain gave tasks to students and it was answered in exercise book.<sup>79</sup>

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<sup>78</sup> Interview 12

<sup>79</sup> Observation, Sunday, 20<sup>th</sup> December 2020.

Based on the interview, Mr. Zain had way in increasing the learner's expectancy of success. He said that:<sup>80</sup>

“I use three phases of learning evaluation. *The first*: I give students a question or debriefing directly. *Second*: I write a question in a blackboard, every student answer it. *Third*: I give task to students and they answer in the exercise book. I don't give a task to students before they understand well the lesson. I always tell student that there is no difficulty in doing a task or getting a success if we struggle”.

Purwanto as the senior of the English course adds the data that:<sup>81</sup>

“New member who has just joined the course often doesn't understand well the lesson. He always explains the lesson which isn't understood by the student. He is very patient explaining the lesson eventhough I and the other friends are hard to understand. He gives a task after me and the other friends' undertand the lessons.”

The data was support by Ega's opinion as follow:<sup>82</sup>

“Since I joined this English course till now, Mr. Zain is seldom angry to all of the students. It's caused the students of the English course enjoy the learning process. He xplain the lesson in detail till all the members of the course understand it”

### c. Increasing the Learners' Goal-Orientedness

On Friday, 18<sup>th</sup> December 2020, the researcher found the data about increasing students' goal by formulating explicit class goals based on interviewed to Mr. Zain. He explained that:<sup>83</sup>

“At the beginning of the course, I make common ground with students about lesson which will be learned during the English course. I offer the common ground previously then it's will be agreed together by the students. For example, students will learn and understand eight parts of speech and one tense during a week.”

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<sup>80</sup> Interview 1

<sup>81</sup> Interview 13

<sup>82</sup> Interview12

<sup>83</sup> Interview 1

The researcher also tried to find a data based on the interview to Muhammad Shaleh and Ega. Muhammad Shaleh as the student of second grade in SMP said that:<sup>84</sup>

“We have agreed to learn eight parts of speech or a tense in a week or more. If there are students who forget the lesson, Mr. Zain suggests students asking the lesson to him or senior.”

Ega as the senior of the course added that:<sup>85</sup>

“Alright, Mr. Zain makes agreement about the lesson with all of students. For example we learn a sentence in a week. But, Mr. Zain sometimes adds one or two meetings if there are students who don't understand the lesson during a week. If the student who doesn't understand only one or two people, they usually learn to Ega and Mr. Zain”.

Mr. Zain added that:<sup>86</sup>

“Last few days, there are many students who don't understand perfect tense. At first they agree to understand it in two weeks. Finally, I offer students of continuing the next lesson or adding the meeting, because the students who don't understand the lesson usually learn to Ega, Dila or to me”.

#### **d. Making the Teaching Lessons Relevant for the Learners**

Based on the observation on Monday, 21<sup>th</sup> December 2020, the researcher got the data about making the teaching lessons relevant for the learners. They are:<sup>87</sup>

During the English course, Mr. Zain explained about the formula of future tense. He described about the positive, negative, and also interrogative formula of future tense. After explaining the formula, Mr. Zain gave some example, they are:

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<sup>84</sup> Interview 8

<sup>85</sup> Interview 12

<sup>86</sup> Interview 1

<sup>87</sup> Observation, Monday, 21<sup>th</sup> December 2020.

“Selvina will go to the river with her elder sister”

“Saleh will not get married early”

“Izza will board in Al-Falah”

“Will you learn Classical book to K. Walid tonight?”

The data of observation above was appropriated based on the interview to Mr, Zain at 15.14 PM on Monday, 21<sup>th</sup> December 2020, he said that:<sup>88</sup>

“I often give examples then describing the lessons. I give examples that is easy to be understood by students. Just now, I give example about a river because students often play to the river; sometimes they are taking both or fishing. Some students board here, so I give example about learning classical book, take prayer together, or reciting holly Qur’an. Basically, I give example related with students’ daily activity.”

Nofianda Nanda as the second grades of SMPI Nurul Isti’dad added the data, she explained that:<sup>89</sup>

“Mr. Zain alywas give task and also the example of the lesson, for example, when we learn about present tense, Mr. Zain always give the example of the present tense. He also ordered the students to write the example in the balckboradr. Mr. Zain gives the examples of the lesson realted with the students’ activities, so I could understand easily, because I already know the English.”

This data was supported by Selvina’s explanation, she said that:<sup>90</sup>

“I feel easy easy to understand the example that is given by Mr. Zain in the course. So, I don’t feel difficult learning English”

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<sup>88</sup> Interview 1

<sup>89</sup> Interview 7

<sup>90</sup> Interview6

### e. **Creating Realistic Learner Beliefs**

Based on the interview with Mr. Zain on Monday, 21<sup>th</sup> December 2020, the researcher asked Mr. Zain about creating realistic learner beliefs. He says that:<sup>91</sup>

“Every student is different. There is a student who understands the lessons easily, the other student feels difficult. There is a student who memorizes vocabulary easily; there is a student who needs long time. Sometimes, the students complain to me, I tell to the students that everyone has weakness and surplus, everyone also has their own way in learning. But if we are struggle, we will be able to understand English”.

The data was supported by Purwanto;

“Mr. Zain always reminds the student to keep spirit in learning English. Since formerly, there are some students who always give up to learn English, because they feel difficult learning English. But some of these students could survive to join the course included myself, because Mr. Zain always reminds me and the other friends”.<sup>92</sup>

Based on the interview and observation above, the researcher got concluded that Mr. Zain used some strategies to generate students' initial motivation. He asked Ega as one of senior the English course to talk the positive experience during learning English at the course. Ega told her experience since learning English at the first time till getting winner at essay competition. Mr. Zain also told the instrumental values of English by explaining the role of English in the world like getting scholarship and job. He motivated students by telling the profile success

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<sup>91</sup> Interview 1

<sup>92</sup> Interview 13

figure and making the learning English easy. Beside that, Mr. Zain accustomed to speak English with the students in daily activity.

The other data of Mr. Zain's strategies to generate students' initial motivation that were got based on the interview and observation were he explained the lesson patiently and he reviewed the lesson which wasn't understood by the students. He never gave a task to students before the students understand well. He made the teaching lessons relevant for the students. On the other hands, Mr. Zain said to students that they could do the task because there is no obstacle if we struggle. He told students that everyone has weakness and surplus, everyone has their own way in learning English. He makes common ground with students about lesson which will be learned during the English course.

He offered the common ground previously then it was agreed together by the students. Forexample, students learned and understood eight parts of speech and a tense during a week. Furthermore, he makes negotiation with students to continue the next lesson or adding the meeting, if there are students who don't understand the lesson.

### **3. The Implementations of Zoltan Dornyei Theory's Motivational Strategies in Maintaining and Protecting Motivation**

The researcher found the data about creating the basic motivational condition and generating initial motivation in previous observation and interview. Then, the researcher also observed and interviewed the English

tutor's ways and strategies in maintaining and protecting students' motivation as follows:

#### **a. Making Learning Stimulating and Enjoyable**

Based on the observation done by the researcher during English course, specifically on Monday, 21<sup>th</sup> December 2020, the researcher got the data about English tutor's ways in making learning stimulating and enjoyable. They are:<sup>93</sup>

Mr. Zain began the program at 12.00 PM; he often came into to the class on time. Meantime, he explained about past tense. All students listened the explanation carefully, no one ignored it. At the English course hold for an hour, the students felt a little bored. Therefore, Mr. Zain made some study case and tasks about the example of past tense. He wrote wrong sentences in blackboard, then, Mr. Zain asked students to correct the truth and the error of the sentences. All students competed to correct the wrong sentences, and answered the correct sentences at the blackboard. Mr. Zain was succeeding in stimulating students by those tasks.

According to Mr. Zain as the tutor of English course, he told that:<sup>94</sup>

“Sometimes, I make a study cases or a question related with the lesson for stimulating students' thought. I usually make a study case at the beginning of the course or at the middle of the learning process when students are bored.”

Mr. Zain's statement was related with Fatima's explanation, she told that:<sup>95</sup>

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<sup>93</sup> Observation, Monday, 21<sup>th</sup> December 2020.

<sup>94</sup> Interview 1

<sup>95</sup> Interview 9

“Usually Mr. Zain gives like a question to all of the students. He gives a question about the lesson at the previous meeting. All of the students compete to answer the question correctly.”

Muhammad Saleh also said that:<sup>96</sup>

“At the beginning of the course, Mr. Zain always gives a task. He writes a question at the blackboard and order students to answer itu”

The researcher also got the data of the Mr. Zain’s way in making the learners stimulating and enjoyable by increasing attractiveness of the tasks based on interviewed to Fitria as the third grades of SMPI Nurul Isti’dad.

She said that:<sup>97</sup>

“In every meeting, Mr. Zain gives tree task. The first; Mr. Zain gives a question directly to the students. Second; Mr. Zain makes a question in a blackboard, so a student who knows the answer writes it at the blackboard. Third; Mr. Zain writes a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task is more difficult. All students compete to get value of smile”.

#### **b. Presenting Task in Motivating Way**

Presenting task in motivating is one of the English tutor’s way to motivate student in learning English. He presented the task to increase student’s motivation. All of student often asked the task because they want to get the best score because they could get smile stiker if they get smile score.

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<sup>96</sup> Interview 8

<sup>97</sup> Interview 10

The researcher found the data about presenting tasks in motivating way based on the interview to Mr. Zain and students on Monday, 21<sup>th</sup> December 2020, they are:

Mr. Zain explained that:<sup>98</sup>

“I give students value by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores is divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they will not get smile scores. I use this way in order that all students don't cheat each other. So, they will compete to get smile personally in a class. Although there is a student who could do a task, they will not give a cheating to the other student in order that they will get best scores and get smile scores”.

According to Nofiana Nanda as the second grades of SMPI Nurul Isti'dad, she said that:<sup>99</sup>

“Every meeting there will be task, because all students always ask a task to Mr. Zain”.

Furthermore, Fatima as the third grade of SMPI Nurul Isti'dad also added that:<sup>100</sup>

“We always ask task to Mr. Zain because we feel happy when Mr. Zain gives a task. We are fighting to get smile value.”

### c. Setting Specific Learner Goals

On Tuesday, 22<sup>th</sup> December 2020, the researcher tried to find the data of setting specific learner goals based on interview to Mr. Zain and student. Mr. Zain as the tutor of the English course said that:<sup>101</sup>

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<sup>98</sup> Interview 1

<sup>99</sup> Interview 7

<sup>100</sup> Interview 9

“I don’t force students by norms at this course. I only make common ground with students about the lessons will be learned. So, I make a common ground with students to learn and understand the lessons of eight parts of speech or every tense in a week or two weeks. Basically, that common ground is approved by all students.”

Selvina as the second grades of SMPI Nurul Isti’dad and the member of the English course added that:<sup>102</sup>

“It’s right. All the members learn and understand a lesson in a week or two weeks. If there is a member who doesn’t really understand the lesson, he/she will ask and learn to Mr. Zain or senior”.

#### **d. Protecting the Learners’ Self-Esteem and Increasing Their Self-Confidence**

On Tuesday, 22<sup>th</sup> December 2020 the researcher observed the learning process of English course. Mr. Zain gave a task of present tense, continuous tense, and past tense. He made three sentences and ordered students to translate the sentences into those three tenses. Some of students got best score (90-100), and the other students got good plus score (80-89). No one of students got less, enough, and good score. It means that, Mr. Zain gave the task on what learners can rather than cannot do. After giving a score, Mr. Zain wrote the wrong answer and ordered students to correct it together.<sup>103</sup>

According to Sintia as the first class of SMP, she said that;<sup>104</sup>

“Yes, sometimes I get score of 80 because that task is not really difficult. Mr. Zain repeats the matter present tense, continuous

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<sup>101</sup> Interview 1

<sup>102</sup> Interview 6

<sup>103</sup> Observation, Tuesday, 22<sup>th</sup> December 2020.

<sup>104</sup> Interview 4

tense and past tense in previous meeting. So, I still remember the formulation of the tenses.”

The data was supported by Selvina’s explanation, she said that:

“Alright, the task is easy. I ever get 100 score, so I get best score. But the other friends also get best score, so I don’t get smile socre. I could get 100 score because I have understand the materil. Mr. Zain also says in the previous meeting that this day will be there a task about present tense, continuous tense, and past tense. So I could answer all the questions because I have learned last night.”

Indra as the first class of SMP said that:

“I seldom to get best score, but the other students say that the task is easy. Usually I ask to Ega and Selvina”

Acoording to Ega as the senior of the English course and the winner of the English essay, she said that:<sup>105</sup>

“Mr. Zain doesn’t orederd me to join the Elish essay competition when I get the fifth place. He only suggests me to join that competition. He tells me to join the again at the second competition. He says to me that I could get the better winner then before because I have masteried more the Englsih. Finally, I get the second winner.”

Selvina also said as what Ega’s told:

“No, Mr. Zain never forces me to join a competition. Formarly he just invite me to join speech competition.”

#### **e. Allowing learners to maintain a positive social image**

On Monday, 14<sup>th</sup> December 2020, the researcher got the data about the English tutor’s way in allowing learners to maintain a positive social image based on the interview to Mr. Zain, Mr. Ibnu Mutado as the headmaster of SMPI Nurul Isti’dad, and Ega Sifia Maveta Putir as the

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<sup>105</sup> Interview 12

alumnus of English course and the the second winner of English Essay competition.

According to Mr. Zain, he explained that;<sup>106</sup>

“I always give student information about a competition. I don’t force students to join that competition; I only suggest them to join it. Formerly, there is student who get the second winner of English essay competition at Transmart, namely Ega, she is third class of SMA”.

Ega added that;<sup>107</sup>

“Formerly, Mr. Zain gives us information of English essay. I ever join twice; the first, I get the hope of two. Second time, I get the second winner. I don’t suppose that I get winner at that time, because I don’t like English at first. So, this is because of Mt. Zain. He is very patient and spirit teaching me and all my friends”.

Mr. Ibnu Murtado also added that;<sup>108</sup>

“I think English language is more advanced at this school since there is Mr. Zain. He helped students getting second winner in essay competition at Transmart. I am proud of students because they can bear a reputation of the school. I hope students have more spirit learning English”.

#### **f. Promoting Cooperation among Learners**

On Monday, 21 December 2020, the researcher got the data about promoting cooperation among the learners. The researcher interviewed to Mr. Zain and student. Mr. Zain Explained his way in promoting cooperation among the learners. He tells that;

“Majority of the student, especially new members of the course don’t like learning English, they learn from zero (basic). They could understand the lesson when they at the classroom. But, they sometimes forget when they are outside the classroom. So, I suggest them to learn together with the senior. The senior learn

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<sup>106</sup> Interview 1

<sup>107</sup> Interview 12

<sup>108</sup> Interview 2

together with four-five new students. So, they could understand the lesson during a week or two weeks that agreed before”.

Fitri Ayu Ningsih as the second grades of SMPI Nurul Isti'dad added that:<sup>109</sup>

“I am happy learning English at this course. I always forget the lesson, but there is a senior who can teach me. So, I have more spirit learning English. Whereas, I don't like English at all”.

#### **g. Creating Learner Autonomy**

On Friday, 25 December 2020, the researcher observed the learning of the English course. Mr. Zain started the course at 08.00 PM and closed it at 08.47 PM, normally; Mr. Zain often closed the program at 09.45 PM. He ordered the old member (senior) to learn together with the new members. Mr. Zain decided the student into six groups; every group includes one senior and five new members. They review all lesson which was learned before.<sup>110</sup>

According to Mr. Zain, he told that;<sup>111</sup>

“I order students to learn together at Friday once a month. So, on Monday in the fourth week, I don't teach them till 09.30 PM. usually, students review the previous lesson. Every old member coordinates the new members to learn together. The new members could ask the lesson which is not understood”.

Mr. Zain explanation above was affirmed by Ega's opinion as the senior of the course, she said that:

“Usually, I am ordered by Mr. Zain to accompany the other students to learn the previous lesson. Sometimes, we also study together”

Purwanto's statement was support the data above, he said that:

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<sup>109</sup> Interview 3

<sup>110</sup> Observation, Friday, 25<sup>th</sup> December 2020.

<sup>111</sup> Interview 1

“It’s right. Mr. Zain orders us to study together. Usually it is conducted by Ega, because she understands well the lesson. Usually, we study together at Friday. “

#### **h. Promoting Self-Motivating Strategies**

The researcher got the data about promoting self-motivating strategies based on the interviewed to Mr. Zain and student. Mr. Zain tells that;<sup>112</sup>

“I always give students a motivation and I am not only teaching them. If I only focus to teach them, they can be bored. I insert a motivation or a story at the beginning, at the middle or the end of the learning process. I always tell a profil of public figure and my friends experience which was told before. Sometimes, i tell my own experience. I ever tell to student when I am teaching English privately at Jakarta. I say to them, I could decrease a parents’ burden because I could get money independently by teaching English. I also teach about Ega experience since learning English the first time in this course till getting a second winner. From that motivation, the students have more spirit learning English, some of students learn English to me privately, and some of students also learn together”.

Indra as the student of second grades at junior high school added that;<sup>113</sup> “I could be spirit learning English because Mr Zain always gives motivation and telling success man's experience”.

According to Purwanto as the senior of the English course, he said that;<sup>114</sup>

“Formerly, I studied English at this course since zero. I ever give up and seldom join the course because only me who always don’t understand at the class and I feel hard to memorize the vocabulary. Finally, I am called by Mr. Zain when recess at the school. He asks my reason of seldom joining the course. I tell him that I am shy to the other friends because I I always don’t understand and I don’t memorize the vocabulary. Mr. Zain motivates me that I could

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<sup>112</sup> Interview 1

<sup>113</sup> Interview 5

<sup>114</sup> Interview 13

understand like the others provided that I have to be patient and keep spirit to learn. He also gives me way of memorizing vocabulary. Eventually, I keep spirit and I have joined the course till now.”

Based on the interview to Mr. Zain, he explained that:<sup>115</sup>

“I explain to students the way of memorizing vocabulary. I order them to write the vocabulary first, and then I order them to read it repeatedly and fluently.”

Based on the interview and the observation above, the researcher concluded that Mr. Zain used several strategies to protect and maintain students' motivation. He gave students variation of the task. *First:* Mr. Zain gives a question directly to the students. *Second:* Mr. Zain made a question in a blackboard, so a student who know the answer wrote it at the blackboard. *Third:* Mr. Zain wrote a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task was more difficult. Mr. Zain accustomed to motivate students. He didn't focus only on explaining the studies, but he also inserted a motivation at the beginning, at the middle or the end of the course.

Mr. Zain gave students unique score by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores was divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they will not get smile scores. I use this way in order that all students don't cheat each other. So, they

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<sup>115</sup> Interview 1

competed to get smile personally in a class. Although there was a student who could do a task, they would not give a cheating to the other student in order that they would get best scores and get smile scores. Mr. Zain promoted students' confidence by suggesting joining a competition. On the other side, he accustomed speaking English with students in daily activity. Then, Mr. Zain ordered the senior of the course to invite new member to learn together outside the course. Every senior learned with four-five news members. All new member could reviewed and asked the materil which isn't understood yet.

#### **4. The Implementations of Zoltan Dornyei Theory's Motivational Strategies in Encouraging Positive Retrospective Self-Evaluation**

Based on the interview and an observation, the researcher found a data about three components of Zoltan Dornyeis' Motivational strategies; creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and it's were described at previous part.

At this part, the researcher will describe the data of encouraging positive retrospective self-evaluation as the last components of Zoltan Dornyeis' theory in motivating student learning English language. This component includes four strategies; promoting motivational attribution, providing motivational feedback, increasing learner's satisfaction, and offering rewards and grades in a motivating manner. The researcher will describe each strategy as follows:

### a. Promoting Motivational Attributions

Based on the observation on Friday, 25<sup>th</sup> December 2020, the researcher observed the learning of the English course. Mr. Zain encouraged students to practice speaking English language by telling their feeling learning English language before joining the English course. The researcher noted students' statement, they are:<sup>116</sup>

Nofiana Nanda as the student of the second grades of SMP told that:<sup>117</sup>

“I think, English language is so difficult. So, I don't like to learn English. But now, I like learning English language because I join English course. Mr. Zain always motivates me and I have more spirit to learn English.”

Fatima also told her feeling about English language as follow:<sup>118</sup>

“Before join English course, I don't like learning English language. I am never serious learning English lesson at school. I feel difficult to understand the lesson of English language; like grammar and reading. I never get good score. After joining this course, my English score is better.”

### b. Providing Motivational Feedback

On Monday, 28<sup>th</sup> December 2020, the researcher did the observation during the learning process of English course. Mr. Zain gave student a question about past tense. Mr. Zain ordered student to translate sentence of Indonesian language to English language. Mr. Zain ordered on of the students, namely Lofiana Nanda, to translate a sentence “*saya telah makan nasi*” by using past tense in positive,

<sup>116</sup> Observation, Friday, 25<sup>th</sup> December 2020.

<sup>117</sup> Interview 7

<sup>118</sup> Interview 9

negative, and interrogative form. Nanda answered the question correctly. Then, Mr. Zain said *“jawabannya benar. Bagus nanda, kalau tambah rajin belajarnya, kamu bisa pintar bahasa Inggris.”*<sup>119</sup>

According to Mr. Zain, he told that:<sup>120</sup>

“I always provide a suggestion to students in order that they are more serious learning English. I have told them that you will be diligent and mastery English like your senior if all of you always learn and never give up. I also observe student who has competence in English. I always suggest Nanda and other student to be more spirit and diligent so as she could join a competition like Ega. Nanda is diligent and has high spirit. She is one of active students at the class. She is not shy to ask if she doesn't understand the lesson.”

Sinta also added that:<sup>121</sup>

“It's true. Mr. Zain always reminds me to be more spirit learning English. Mr. Zain tells me to practice English a lot and learn deeply a grammar. I often learn to Ega, sometime I also study to Mr. Zain privately eventhough it's not course time”.

### c. Increasing Learners Satisfaction

Increasing learners' satisfaction is one of strategies to keep students' motivation in learning English language. It is very important to encourage and increase students' spirit, because students' motivation could be decline caused certain factors. Because of that, the researcher asked Mr. Zain ways to keep students' motivation and increase students' satisfaction.

Based on the interview on Monday, 15<sup>th</sup> December 2020, he explained that;<sup>122</sup>

<sup>119</sup> Observation, Monday, 28<sup>th</sup> December 2020.

<sup>120</sup> Interview 1

<sup>121</sup> Interview 4

“One of the ways keeping students’ motivation learning English knows their favorite. Apparently, they like going to the city, because here is rural. So, they are very happy going to the city. Thus, I promise to them going at the city. I promise to them, if they are keeping spirit learning English, there will be study comparisons at the city. Actually, I planned study comparisons at the Texas, but it is failed because of Corona.”

Ibnu Murtado as the headmaster of SMPI Nurul Isti’dad added that:<sup>123</sup>

“Mr. Zain has ever said to me about study tour to city. I support that agenda in order that students have more spirit to learn. He arranges the study tour at Texas on January, because he knows with the director of Texas. Mr. Zain says that students have to save money for preparing the study tour. But, I don’t know it will be organized or not because it’s still Pandemic of Corona”.

Muhammad Shaleh as the second class of SMP also added that:<sup>124</sup>

“I am so happy because I could join study tour to city, and I am permitted by my parents provided that I save my money. If my money is less then my parents will augment it.”

#### **d. Offering Rewards and Grades in A Motivating Manner**

Based on the interview on Monday, 28<sup>th</sup> December 2020, the researcher tried to find the data of Mr. Zain’s ways in protecting and keeping student’s motivation. Mr. Zain describes that:<sup>125</sup>

“I use several ways to keep students’ motivation in learning English. *First*; I always motivate students. *Second*; I struggle in order that all students feel easy learning English, especially I make it easy. *Third*; I give a sticker of smile to student who gets smile score. Sometime, I give them dictionary. *Fourth*; I promise to student if they keep spirit learning English, I will organize a study tour in city, because they are happy if they are invited to the city)”.

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<sup>122</sup> Interview 1

<sup>123</sup> Interview 2

<sup>124</sup> Interview 8

<sup>125</sup> Interview 1

Ega as the senior of English course added that:<sup>126</sup> “I always get smile score because only me who get best score in once class. I have got a dictionary once”.

Indra as the student of the first grade in SMP said that:<sup>127</sup>

“Mr. Zain always gives smile sticker, but I never get it because there are many seniors who are smart in English. Mr. Zain ever said that he will carry out study tour to the city above all we have to be diligent get in the course”.

According to Fitria as the third class, she added that:<sup>128</sup>

“All friends remind Mr. Zain promise if members of the course keep sipirt and diligent joining the course he will organize an agenda in city. Mr. Zain says that he will carry on study tour in one of the English course at city. I am so happy because I could tour to the city. I have saved money for joining that study tour.”

Based on the interview and observation above, Mr. Zain encouraged students' positive self-evaluation by providing suggestion to students in order that they were more serious learning English. He told students that they (students) could master English like the other senior if all of students learn hard and never gave up. Mr. Zain observed student who has competence in English. He suggested students to concentrate on their capability like speaking skill, writing skill, and others.

On the other hand, Mr. Zain offered rewards and grades in a motivating manner in learning English. *First*: he always motivated students. *Second*; he struggled in order that all students feel easy learning

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<sup>126</sup> Interview 12

<sup>127</sup> Interview 5

<sup>128</sup> Interview 10

English, especially he made it easy. *Third*; he gave sticker of smile to student who gets smile score. Sometime, he gave students dictionary. *Fourth*; he promised to student if they keep spirit learning English, he would organize a study tour in city, because they were happy if they are invited to the city. But, the agenda (study tour) wasn't organized because there was Pandemic Covid-19. Furthermore, Mr. Zain presented three tasks continuously in every meeting. He invited students to correct together the wrong answer.

### **C. Discussion**

Discussion is explanation of research findings which is analyzed by the researcher. Based on the data collection technique, the researcher found four components of motivational strategies in motivating student learning English, they are: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The motivational strategies related with Zoltan Dornyei's theory that used by the English tutor of English course at SMPI Nurul Isti'dad Baban Silo Jember.

#### **1. English Teacher's Strategies to Create the Students' Basic Motivational Condition (Analysis Based on Zoltan Dornyei's Theory)**

Mr. Zain as the English tutor of English course at SMPI Nurul Isti'dad Baban Silo Jember created the students' basic motivation in learning English. He implemented several strategies as like as Zoltan

Dornyei's theory Motivational strategies in creating the basic motivational condition of students. But he only used some of ways in every strategy.

#### **a. Appropriate Teacher Behavior**

The teacher of the English course at SMPI Nurul Isti'dad Baban Silo Jember has used appropriate teacher behavior in learning process by using various strategies, they are: he shared his personal interest in the L2 and told the value L2 learning as a meaningful experience that produces satisfaction and enrich his life. On the other hand, Mr. Zain as the tutor cared to students' progress in learning English. He believed that all the members of the course could mastery English. He came into the class consistently and patiently. He reviewed the lesson which is not understood by students. Mr. Zain kept relationship with student's parents. He told student's parent the schedule of the English course. He also informed student's parent about their children's progress.

Mr. Zain's strategies and ways in creating the basic motivational condition of student were related with Zoltan Dornyei's theory. Zoltan Dornyei stated that<sup>129</sup> there are four strategies to have appropriate teacher behavior in learning English. The first is demonstrate and talk about our own enthusiasm for the course lesson, and how it affects our personally. This strategy can be achieved by two ways, specifically: Share our own personal interest in the L2 with our student and show students that we

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<sup>129</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classrooms*, The Modern Language Journal, Vol. 78, No. 3, 1994, 31

value L2 learning as a meaningful experience that produces satisfaction and enriches our life.

The second strategy is taking the students learning seriously. This strategy can be achieved by three ways, specifically: Show students that we care about their progress indicate our mental and physical availability for all things academic, and have sufficiently high expectations for what our students can achieve. The third strategy is developing a personal relationship with our students. This strategy can be achieved by three ways, specifically: Show students that we accept and care about them, pay attention and listen to each of them, and indicate our mental and physical availability. The last strategy is developing a collaborative relationship with the students' parents. This strategy can be achieved by two ways, specifically: Keep parents regularly informed about their children's progress and ask for their assistance in performing certain supportive task at home.

Mr. Zain has used several ways in every strategies based on Zoltan Dornyei's theory in creating the basic motivational condition. He applied successfully the strategies to create students motivation. But he didn't use all the ways as like as Zoltan Dronyei's theory. The researcher thinks that he needs to ask student's parents' assistance in performing certain supportive task at home. Therefore, he could create students' motivation more effective.

### **b. A Pleasant and Supportive Atmosphere in the Classroom**

Based on the research findings, Mr. Zain has used several strategies to create a pleasant and supportive atmosphere in learning process of the English course. In every meeting, he always brought and encouraged humor. He also told funny story during the learning process to entertain student when they were bored. Mr. Zain never gave a punishment to student who doesn't know to answer a task either in black board or at exercise book. He only invited student to correct wrong answer together. Thus, all the members of the course were enjoyed during the learning process.

According to Zoltan Dornyei<sup>130</sup>, he states that creating a pleasant and supportive atmosphere in the classroom can be achieved by four ways, specifically: Establish a norm of tolerance, encourage risk-tasking and have mistaken accepted as a natural part of learning, bring and encourage humor, and encourage learners to personalize the classroom environment according to their taste.

The tutor of the English course used the strategies in creating a pleasant and supportive atmosphere in the classroom related with Zoltan Dornyei's theory. Mr. Zain could create supportive situation at the course. In consequence, students were not bored learning English eventhough it takes long time.

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<sup>130</sup> Zoltan Dornyei, *Motivation and Motivating in the Foreign Language Classrooms*, The Modern Language Journal, Vol. 78, No. 3, 1994, 31

### c. A Cohesive Learner Group with Appropriate Group Norms

The research findings show that Mr. Zain created a cohesive learner group with appropriate group norms. He made some norms at the beginning of new member's reception. He proposed a norm and it's agreed by the students. Mr. Zain asked students to make norms by their own self. One of the norms was the student has to memorize five vocabularies if they were absent and student who didn't bring dictionary has to memorize three new vocabularies. He also used small group task where students can mix, but it's just done once in a month. The small group task was shaped small-group competition games. A group who were losed at that game has to tell their daily activity in front of the class by using English.

Zoltan Dornyei has explained that a cohesive learner group with appropriate group norm consists of three strategies. The first is Promote the development of group cohesiveness. This strategy can be success by using seventh ways, specifically: Try and promote interaction, cooperation and the sharing of genuine personal information among the learners, use ice-breakers at the beginning of a course, regularly use small-group tasks where students can mix, encourage and if possible organize extracurricular activities and outings, try and prevent the emergence of rigid searing patterns, iInclude activities that lead to the successful completion of whole-group tasks or involve small-group competition games, and promote the building of a group legend.

The second strategy is Formulate group norms explicitly, and have them discussed and accepted by the learners. This strategy can be success by using four ways, specifically: Include a specific 'group rules' activity at the beginning of a group's life to establish the norms explicitly, explain the importance of the norms you mandate and how they enhance learning, and ask for the student's agreement, elicit suggestion for additional rules from the learners and discuss these in the same way as the rules we have proposed, and put the group rules (and the consequence for violating them) on display. The third strategy is having the group norms consistently observed. This strategy can be success by using two ways, specifically: Make sure that we build our self-observe the established norms consistently and never let any violations go unnoticed.

Based on the discussion above above, the researcher concluded that Mr. Zain created students' basic motivational condition was similar with Zoltan Dornyei's theory. He made some norms and told the importance of it in enhancing students' progress in learning English language, for example the students had to stay at the class on time so that they would be accustomed to be consistent. On the other side, the learners could learn English a long time at the course. Mr. Zain never gave uneducated punishment to all the members of English course. He preferred to punish the students with memorizing vocabularies and also speaking their daily activity by using English language in front of the

class. All the students accepted the norms because it's influenced their progress in learning English.

Mr. Zain tried to create students' motivation in learning English by using various strategies, those are: he shared his personal interest in the L2 and the value L2 learning as a meaningful experience that produces satisfaction and enrich his life. In every meeting, he used and encouraged humor. He told funny story during the learning process to entertain student when they are bored. Mr. Zain never gave a punishment to student who doesn't know to answer a task either in black board or at exercise book.

On the other hand, Mr. Zain as the tutor cared to students' progress in learning English. He believed that all the students could master English. He came into the class consistently. He told student's parent the schedule of the English course. He also informed student's parent about their children's progress. Besides that, he made some norms at the beginning of new member's reception. He proposed a norm and it's agreed by the students. Mr. Zain asked students to make norms by their own self. One of the norms was the student has to memorize five vocabularies if they are absent and student who doesn't bring dictionary has to memorize three new vocabularies.

Mr. Zain Created students' basic motivation was like Zoltan Dornyei's theory. But, he didn't use all the strategies. In researcher opinion, Mr. Zain needs to organize extracurricular activities because it

can increase student motivation in learning English. Then he had to more often use small group in a month because the student can learn one another.

## **2. English Teacher's Strategies to Generate the Students' Initial Motivation (Analysis Based on Zoltan Dornyei's Theory)**

According to research findings, the researcher finds the English tutor's way and strategies in generating initial motivation. It has similarity with Zoltan Dornyei's motivational strategies theory. The English tutor generates student's initial motivation as like as the second dimension of Zoltan Dornyei's theory. But he doesn't use all the ways to generate student's motivation as what Zoltan Dornyei stated.

### **a. Enhancing the Learners' L2-Related Values and Attitudes**

Mr. Zain as the English tutor promotes the L2-related values and attitudes in motivating students. He tells the intrinsic value, integrative value, and instrumental value of language. He asks Ega one of senior the English course to talk the positive experience. Ega tells her experience since learning English at the first time till getting winner at essay competition. Mr. Zain also tells the instrumental values of English by explaining the role of English in the world. He motivates students by telling the profile success figure and making the learning English easy. Beside that, Mr. Zain accustoms to speak English with the students in daily activity.

Based on Zoltan Dornyei's theory<sup>131</sup>, enhancing the learners' L2-related values and attitudes can be achieved by four strategies: Promote the learners' language-related values by presenting peer role models. This strategy can be applied by using three ways. The first is invite senior students to talk to the class about their positive experiences, feedback to the students the views of their peers, e.g. in the form of class newsletter, and associate the learners with the peers (e.g. in group or project work) who are enthusiastic about the subject. The second strategies is raising the learners' intrinsic interest in the L2 learning process. This strategy can be applied by using two ways; highlight and demonstrate aspects of L2 learning that students are likely enjoy and make the first encounters with the L2 a positive experience.

The third strategy is promoting the students' awareness of the instrumental values associated with the knowledge of a L2. This strategy can be applied by using three ways: Regularly remind students that the successful mastery of the L2 is instrumental to the accomplishment of their valued goals, reiterate the role the L2 plays in the world, highlighting its potential usefulness both for themselves and their community, and encourage the learners to apply their L2 proficiency in real-life situations. The fourth strategy is promoting 'integrative' values by encouraging a positive and open-minded disposition towards the L2 and speakers, and towards foreignness in general. This strategy can be

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<sup>131</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

applied by using four ways; Include socio-cultural component in our language curriculum, quote positive views about language learning by influential public figures, encourage learners to conduct their own exploration of the L2 community (e.g. on the internet), and promote contact with L2 speakers and L2 cultural products.

The English tutor of SMPI Nurul Isti'dad Baban Silo Jember has tried to use several strategies and ways in generating students' initial motivation and it was almost same as Zoltan Dornyei's theory. But he didn't use all of the strategies as Zoltan Dornyei's theory. The researcher thinks that he needs to invite stunts to communicate with the English's native speaker. It can increases students motivation.

#### **b. Increasing the Learners' Expectancy of Success**

The other strategy of Mr. Zain in generating students' motivation was increasing the students' expectancy of success. He explained the lesson patiently. He always reviews the lesson which isn't understood by the students. He never gave a task to students before the students understand well. On the other hands, Mr. Zain said to students that they could do all of the task because there is no obstacle if we struggle.

It had similarities with Zoltan Dornyei's theory. He states that learners can do best works of tasks, assignments, and duties if they expect they will succeed. Therefore, the teacher should have ways in

order that the students receive feeling of success.<sup>132</sup> Increasing the students' expectancy of success in particular tasks and in learning in general could be success by using three ways: Make sure that the students receive sufficient preparation and assistance, make sure that the students know exactly what success in the task involves, and tell to students that there are no serious obstacles to success. Unfortunately, Mr. Zain didn't make sure the students to know exactly what success in the task involve.

### c. Increasing the learners' goal-orientedness

Based on the research findings, Mr. Zain made the learners' goal during the learning process. He made common ground with students about lesson which will be learned during the English course. He offered the common ground previously then it's will be agreed together by the students. Forexample, students learned and understood eight parts of speech and a tense during a week. Furthermore, he made negotiation with students to continue the next lesson or adding the meeting, if there were students who don't understand the lesson.

According to Zoltan Dornyei<sup>133</sup>, increasing students' goal-orientedness by formulating explicit class goals can be success by using three ways: Have the students negotiate individual goals and outline a common purpose, and display the final outcome in public, draw attention

<sup>132</sup> Jere Sillanpaa, *Motivational Strategies as Perceived and Implemented by Future L2 Teachers*, A Pro Gradu Thesis, 2012, 19.

<sup>133</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

from time to time to the class goals and how particular activities help to attain them, and keep the class goals achievable by re-negotiating if necessary. Mr. Zain has tried to apply a various motivational strategies in motivating students learning English. He used those strategies as like as what Zoltan Dornyei stated.

#### **d. Making the Teaching Lessons Relevant for the Learners**

The English tutor of the English course made the teaching lessons relevant for the students. This strategy was used to generate students' initial motivation. Mr. Zain often gave examples then describing the lessons. He gave examples that is easy to be known and understood by students. He also related the lesson to the student experiences and background in their daily acitivity. On the other side, he asked students to discuss the the lesson of the course.

All these strategies were similar with what Zoltan Dornyei's theory that a teacher needs to find out student's interest, needs, goals, and other things related with the students for making the teaching lessons relevant for the students. Therefore, a teacher discussed the lesson by connecting with the student's world in learning process. Making the teaching lessons relevant for the learners could be success by using three ways: Use needs analysis techniques to find out about the students' needs, goals and interests, and then build these into curriculum as much as possible, relate the subject matter to the everyday experiences and

backgrounds of the students, and enlist the students in designing and running the course.

Mr. Zain has used good strategies in generating students' initial motivation by making the lesson relevant for the students. He gave the example of the lesson about the tenses based on the students' experience and their background of life. Therefore, the students were easy to understand the lesson.

#### **e. Creating the Learner Beliefs**

Creating the learner belief was one of the English tutor's strategy in generating initial motivation that was used by Mr. Zain. The interview 1 showed that the English tutor motivated student who feels difficult in understanding the lesson. He told students that everyone has weakness and surplus, everyone has their own way in learning English.

Zoltan Dornyei<sup>134</sup> has explained strategy of generating initial motivation by creating learner belief. He states that the false beliefs very influence to the students' progress in mastery L2. Therefore, a teacher should help students to create realistic learner belief in learning L2.

Creating realistic learner beliefs can be achieved by using two ways: Positively confront the possible erroneous beliefs, expectations, and assumptions that learners may have and raise the learners' general awareness about the different ways languages learnt and the number of factors that can contribute to success.

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<sup>134</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 50-70

On the researcher opinion, the English tutor has done good strategies and ways to generate students' motivation. He raised students' awareness about their weakness and surplus and different ways in mastery English. Therefore, students were awared that they could mastery English by their own ways. They did not give up learning English eventhough the other students has mastered the lesson early.

Based on the discussion above, the researcher got concluded that Mr. Zain used some strategies to generate students' initial motivation as Zoltan Dornyei's theory. He asked Ega as one of senior the English course to talk the positive experience during learning English at the course. Ega told her experience since learning English at the first time till getting winner at essay competition. Mr. Zain also told the instrumental values of English by explaining the role of English in the world like getting scholarship and job. He motivated students by telling the profil success figure and making the learning English easy. Beside that, Mr. Zain accustomed to speak English with the students in daily activity.

The other data of Mr. Zain's strategies to generate students' initial motivation that were got based on the interview and observation were he explained the lesson patiently and he reviewed the lesson which wasn't understood by the students. He never gave a task to students before the students understand well. He made the teaching lessons relevant for the students. On the other hands, Mr. Zain said to students that they could do the task because there is no obstacle if we struggle. He told students that

everyone has weakness and surplus, everyone has their own way in learning English. He makes common ground with students about lesson which will be learned during the English course. He offered the common ground previously then it was agreed together by the students. Forexample, students learned and understood eight parts of speech and a tense during a week. Furthermore, he makes negotiation with students to continue the next lesson or adding the meeting, if there are students who don't understand the lesson.

The English teacher of the English course has tried to use several strategies in generating students' initial motivation and it was almost same as Zoltan Dornyei's theory. But he didn't use all of the strategies as Zoltan Dornyei's theory. The researcher thinks that he needs to invite students to communicate with the English's native speaker. It can increase students' motivation. Then, Mr. Zain didn't make sure the students to know exactly what success in the task involve.

### **3. English Teacher Strategies to Encourage the Students' Basic Motivational Condition (Analysis Based on Zoltan Dornyei's Theory)**

Based on the research findings, the researcher has found the data of the English tutor's strategy in motivating students. They are creating the basic motivational condition and generating initial motivation. The researcher also gets the data of how Mr. Zain maintains and protect students' motivation. All of them will be discussed as follow.

### a. Making Learning Stimulating and Enjoyable

The observation and interview on Monday, 21<sup>th</sup> 2020 show that the English tutor makes learning stimulating and enjoyable. He uses several strategies so as the students enjoy the learning process. He gives students variation of the task. *First:* Mr. Zain gives a question directly to the students. *Second:* Mr. Zain makes a question in a blackboard, so a student who knows the answer writes it at the blackboard. *Third;* Mr. Zain writes a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task is more difficult. He also uses unique ways in giving value. The value of the task is using term less, enough, good, good plus, best, and smile. All students compete to get value of smile.

Zoltan Dornyei says that<sup>135</sup> making learning stimulating and enjoyable could be successful by using detailed strategy: the first strategy is making learning more stimulating and enjoyable by breaking the monotony of classroom events. It can be achieved by using three ways: Vary the learning tasks and other aspects of teaching as much as we can, focus on the motivational flow and not just the information flow in the class, and occasionally do the unexpected.

The second strategy is making the learning stimulating and enjoyable for the learners by increasing the attractiveness of the tasks. It can be achieved by using four ways: Make tasks challenging, make tasks

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<sup>135</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 71-116

content attractive by adapting it to the students' natural interest or by including novel, intriguing, exotic, humorous, and competitive or fantasy elements, personalize learning tasks, and select tasks that yield tangible, finished products. The third strategy is making learning stimulating and enjoyable for the learners by enlisting them as active task participants. It can be achieved by using two ways: Select tasks which require mental and/or bodily involvement from each participant and create specific roles and personalized assignments for every-body.

The result of the analysis that can be taken from this discussion is that Mr. Zain as the English tutor has applied appropriated strategy in maintaining and protecting students' motivation. The students could enjoy the learning English by those strategy. Various tasks and the way of giving lesson were unique. It could generates and increase students' motivation.

#### **b. Presenting Tasks in Motivating Way**

Mr. Zain presented various tasks in motivating students. He gave students value by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores is divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they didn't get smile scores. Mr. Zain used this way in order that all students didn't cheat each other. So, they competed to get smile

personally in a class. Although there was a student who could do a task, they didn't give a cheating to the other student in order that they got best scores and smile scores.

This finding has relation with Zoltan Dornyei's theory. He says that<sup>136</sup> presenting and administers tasks in motivating way can be achieved by using three ways: Explain the purpose and unity of the task, whet the students' appropriate about the content of the task, and provide appropriate strategies to carry out the tasks.

Based on the finding and the theory was that Mr. Zain has done good strategies to maintain and protect students' motivation. We have known that students' motivation could be declined caused various factors. Mr. Zain provided appropriate strategies to carry out the task.

Thus, the students had more spirit learning English. They competed to get smile as the best score. But, the English tutor needs to explain the purpose of the task because he didn't do before.

### **c. Setting Specific Learner Goals**

The lesson of the English course at SMP Nurul siti'dad was discussed by the tutor and student. For the first time, Mr. Zain purposed the studies which would be learned by student at the course. He makes unison with students to mastery a lesson whcis is discussed in a week or more. So, they made a deadline. Moreover, Mr. Zain as the tutor gave praize or reward to motivate student either its lesson non-lesson reward.

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<sup>136</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 71-116

Zoltan Dornyei<sup>137</sup> has written the ways of maintaining and protecting students' motivation by setting specific learner goals. He says that setting specific learner goals can be achieved by applying certain strategies. The first strategy is using goal-setting methods in the classroom. It can be achieved by using two ways: Encourage learners to select specific, short term goals for the students and emphasize goal completion deadlines and offer ongoing feedback. The second strategy is using contracting methods with the students for formalize their goal commitment. It can be achieved by using two ways: Draw up a detailed written agreement with individual students, or whole group, that specifies what they will learn and how, and the ways by which we will help and reward them and monitor student's progress and make sure that the details of the contract are observed by both parties.

d. Based on the findings and theory, Mr. Zain has maintained and protected students' motivation by setting learner goal. He used goal setting method and formulizes students' goal commitmen. This strategy was related with what Zoltan Dornyei has written ini his book. But, he didn't organize an activity that supports students' motivation because some of students have an agend at the Islamic boarding school.

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<sup>137</sup> Ibid, 76-81

### e. **Protecting the Learners' Self-Esteem and Increasing Their Self-Confidence**

Mr. Zain increased students' self-confidence to maintain and protect their motivation. He explains well the lesson during the learning process. Then, he gave many examples about the lesson. He never gave a task to student before them understand it well. In every meeting, Mr. Zain usually presented three tasks for the students. It intended to know students' understanding and increases their confidence to finish a task. He invited student to correct wrong answer. Mr. Zain also promoted students' confidence by suggesting joining a competition. On the other side, he accustomed speaking English with students in daily activity.

According to Zoltan Dornyei<sup>138</sup>, protecting the learners' self-esteem and increasing their self-confidence can be achieved by applying four strategies. The first is providing learners with regular experience of success. It can be achieved by using three ways: Provide multiple opportunities for success in the class, design tests that focus on what learners can rather than cannot do, and also include improvement options, and adjust the difficulty level of tasks to the students' abilities and counterbalance demanding tasks with manageable ones. The second strategy is building the learners' confidence by providing regular encouragement. It can be achieved by using two ways: Draw the learners'

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<sup>138</sup> Ibid, 81-86

attention to their strengths and abilities and indicate the students that we believe in their effort to learn and their capability to complete the tasks.

The third strategy is helping diminish language anxiety by removing or reducing the anxiety-provoking elements in the learning environment. It can be achieved by using four ways: Avoid social comparison, even in its subtle forms, promote cooperation instead of competition, helping learners to accept the fact that they will make mistakes as part of the learning process, and making tests and assessment completely 'transparent' and involve students in the negotiation of the final mark. The last strategy is building the learners' confidence in their learning abilities by teaching them various learner strategies. It can be achieved by using two ways: Teach students learning strategies to facilitate the intake of new lesson and teach students communication strategies to help them overcome communication difficulties.

Based on the findings and theory, the researcher analyzed that Mr. Zain implemented strategies during teaching English at the course as like as Zoltan Dornyei's theory. These strategies were helped student protecting their self-esteem and increasing their self-confidence. Thus, all student were motivated to learn English and mastery it. They maintained and protected their motivation by the tutor's strategies.

#### **f. Allowing Learners to Maintain A Positive Social Image**

Mr. Zain always gave information about English competition. He suggested students to join it. Some of students have tried to join that

competition, one of them was Ega. She got the second winner of English essay competition at Transmaet. The headmaster of SMPI Nurul Isti'dad was proud of that achievement because it can bear a reputation of the school. Mr. Zain never blamed student who felt difficult understanding the lesson or getting bad score of the tash.

Zoltan Dornyei states that<sup>139</sup> allowing learners to maintain a positive social image can be achieved by using two ways: Select activities that contain 'good' roles for the participants and avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly. The English tutor has tried to protect students' motivation by good strategies as Zoltan Dorenyei's but he also needs to use more effective ways.

#### **g. Promoting Cooperation Among The Learners**

The research findings were showed that the tutor suggested students to learn together. Majority of the new members of the course learned English from zero (basic). So, the senior of the course invited new member to learn together outside the course. Every senior learned with four-five news members. All new member could reviewed and ask the lesson which wasn't understood yet.

According to Zoltan Dornyei<sup>140</sup>, promoting cooperation among the learners is the next strategy to increase students' motivation. It can be achieved by using three ways: Set up tasks in which teams of learners are

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<sup>139</sup> Ibid, 87-88

<sup>140</sup> Ibid, 88-90

asked to work together towards the same goal, take into account team products and not just individual products in your assessment and provide students with some 'social training' to learn how best to work in a team. The researcher has analyzed that Mr. Zain has promoted among the learners by asking learning together. But he never provided students to do work team in making a product. In researcher, Mr. Zain has to asked students making a product like wall magazine or others because it can increase students' capability and how best to work in a team.

#### **h. Creating Learner Autonomy**

Creating learner autonomy is one of strategies to maintain and protect students' motivation. Mr. Zain orders students to learn together at Friday once a month. So, on Monday in the fourth week, he doesn't teach students till 09.30 PM. usually, students review the previous lesson. Every old member coordinates the new members to learn together. The new members could ask the lesson which is not understood.

Accordance to the researcher opinion, it was on of the indicator of the strategies as what Zoltan Dornyei has explained. He says that<sup>141</sup> increasing students' motivation by actively promoting learner autonomy can be achieved by using three ways: Allow learners real choices about as many aspects of the learning process as possible, hand over as much as we can of the various leadership/teaching roles and function to the learners, and adopt the role of facilitator.

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<sup>141</sup> Ibid, 90-92

### **i. Promoting Self-Motivating Strategies**

The finding of the researches were showed that Mr. Zain as the tutor always motivated students. He didn't only focus on explaining the studies, but he also inserted a motivation at the beginning, at the middle or the end of the course. He told his positive experience, a public figure and his friends' experience that were success. He gave motivation to student who is ever giving up learning English language.

According to Zoltan Dornyei<sup>142</sup>, promoting self-motivating strategies can be achieved by increasing the students' self-motivating capacity. It can be achieved by using three ways: Raise the students' awareness of the importance of self-motivation, share with each other strategies that we have found useful in the past, and encourage students to adopt, develop and apply self-motivating strategies.

Based on discussion of the theory and research findings above, the researcher concluded that Mr. Zain used several strategies to protect and maintain students' motivation as Zoltan Dornyei's theory. He gave students variation of the task. *First*: Mr. Zain gives a question directly to the students. *Second*: Mr. Zain made a question in a blackboard, so a student who know the answer wrote it at the blackboard. *Third*: Mr. Zain wrote a question at the blackboard, and all students write the answer at the exercise book. Usually, the third task was more difficult. Mr. Zain accustomed to motivate students. He didn't focus only on explaining the

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<sup>142</sup> Ibid, 98-112

studies, but he also inserted a motivation at the beginning, at the middle or the end of the course.

Mr. Zain gave students unique score by using words; less, enough, good, best, and smile scores. Less scores equals 0-49, enough scores equals 50-69, good scores was divided into two types; first, good equals 70-79, second, good plus equals 80-89, best scores equals 90-100. Smile scores will be given to student who gets best in one class. If the students who get best scores more than one person, they will not get smile scores. I use this way in order that all students don't cheat each other. So, they competed to get smile personally in a class. Although there was a student who could do a task, they would not give a cheating to the other student in order that they would get best scores and get smile scores. Mr. Zain promoted students' confidence by suggesting joining a competition. On the other side, he accustomed speaking English with students in daily activity. Then, Mr. Zain ordered the senior of the course to invite new member to learn together outside the course. Every senior learned with four-five news members. All new member could reviewed and asked the materil which isn't understood yet.

From the discussion of the theory and research findings above, Mr. Zain has protected and maintained students' motivation as Zoltan Dornyei's theory in learning English. But, Mr. Zain didn't use all the strategies as Zoltan's theory. he didn't organize an activity that supports students' motivation because some of students had an agenda at the

Islamic boarding school. He needs to explain the purpose of the task because he didn't do before. He never provided students to do work team in making a product. On the other hand, Mr. Zain has to asked students making a product like wall magazine or others because it can increase students' capability and how best to work in a team.

#### **4. English Teacher's Strategies to Encourage Students' Positive Self-Evaluation (Analysis Based on Zoltan Dornyei's Theory)**

In the previous discussion, the researcher has discussed the teacher's strategies in cerating the basic motivational condition, generating initial motivation, and protecting students' motivation. Then, the researcher will discuss Mr. Zain strategies' in encouraging students' positive self-evalutaion based on Zolta Doryei's theory.

##### **a. Promoting Motivational Attribution**

Based on the research findings, Mr. Zain ordered students to practice speaking English by telling their assumption about learning English. Some of students told their felling about learning English before joining the English course. Majority of them said that they didn't like English studies. But, they were like learning English since joinig the course. It was caused of Mr. Zain always motivated them, and he has tried to explain the lesson that was easy to be understood.

Zoltan Dornyei<sup>143</sup> says that promoting motivational attributions can be achieved by two ways: Encourage the students to explain about why they were successful, more importantly, why they failed in the past and refuse to accept ability attributions and emphasize that the curriculum is within the learners' ability range. In accordance of research finding and the theory, the researcher analyzed that Mr. Zain' strategies was one of the indicators' Zoltan dornyei's theory. But, he didn't use a curriculum in teaching English at the course. In the researcher opinion, Mr. Zain as the tutor needs to make curriculum in order that the English learning will be more effective.

#### **b. Providing Motivational Feedback**

In accordance on the research findings, Mr. Zain gave positive appreciation for student who answered the task correctly. He always provided suggestion to students in order that they were more serious learning English. He told students that they will be diligent and mastery English like the other senior if all of students learn hard and never give up. Mr. Zain observed student who had competence in English. He suggested students to concentrate on their capability like speaking skill, writing skill, and others.

Zoltan Dornyei<sup>144</sup> has said that providing motivational feedback can be success by providing students with positive information feedback.

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<sup>143</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 118-134

<sup>144</sup> Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Madrid: Cambridge University Press, 2001), 118-134

It will be achieved by two ways: Notice and react to any positive contributions from the students, and provide regular feedback about the progress the students are making and about the areas which they should particularly concentrate on. The researcher thought that this theory has indicator as like as what Mr. Zain has done in providing students with positive information feedback.

### c. Increasing Learner Satisfaction

In accordance of finding and theory, on of the teacher's strategies keeping students' motivation learning English knew students' hobby. Apparently, students of the English course were like going to the city, because there was rural. So, students were very happy going at the city. Mr. Zain promised to students, if they were commitemen and spirit learning English language, Mr. Zain would organize study comparasion at the city. Mr. Zain has coordinated with Mr. Ibnu Murtado as the headmaster of SMPI Nurul Isti'dad, and Mr. Ibnu Murtado supported that agenda.

Zoltan Dornyei<sup>145</sup> has written in his book that increasing learner satisfaction can be achieved by using three ways: Monitor student accomplishments and progress, and take time to celebrate any activity, make student progress tangible by encouraging the production of visual records and arranging regular events, and regularly include tasks that involve the public display of the students' skills.

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<sup>145</sup> Ibid, 118-134

From the theory and finding above, the researcher concluded that Mr. Zain has did best strategy in increasing students' satisfaction in learning English. He presented various prizes for students. This strategy was one of the indicators of Zoltan Dornyei's theory. But, Mr. Zain didn't arrange regular event because some reasons. Some of students had an agenda in their Islamic boarding school.

#### **d. Offering Rewards and Grades in A Motivating Manner**

Mr. Zain offered rewards and grades in a motivating manner in learning English. *First*: he always motivated students. *Second*; he was struggled in order that all students felt easy learning English, especially he made it easy. *Third*; he gave a sticker of smile to student who gets smile score. Sometime, he gave students dictionary. *Fourth*; he promised to student if they keep spirit learning English, he will organize a study tour in city, because they are happy if they are invited to the city. Furthermore, Mr. Zain presents three tasks continuously in every meeting. He invites students to correct together the wrong answer.

Offering rewards and grades in a motivating manner is explained by Zoltan Dornyei, he states that<sup>146</sup> in this category of motivational strategy, there are two strategies: the first is offer rewards in a motivational manner. More specifically: Make sure that students do not get too preoccupied with the rewards, make sure that even non-lesson rewards have some kind of lasting visual representation, and offer

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<sup>146</sup> Ibid, 118-134

rewards for participating in activities that students may get drawn into because they require creative goal-oriented behavior and offer novel experiences and consistent success.

The second strategy is using grades in a motivating manner, reducing as much as possible the students' demotivating impact. More specifically: Make the assessment system completely transparent, and incorporate mechanism by which the students and their peers can also express their views, make sure that grades also reflect effort and improvement and not just objective levels of achievement, apply continuous assessment that also relies on measurement tools other than pencil-and-paper tests, and encourage accurate student self-assessment by providing various self-evaluation tools.

Based on the finding and the theory above, Mr. Zain as the tutor of the English course at SMPI Nurul Isti'dad Baban Silo jember has good strategies in encouraging students' self-evaluation in learning English language. But, he didn't use a curriculum in teaching English at the course. In the researcher opinion, Mr. Zain as the tutor needs to make curriculum in order that the English learning will be more effective.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the study that has been discussed and analyzed in chapter IV, the researcher can conclude that:

1. English Teacher's Strategies to Create the Students' Basic Motivational Condition in Learning English (Analysis based on Zoltan Dornyei's Theory)

The researcher can conclude that the teacher of the English course uses three strategies as Zoltan Dornyei theory's motivational strategies in creating the basic motivational condition to motivate students in learning English, namely: first is appropriate teacher behavior, second is a pleasant and supportive atmosphere in the classroom, and third is a cohesive learner group with appropriate group norms.

2. English Teacher's Strategies to generate Students' Initial Motivation in Learning English (Analysis based on Zoltan Dornyei's Theory)

The conclusion of the researcher is that the teacher implements five strategies as Zoltan Dornyei theory's motivational strategies in generating initial motivation to motivate students in learning English, namely: first is enhancing the learners' L2-related values and attitudes, second is increasing the learners' expectancy of success, and third is increasing the learners' goal-orientedness. Fourth is making the lessons

relevant for the learners, and the last is creating realistic learners' beliefs.

### 3. English Teacher's Strategies to Maintain and Protect Students' Motivation in Learning English (Analysis based on Zoltan Dornyei's Theory)

The researcher could take conclusion is that the teacher applies eight strategies as Zoltan Dornyei theory's motivational strategies in maintaining and protecting students' motivation, namely: first is making learning stimulating and enjoyable, second is presenting task in a motivating way, third is setting specific learners' goal, fourth is protecting the learners' self-esteem and increasing their self-confidence, fifth is allowing learners to maintain a positive social image, sixth is promoting cooperation among the learners, seventh is creating learner autonomy, and eighth is promoting self-motivating strategies.

### 4. English Teacher's Strategies to Encourage Students' Positive Self-Evaluation in Learning English (Analysis based on Zoltan Dornyei's Theory)

The researcher concludes that the teacher uses four strategies as Zoltan Dornyei theory's motivational strategies in encouraging positive retrospective self-evaluation, namely: first is promoting motivational attribution, second is providing motivational feedback, third is increasing learner satisfaction, and fourth is offering rewards and grades in a motivating manner.

## **B. Suggestion**

### 1. For the Headmaster of SMPI Nurul Isti'dad Baban Silo Jember

The headmaster of SMPI Nurul Isti'dad has supported the students who joined a competition and some agenda that was planned by Mr. Zain like study tour. But, he didn't support the learning process of the English. The researcher hopes that the headmaster of SMPI Nurul Isti'dad gives enough support the English course program because it greatly affected the ability and competency of students especially English.

### 2. For the English Teacher (Mr.Zain) and the Students

Mr. Zain has used good motivational strategies as Zoltan Dornyei's theory to motivate students learning English. But, he didn't use all motivational strategies as Zoltan Dornyei's theory like; using curriculum and promote students to contact with native speaker of English. On the other hand, Mr. Zain didn't ask students to make a product like wall magazine. Necessarily, Mr. Zain has to ask students to make it, because it can increase students' capability and how best to work in a team. The researcher hopes that Mr. Zain needs to use all motivational strategies as Zoltan Dornyei's theory.

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IAIN JEMBER

**PERNYATAAN KEASLIAN TULISAN**

Yang bertanda tangan di bawah ini:

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Dengan ini mentakatan bahwa skripsi yang berjudul “**An Analysis of Zoltan Dornyei’s Theory to Motivate Student In Learning English at English Course of SMPI Nurul Isti’dad Baban Silo Jember**” ini adalag hasil penelitian karya saya sendiri, kecuali pada bagian-bagian yang dirujuk sumbernya.

Jember, 19 April 2021  
Saya yang menyatakan

**M. Suhil**  
**NIM T20166034**

**IAIN JEMBER**

Appendix 1

MATRIX OF RESEARCH

| Title   | Variable  | Sub-Variable  | Indicator   | Source of Data  | Research method   | Research Focus  |
|---|---|---|---|---|---|---|
| <b>An Analysis of Zoltan Dornyei’s Theory to Motivate Student In Learning English at English Course of SMPI Nurul Isti’dad Baban Silo Jember.</b> | Zoltan Dornyei’s Theory (Motivational strategies) | <ol style="list-style-type: none"> <li>1. Creating the basic motivational conditions</li> <li>2. Generating initial motivation</li> </ol> | <ul style="list-style-type: none"> <li>➤ Appropriate teacher behaviour</li> <li>➤ A pleasant and supportive</li> <li>➤ A cohesive learner group with appropriate group norms.</li> <li>➤ Enhancing the learners’ L2 related values and attitudes</li> <li>➤ Increasing the learners’ expectancy of success</li> <li>➤ Increasing the learners’ goal orientedness</li> <li>➤ Making the teaching lesson relevant for the learners</li> <li>➤ Creating</li> </ul> | <p><b>a. Interview</b></p> <ol style="list-style-type: none"> <li>1. The Headmaster of SMP NurulIsti’dad</li> <li>2. The teacher of SMP NurulIsti’dad</li> <li>3. The students of SMP NurulIsti’dad</li> </ol> <p><b>b. Documentation</b></p> <ol style="list-style-type: none"> <li>1. The student’s data of SMP NurulIsti’dad</li> <li>2. The schedule of the programs</li> <li>3. The lesson and media of the programs</li> <li>4. The evaluation result of the program</li> </ol> | <ol style="list-style-type: none"> <li>1. Approach and kinds of research               <ol style="list-style-type: none"> <li>a. Qualitative</li> <li>b. Descriptive</li> </ol> </li> <li>2. Data Collection Method               <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Documentation</li> </ol> </li> <li>3. Data analysis technique: Qualitative Descriptive</li> <li>4. Validation of Data: Triangulation Technique</li> </ol> | <ul style="list-style-type: none"> <li>➤ How are the implementations of Zoltan Dornyei’s theory in creating the basic motivational condition to motivate students in learning English at English course of SMPI Nurul Isti’dad Baban Silo Jember?</li> <li>➤ How are the implementations of Zoltan Dornyei’s theory in generating initial motivation to motivate students in learning English at English course of SMPI Nurul Isti’dad Baban Silo Jember?</li> <li>➤ How are the implementations of Zoltan Dornyei’s theory in maintaining and</li> </ul> |

|  |  |   |   |  |  |   |
|--|--|---|---|--|--|---|
|  |  | <p>3. Maintaining and protecting motivation</p> | <p>realistic learner beliefs</p> <ul style="list-style-type: none"> <li>➤ Making learning stimulating and enjoyable</li> <li>➤ Presenting tasks in a motivating way</li> <li>➤ Setting specific learner goals</li> <li>➤ Protecting the learners' self-esteem and increasing their self-confidence</li> <li>➤ Allowing learners to maintain a positive social image</li> <li>➤ Creating learner autonomy</li> <li>➤ Promoting self-motivating strategies</li> <li>➤ Promoting cooperation among the learners</li> </ul> |  |  | <p>protecting motivation to motivate students in learning English at English course of SMPI Nurul Isti'dad Baban Silo Jember?</p> <ul style="list-style-type: none"> <li>➤ How are the implementations of Zoltan Dornyei's theory in encouraging positive retrospective self-evaluation to motivate students in learning English at English course of SMPI Nurul Isti'dad Baban Silo Jember?</li> </ul> |
|--|--|---|---|--|--|---|

|  |                      |  |  |  |  |  |
|--|----------------------|--|--|--|--|--|
|  |                      | 4. Encouraging positive retrospective self-evaluation  | <ul style="list-style-type: none"> <li>➤ Promoting motivational attribution</li> <li>➤ Providing motivational feedback</li> <li>➤ Increasing learner satisfaction</li> <li>➤ Offering rewards and grades in a motivating manner</li> </ul>                                   |  |  |  |
|  | Student's Motivation | <ol style="list-style-type: none"> <li>1. Intrinsic motivation</li> <li>2. Extrinsic motivation</li> <li>3. Instrumental motivation</li> </ol> | <ol style="list-style-type: none"> <li>1. The learner has Internal wish to do something</li> <li>2. The learner has External wish to do something like prize or reward.</li> <li>3. The learners have the desire to integrate into the target language community,</li> </ol> |  |  |  |

|  |  |                           |  |  |  |  |
|--|--|---------------------------|--|--|--|--|
|  |  | 4. Integrative motivation | culture and become part of that society<br>4. The learner want to increase the social status or self-image, better careers and business opportunities, to further study or meet the requirements of school, reading technical lessons or translation |  |  |  |
|--|--|---------------------------|--|--|--|--|

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## Appendix 2

### Interview

Interview 1: Mr. Zain—the teacher of the English course (13<sup>th</sup> December 2020)

A: Assalamualaikum Wr. Wb Ustadz.

B: Waailaikumsalam Wr. Wb. Mas Suhil.

A: Saya ucapkan terimakasih banyak karena sudah diperkenankan melakukan penelitian di lembaga ini.

B: Sama-sama mas, semoga bisa membantu tugas akhir mas Suhil.

A: Aamiin. Saya ingin mengetahui lebih dalam terkait sejarah berdirinya SMPI Nurul Isti'dad dan awal berdirinya kursusan bahasa Inggris. Saya mohon penjelasannya ustadz.

B: K. Abdul Walid memiliki inisiatif untuk mendirikan SMP ini karena beliau melihat siswa (santri) yang telah lulus dari sekolah dasar hanya bermain karena mereka tidak memiliki dana untuk melanjutkan pendidikannya di SMP. Saya tinggal disini sejak tahun 2015. Pada awalnya, bahasa Inggris diampu oleh Bu Dewi. Jadi saya mulai mengajar bahasa Inggris dari tahun 2015 sampai sekarang. Sebenarnya, saya mempunyai inisiatif mendirikan kursusan bahasa Inggris pada tahun 2015, namun terlaksana pada tahun 2016 dan hanya diikuti oleh beberapa siswa. Pertamanya, anak-anak seratus persen tidak suka Bahasa Inggris, bukan hanya Sembilan puluh persen. Tapi Alhamdulillah, setiap tahunnya ada banyak yang ikut dan tambah semangat.

A: Bagaimana dengan struktur di kursusan ini ustadz?

B: Dari tahun 2016 sampai sekarang, saya mengajar siswa bahasa Inggris di kursusan ini hanya sendirian. Guru-guru yang lain tidak memiliki waktu untuk membantu mengajar. Beliau memiliki kesibukan sendiri di rumahnya masing-masing. Kebanyakan guru disini petani. Sedangkan anak-anak yang memiliki kemampuan bahasa Inggris melanjutkan pendidikannya di luar seperti di Al-falah dan Alhidayah. Jadi di kursusan ini tidak ada struktur kursusnya seperti istilah direktur atau staf guru. Jadi bisa dikatakan saya sebagai tutor sekaligus direktur kursusan.

A: Dalam penelitian ini, saya fokus meneliti strategi dan cara ustadz Zain dalam meningkatkan motivasi siswa belajar bahasa Inggris. Saya menggunakan teori Zoltan Dornyei karena setelah saya teliti sebelumnya strategi dan cara yang digunakan ustadz Zain memiliki persamaan dengan teori Zoltan Dornyei. Sedangkan teori Zoltan Dornyei adalah: creating the basic motivational condition, generating initial motivation, maintaining and protecting motivation, dan encouraging positive retrospective self-evaluation. Bagaimana strategi Ustadz Zain untuk menciptakan motivasi siswa dalam belajar bahasa Inggris? (14<sup>th</sup> of December 2020)

B: saya juga menggunakan beberapa strategi untuk menciptakan motivasi dasar siswa seperti teori Zoltan Dornyei yang anda jelaskan tadi, tetapi saya tidak menerapkan semua cara, saya menggunakan cara itu. Saya usahakan mengajar di kursusan ini dengan konsisten. Saya juga memulai kursusan ini tepat waktu, yaitu dimulai jam 12,00 sampai jam 13.30. Setiap pertemuan, saya selalu memotivasi siswa agar tetap semangat belajar, termasuk belajar bahasa Inggris di kursusan ini. Ada sebagian siswa yang sangat semangat belajar bahasa Inggris. Meskipun di luar jam kelas dan kursusan, ada yang meminta kepada saya untuk private belajar bahasa Inggris.

A: Apakah Ustadz Zain membuat peraturan khusus kursusan bahasa Inggris? (14<sup>th</sup> December 2020)

B: Pada awal penerimaan anggota baru, saya membuat beberapa peraturan kursusan dengan siswa. Saya mengusulkan peraturan dan disepakati oleh semua siswa. Saya juga meminta siswa untuk membuat peraturan sendiri. salah satu peraturannya yaitu siswa yang bolos kursusan dapat hukuman menghafal lima vocab, siswa yang tidak membawa kamus bahasa Inggris harus menghafal tiga vocab. Saya minta kepada siswa agar mematuhi aturan dan menjalankan hukuman. Karena mereka sudah menyepakatinya.

A: Bagaimana cara Ustadz Zain memberikan tugas kepada siswa? (14<sup>th</sup> December 2020)

B: Saya lebih sering memberikan tugas individu daripada tugas kelompok kepada siswa. Di setiap pertemuan, saya memberikan beberapa siswa. pertama,

saya kasih siswa tugas melalui pertanyaan dan mereka menjawab secara lisan. Tugas yang kedua menjawab tugas di papan tulis, dan yang terakhir anak-anak menjawab di buku tulisnya masing-masing. Jadi mereka berlomba-lomba mendapatkan nilai terbaik, karena saya kasih tahu nilai siswa yang paling tinggi. Saya jarang memberikan tugas kelompok kepada anak-anak, biasanya saya memberikan tugas kelompok satu bulan sekali. Konsepnya itu, satu group ada satu atau dua siswa yang lama dan empat siswa baru. Tugasnya itu berbentuk permainan. Group yang kalah dapat hukuman menghafalkan kosa-kata atau cerita aktivitas sehari-hari.

A: Bagaimana cara Ustadz Zain meningkatkan motivasi intrinsik siswa dalam belajar bahasa Inggris? (14<sup>th</sup> December 2020)

B: Sebelum menjelaskan materi, saya selalu bercerita dan memberikan motivasi kepada siswa. Saya cerita pengalaman saya sendiri, pengalaman teman, cerita profil orang sukses yang mudah mereka ketahui seperti Sadili, Khairul Tanjung, dan Rizal Bakri. Saya selalu bilang ke siswa kalau bahasa Inggris itu sangat penting. saya membiasakan menggunakan bahasa Inggris ketika berbicara dengan siswa di luar kelas ataupun kursus. Jadi, siswa bisa terbiasa berbicara bahasa Inggris.

A: Bagaimana cara Ustadz Zain meningkatkan harapan siswa untuk sukses dalam belajar bahasa Inggris? (20<sup>th</sup> December 2020)

B: Ketika mengajar di kelas, saya menggunakan tiga tahap evaluasi pembelajaran. Pertama: memberikan pertanyaan langsung kepada setiap siswa. Kedua; saya menulis pertanyaan di papan tulis, kemudian siswa menjawab satu persatu. Ketiga: Mengerjakan tugas di buku tulis. Saya tidak memberikan tugas kepada siswa sebelum mereka memahami materi. Saya selalu bilang ke siswa kalau tidak ada yang sulit untuk mengerjakan tugas atau mencapai kesuksesan selama kita berusaha.

A: Bagaimana cara Ustadz Zain membuat target kesuksesan siswa dalam belajar bahasa Inggris? (18<sup>th</sup> December 2020)

B: Di awal kursus, saya membuat kesepakatan dengan siswa tentang materi yang akan dipelajari selama kursus. Saya menawarkan terlebih dahulu kepada

siswa, kemudian mereka menyepakati bersama. Misal, siswa akan memahami eight part of speech dan satu tenses dalam waktu seminggu.

A: Bagaimana kurang memahami materi yang telah ditentukan?

B: Kemarin ada banyak siswa yang tidak faham tentang perfect tense. Awalnya anak-anak menyepakati memahaminya selama dua minggu. Akhirnya saya menawarkan kepada mereka mau lanjut materi selanjutnya apa nambah pertemuan, soalnya anak-anak yang nggak faham belajar ke Ega, Dila atau ke saya. Anak-anak menyepakati nambah dua pertemuan.

A: Bagaimana cara Ustadz Zain menjelaskan materi agar mudah dipahami siswa? (21<sup>th</sup> December 2020)

B: Saya lebih sering memberikan contoh dari pada menjelaskan materinya. Saya memberikan contoh yang mudah dipahami. Tadi, saya memberikan contoh tentang sungai, karena anak-anak sering main ke sungai, kadang mereka mandi atau mincing. Anak-anak ada yang mondok, jadi saya berikan contoh tentang belajar kitab kuning, shalat berjemaah, atau ngaji Al-Qur'an. Initanya, saya memberikan contoh itu sesuai dengan aktivitas siswa sehari-hari.

A: Bagaimana cara Ustadz Zain menumbuhkan kepercayaan siswa bahwa mereka mampu menguasai bahasa Inggris?

B: Setiap anak itu kan berbeda. Ada siswa yang cepat memahami materi, ada yang keseulitan. Ada siswa yang mudah menghafal vocab, ada yang butuh waktu lama. Kadang ada siswa yang mengeluh ke saya, saya menjelaskan ke siswa kalau setiap orang itu memiliki kelemahan dan kekurangan, setiap orang juga memiliki cara sendiri dalam belajar. Tapi kalau kita tetap berusaha, kita akan bisa memahami bahasa Inggris.

A: Bagaimana cara Ustadz Zain menjaga dan mempertahankan motivasi siswa dalam belajar bahasa Inggris? (21<sup>th</sup> December 2020)

B: Kadang, saya membuat permasalahan atau pertanyaan yang berkaitan dengan materi untuk merangsang pemikiran siswa. Biasanya saya membuat permasalahan di awal kursus atau di pertengahan pembelajaran ketika anak-anak mulai bosan. Saya memberikan nilai kepada siswa dengan kata 'less, enough, good, best, dan smile. Less sama dengan nilai 0-49 (D), enough sama dengan nilai 50-69, good

dibagi menjadi dua macam, pertama; good sama dengan nilai 70-79, kedua; good plus sama dengan nilai 80-89, best sama dengan nilai 90-100. Sedangkan nilai smile akan diberikan kepada siswa yang mendapatkan nilai best sendiri dalam satu kelas. Kalau siswa yang mendapatkan nilai best lebih dari satu orang, maka tidak ada yang mendapatkan nilai smile. Saya menggunakan cara penilaian ini agar siswa tidak saling nyontek. Jadi mereka akan berlomba-lomba untuk mendapatkan nilai best sendiri dalam satu kelas. Meskipun ada siswa bisa mengerjakan tugasnya, mereka tidak akan memberikan contekan kepada siswa lain agar mereka mendapatkan nilai best sendiri dan mendapatkan nilai smile.

A: Apakah Ustadz Zain membuat peraturan untuk siswa yang ikut kursusan?

B: Di kursusan ini, saya tidak terlalu menekan siswa dengan peraturan. Saya hanya membuat kesepakatan dengan siswa terkait materi yang akan dipelajari. Jadi, saya membuat kesepakatan dengan siswa memahami materi eight parts of speech, setiap tense dalam waktu satu minggu atau dua minggu. Intinya kesepakatan tersebut disetujui oleh semua siswa.

A: Bagaimana cara Ustadz Zain menjaga kepercayaan siswa dalam memahami bahasa Inggris? (22<sup>th</sup> December 2020)

B: Saya tetap menggunakan metode ceramah selama menjelaskan materi meskipun materi baru dan saya pikir itu sulit dipahami siswa. Cara saya adalah membuat pelajarannya mudah diterima oleh siswa karena siswa bisa mudah menguasai materinya tergantung dari cara penyampaiannya. Saya juga lebih sering menggunakan metode exercise untuk mengetahui pemahaman siswa. Setiap ada lomba, saya selalu memberi informasi kepada siswa. Saya tidak paksa siswa untuk mengikuti lomba tersebut, saya hanya menyarankan mereka ikut. Dulu pernah ada siswa yang juara dua lomba essay di transmart, namanya Ega, sekarang dia kelas dua SMA.

A: Bagaimana cara Ustadz Zain menjaga kekompakan siswa belajar Bahasa Inggris?

B: Mayoritas siswa kan nggak suka belajar bahasa Inggris, mereka belajar dari nol, khususnya siswa yang baru ikut kursusan bahasa Inggris. Ketika berada di kelas, siswa yang baru bisa memahami materi yang saya jelaskan. Namun ketika

sudah keluar, mereka kadang lupa. Jadi, Saya menyarankan siswa yang baru belajar kelompok dengan siswa yang lama. Siswa yang lama belajar dengan 4-5 siswa yang baru. Jadi mereka bisa memahami materi yang telah disepakati sebelumnya dalam waktu satu Minggu atau dua Minggu.

A: Apakah ada kegiatan tambahan di luar jam kursus?

B: Saya menyuruh siswa untuk belajar kelompok pada hari Jumat setiap sebulan sekali. Jadi pada hari Jumat di Minggu keempat, saya tidak mengajar Sampek jam setengah 10. Biasanya anak-anak mengulang materi sebelumnya. Setiap siswa yang lama mengkoordinir siswa yang baru untuk belajar kelompok. Siswa yang baru bisa bertanya materi yang belum dipahami.

A: Apakah ada strategi lain untuk mempertahankan motivasi siswa belajar bahasa Inggris?

B: Saya selalu memberikan motivasi kepada siswa dan tidak hanya mengajar saja. Kalau saya hanya fokus mengajar, anak-anak bisa bosan. Saya sisipkan motivasi atau cerita di awal pelajaran, pertengahan kadang di akhir pelajaran. Saya sering bercerita tentang profil tokoh dan juga pengalaman teman-teman seperti yang telah saya ceritakan kemarin. Kadang saya cerita pengalaman saya sendiri. Saya pernah bercerita ke siswa, ketika saya mengajar private bahasa Inggris di Jakarta Saya bilang ke mereka, saya bisa mengurangi beban orang tua karena bisa dapat uang sendiri dengan mengajar bahasa Inggris. Saya juga cerita tentang Ega dari awal belajar bahasa Inggris di kursus sampai mendapatkan juara dua. Dari situ, anak-anak tambah semangat belajar bahasa Inggris, ada siswa yang juga belajar privat ke saya. Ada juga yang belajar kelompok.

A: Apakah Ustadz Zain memberikan strategi belajar ke siswa?

B: Saya jelaskan ke siswa cara menghafal kosa kata. Saya suruh mereka menulis terlebih dahulu kosa kata yang akan dihafal, kemudian saya suruh mereka membaca berulang kali sampai lancar.

A: Apakah Ustadz Zain pernah memberikan masukan atau saran kepada siswa dalam belajar bahasa Inggris?

B: Saya selalu memberikan saran kepada siswa agar serius belajar bahasa Inggris. Saya bilang ke mereka kalian juga akan pintar dan faham bahasa Inggris seperti

kakak kelasnya kalau kalian selalu belajar dan tidak menyerah. Saya juga melihat potensi anak-anak yang memang memiliki kompeten dalam bahasa Inggris. Saya sering menyarankan Nanda dan siswa yang lain agar lebih semangat dan giat belajar agar bisa ikut lomba seperti Ega. Nanda anaknya memang rajin dan memiliki semangat yang tinggi. Dia juga salah satu siswa yang aktif di kelas. Dia tidak malu bertanya kalau ada materi yang belum difahami.

A: Bagaimana cara Ustadz Zain menjaga kepuasan dan motivasi siswa belajar bahasa Inggris?

B: Salah satu cara untuk menjaga motivasi siswa belajar bahasa Inggris adalah mengetahui kesukaan mereka. Ternyata, anak-anak suka pergi kota, karena disini daerah pedesaan. Jadi, mereka senang banget ketika main ke kota. Jadi, saya janjikan ke anak-anak main ke kota. Saya janjikan ke mereka, kalau tetap semangat belajar bahasa Inggris akan diadakan study banding ke kota. Sebenarnya saya sudah merencanakan study banding ke Texas, tapi gagal karena ada Corona.

A: Apakah Ustadz Zain memberikan hadiah untuk menjaga motivasi siswa dalam belajar bahasa Inggris?

B: Saya memberikan hadiah untuk menjaga motivasi siswa belajar bahasa Inggris. Pertama, saya selalu motivasi siswa. kedua, saya berusaha agar siswa merasa mudah belajar bahasa Inggris intinya make it easy. Ketiga, saya memberikan stiker kepada siswa yang mendapatkan nilai smile. Kadang saya memberikan mereka kamus. Keempat, saya janji kepada ke mereka kalau tetap semangat belajar bahasa Inggris, saya akan adakan study banding ke kota, karena anak-anak senang kalau diajak ke kota.

Interview 2: Ibnu Murtadho—the headmaster of SMPI Nurul Isti'dad

A; Assalamualaikum Wr. Wb

B; Waalaikumsalam Wr Wb.

A: Terimakasih banyak sudah diizinkan melakukan penelitian di lembaga ini.

B: Iya mas. Kalau misalkan nanti butuh bantuan bisa menghubungi Ustadz Zain atau ke saya langsung.

A: Terimakasih Pak. Saya ingin bertanya terkait sejarah berdirinya SMPI Nurul Isti'dad dan juga mengenai kursus bahasa Inggris.

B: K. Walid memiliki keinginan untuk mengembangkan lembaga khususnya mendirikan SMP pada tahun 2011. Kemudian beliau istikharah dan hasilnya menunjuk ke saya. Beliau datang ke rumah saya dan menunjuk saya menjadi kepala sekolah. Saya bilang ke beliau untuk mencari orang lain. K. Walid datang ke saya sampai lima kali. Akhirnya, saya menyetujui sebagai kepala sekolah sejak tahun 2011 sampai sekarang. SMPI Nurul Isti'dad ini diresmikan oleh Bupati dan wakil Bupati Jember, Dr. Hj. Faida, MMR dan KH. Abdul Muqit Arief pada tahun 2018.

A: Bagaimana pendapat Bapak dengan adakannya kursus bahasa Inggris di sekolah ini?

B: Mayoritas anak-anak tidak suka bahasa Inggris. Hal ini terbukti nilai bahasa Inggrisnya kurang bagus. Mereka mulai banyak yang suka bahasa Inggris ketika Ustadz Zain mengajar bahasa Inggris di SMP. Kemudian beliau juga mengadakan kursus bahasa Inggris sehingga itu berpengaruh terhadap perkembangan siswa dan nilai bahasa Inggrisnya di sekolah. Apalagi ada siswa yang sudah mendapatkan juara di lomba essay pada tahun 2018.

A: Apakah siswa memiliki perkembangan dalam bidang bahasa Inggris sejak ada kursus ini?

B: Saya kira perkembangan bahasa Inggris di sekolah sudah mulai maju selama ada Ustadz Zain. Beliau sudah membantu siswa mendapatkan juara dua dalam lomba essay di Transmart. Saya bangga karena ada siswa yang bisa membawa nama baik sekolah. Saya harap anak-anak tambah semangat belajar bahasa Inggris.

A: Apakah Pak Murtadho selaku kepala sekolah pernah mengadakan kegiatan untuk anak-anak yang ikut kursus?

B: Ustadz Zain pernah bilang ke saya terkait study banding ke Kota. Saya mendukung rencana itu agar anak-anak tambah semangat belajarnya. Beliau merencanakan study banding ke Texas pada bulan Januari, karena beliau kenal dengan direktur disana. Kata Ustadz Zain anak-anak sudah ada yang nabung untuk persiapan study banding. Tapi, saya nggak tahu itu akan terlaksana atau tidak, soalnya masih Corona.

Interview 3: Fitri Ayu Ningsih—the member of the English course and the first class of SMPI Nurul Isti'dad

A: Assalamualaikum Wr. Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya?

B: Fitri Ayu Ningsih

A: Kelas berapa?

B: Kelas 1 SMP

A: Sejak kapan ikut kursus bahasa Inggris?

B: Sejak semester 1

A: Kenapa ikut kursus bahasa Inggris?

B: Saya ingin tahu bahasa Inggris karena saya tidak tahu sama sekali tentang bahasa Inggris.

A: Bagaimana perasaan Miss Ayu selama ikut kursus bahasa Inggris?

B: Saya senang belajar bahasa Inggris di kursus ini. Saya sering lupa materinya, tapi ada senior yang bisa mengajari saya. Jadi saya tambah semangat belajar bahasa Inggris. Padahal awalnya saya sama sekali nggak suka bahasa Inggris.

Interview 4: Sinta—the member of the English course and the first class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr. Wb

B: Waalaikumsalam Wr. Wb

A: Siapa namanya Miss?

B: Nama saya Sinta

A: Kelas Berapa?

B: Kelas 1 SMP

A: Apakah Miss Sinta memami materinya dan bisa menjawab soal ketika ada tugas?

B: Saya mendapatkan nilai 80 karena tugasnya tidak terlalu sulit. Ustadz Zain mengulang kembali materi present tense, countinues tense, dan past tense di pertemuan sebelumnya. Jadi saya masih ingat rumusnya tensesnya.

A: Apakah Ustadz Zain pernah memberikan saran ke Miss Sinta?

B: Iya, Mr. Zain selalu mengingatkan saya untuk lebih semangat belajar bahasa Inggris. Mr. Zain menyuruh saya agar banyak latihan berbicara bahasa Inggris dan mendalami grammar. Saya sering belajar ke Mbak Ega, kadang saya juga belajar ke Mr. Zain meskipun bukan jam kursus.

Interview 5: Indra— the member of the English course and the first class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya?

B: Indra

A: Kelas berapa?

B: Kelas dua SMP

A: Apakah Mas Indra menggunakan bahasa Inggris ketika berbicara sama temen-temennya?

B: Ustadz Zain biasanya menggunakan bahasa Inggris ketika berbicara dengan saya dan temen-temen kursus. Saya kadang tidak faham yang dibicarakan ustadz Zain, jadi saya Tanya artinya. Kalau saya tidak faham bahasa Inggrisnya yang ingin saya sampaikan ke ustad Zain, beliau nyuruh cari di kamus.

A: Apa yang membuat Mas Indra semangat belajar bahasa Inggris?

B: Saya bisa semangat belajar bahasa Inggris karena Mr Zain selalu memberikan motivasi dan cerita pengalaman orang sukses.

A: Mungkin ada faktor lain?

B: Ustadz Zain sering memberikan stiker smile, tapi saya belum dapat, karena kakak kelas banyak yang pintar bahasa Inggrisnya. Ustadz Zain pernah bilang beliau akan mengadakan study banding ke kota asalkan kita rajin masuk kursus.

Interview 6: Selvina— the member of the English course and the second class of SMPI Nurul Isti'dad.

A: Miss Selvina, apakah Mr. Zain membuat kesepakatan dalam mempelajari materi di kursus?

B: Betul, temen-temen memahami satu materi dalam satu minggu atau dua minggu. Kalau ada temen-temen yang kurang memahami materi minggu

sebelumnya, mereka akan bertanya dan belajar kepada Ustadz Zain atau kakak kelas.

Interview 7: Nofiana Nanda— the member of the English course and the second class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waailaikumsalam Wr Wb

A: Siapa namanya?

B: Nofiana Nanda

A: Apakah Miss Nofi mudah memhami penjelasan Ustadz Zain?

B: Iya kak

A: kenapa bisa mudah faham?

B: Ustadz Zain memberikan contoh tentang aktivitas siswa. jadi saya mudah memhaminya. Soalnya saya sudah banyak yang tahu bahasa inggrisnya.

A: Apakah Ustadz Zain memberikan tugas di setiap pertemuan?

B: Setiap pertemuan pasti ada tugas, karena temen-temen sering minta tugas ke ustadz Zain.

Interview 8: Muhammad Shaleh— the member of the English course and the second class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waailaikumsalam Wr Wb

A: Mas Shaleh yaa?

B: Iya betul kak.

A: Apakah mas Shaleh suka cara mengajarnya Ustadz Zain?

B: Iya kak, beliau suka bercanda ketika ngajar di kursusan.

A: Apakah mas Shaleh bisa memahami materinya?

B: Kadang faham kadang tidak kak

A: Bagaimana ketika mas Shaleh kurang faham materinya?

B: Kita kan menyepakati belajar materi seperti eight part of speech atau satu tenses dalam seminggu atau lebih. Kalau ada yang lupa materinya, Mr. Zain menyarankan bertanya kepada Mr, Zain atau kakak kelas.

A: Apakah mas Shaleh senang kalau Ustadz Zain mengadakan study tour ke kota?

B: Saya senang banget soalnya bisa ikut study banding ke kota, dan saya sudah diizinkan ikut sama orang tua asalkan saya nabung. Kalau uangnya kurang nanti mau ditambah sama orang tua.

Interview 9: Fatima— the member of the English course and the third class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya Miss?

B: Fatima kak

A: Kelas berapa miss?

B Kelas 3 SMP

A: Sejak kapan ikut kursus bahasa Inggris?

B: Dari Kelas 1 kak

A: Kenapa bisa suka belajar bahasa Inggris?

B: Saya suka bahasa Inggris karena Ustadz Zain mengajar bahasa Inggris di kursus mudah dipahami. Beliau semangat mengajar kita. Jadi, saya termotivasi untuk belajar bahasa Inggris. Akhirnya saya tertarik dan senang belajar bahasa Inggris di kursus ini. Ketika teman-teman sudah mulai bosan belajar di kelas, ustadz Zain sering cerita hal yang lucu dan juga motivasi, akhirnya teman-teman tertawa dan semangat kembali belajar.

A: Kemudian apa yang membuat Miss Fatima dan teman-teman suka ketika kursus?

B: Teman-teman senang ketika ustadz Zain memberikan tugas. Teman-teman berusaha untuk mendapatkan nilai smile.

A: Apakah Miss Fatima pernah mendapatkan nilai smile?

B: Saya mendapatkan nilai 100, jadi saya dapat nilai best. Tapi teman-teman yang lain ada juga yang dapat nilai best, jadi saya tidak mendapatkan nilai smile. Saya bisa mendapatkan nilai 100 karena saya sudah faham materinya. Mr. Zain juga bilang di pertemuan sebelumnya kalau hari ini akan diadakan ulangan tentang present tense, continuous tense, dan past tense. Jadi saya bisa jawab semua pertanyaannya karena saya tadi malam sudah belajar.

Interview 10: Fitria— the member of the English course and the third class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya?

B: Fitria kak

A: Kelas berapa?

B: Kelas 3 SMP

A: Sejak kapan ikut kursus bahasa Inggris?

B: Sejak kelas 1 SMP kak

A: Apakah suka bahasa Inggris dari awal?

B: Tidak kak. Saya suka bahasa Inggris sejak ikut kursus ini.

A: Kenapa bisa suka?

B: Ustadz Zain orangnya lucu, beliau sering bercanda ketika mengajar di kursus. Jadi saya tidak bosan belajar bahasa Inggris meskipun waktunya lama. Beliau juga tidak pernah marah kepada anak-anak ketika mengajar.

A: Kenapa bisa tetap semangat ikut kursus sampai sekarang?

B: Saya suka belajar bahasa Inggris di kursus ini karena Mr. Zain selalu memotivasi saya dan teman-teman untuk semangat belajar bahasa Inggris. Beliau sering bilang kalau bahasa Inggris itu sangat dibutuhkan untuk dapat beasiswa dan pekerjaan. Beliau juga sering bercerita orang sukses yang ada di televisi. Kadang beliau cerita tentang teman kursusnya di pondok yang sudah sukses.

A: Apakah Ustadz Zain sering memberikan tugas?

B: Setiap pertemuan, Ustadz Zain memberikan tugas tiga kali. Pertama, Ustadz Zain memberikan pertanyaan langsung kepada siswa. Kedua, Ustadz Zain membuat soal di papan tulis, jadi teman-teman yang tahu jawabannya menulis di papan tulis. Ketiga, Ustadz menulis pertanyaan di papan tulis, teman-teman menjawab di buku tulis. Biasanya tugas yang ketiga semakin sulit. Teman-teman berlomba-lomba mendapatkan nilai smile.

A: Apakah Ustadz Zain merencanakan kegiatan ke kota?

B: Temen-temen menagih janji Ustadz Zain kalau anngota kursusan tetap semangat rajin ikut kursusan beliau akan mengadakan acara ke kota. Beliau bilang akan mengadakan study banding salah satu kursusan bahasa Inggris di kota. Saya senang banget karena bisa jalan-jalan ke kota. Saya sudah nabung uang untuk ikut stady banding itu.

Interview 11: Bayu— the member of the English course and the third class of SMPI Nurul Isti'dad.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Siapa namanya mas?

B: Bayu kak

A: Kelas berapa?

B: kelas tiga SMP

A: Sejak kapan mengikuti kursusan bahasa Inggris?

B: Dari kelas satu SMP kak

A: Kenapa mas Bayu mengikuti kursusan ini?

B: karena saya pengen tahu bahasa Inggris dan saya suka cara mengajarnya Ustadz Zain.

A: Bagaimana cara mengajar beliau?

B: Sebelum memberikan tugas di buku tulis, ustadz Zain biasanya kan tanya dulu kepada siswa apakah sudah faham atau belum. Ustadz Zain menjelaskan kembali kalau ada temen-teman yang bertanya dan masih belum faham materinya. Setelah temen-temen faham, ustadz Zain baru memberikan tugas. Jawaban saya dan temen-temen kadang banyak yang salah. Temen-temen jarang mendapatkan nilai best. Tapi Mr. Zain tidak pernah marah meskipun saya tidak bisa menjawab tugasnya. Beliau cuma menyuruh ngoreksi jawabannya bersama-sama di papan tulis, kemudian beliau menjelaskan lagi materinya.

Interview 12: Ega—the students of senior high school

A: Assalamualaikum Wr Wb Miss Ega

B: Waalaikumsalam Wr Wb Kak

A: Gimana Kabarnya?

B: Alhamdulillah baik kak

A: Kenapa Miss Ega bisa lancar berbicara bahasa Inggris?

B: Saya biasanya menggunakan bahasa Inggris ketika berbicara bahasa Inggris dengan anggota kursusan, khususnya teman-teman yang mondok di sini, karena ustadz Zain selalu mengingatkan saya agar mengajak temen yang lain berbicara bahasa Inggris. Saya sering berbicara bahasa Inggris dengan Dila karena dia satu kamar dengan saya. Mr. Zain memang lebih sering menggunakan bahasa Inggris ketika berbicara dengan saya.

A: kalau temen-temen ada yang nggak faham materinya, apakah belajar bersama ke Miss Ega juga?

B: Iya kak. Kalau anak-anak banyak yang tidak bisa memahami materinya dalam satu minggu, biasanya ustadz Zain menambah satu kali atau dua kali pertemuan. Kalau yang nggak faham hanya satu atau dua orang, biasanya belajar ke saya atau ke ustadz Zain.

A: Ohhh iya, Miss Ega kan pernah dapat juara, apakah itu keinginan sendiri atau disuruh Ustadz Zain?

B: Ustadz Zain tidak menyuruh saya mengikuti lomba Essay ketika saya dapat harapan dua. Beliau hanya menyarankan saya ikut lomba itu. Di lomba kedua, beliau menyuruh saya untuk ikut lagi. Beliau bilang ke saya kalau saya bisa dapat juara lebih baik daripada sebelumnya soalnya saya lebih menguasai bahasa Inggris.

A: Bagaimana perasaan Miss Ega ketika dapat juara?

B: Saya nggak nyangka mendapatkan juara pada waktu, karena awalnya saya nggak suka bahasa Inggris. Jadi, semua ini berkat ustadz Zain. Beliau sangat sabar dan semangat mengajar saya dan teman-teman yang lain.

A: Apakah Miss Ega sering mendapatkan nilai smile ketika ada tugas?

B: Saya sering mendapatkan stiker smile karena hanya saya yang mendapatkan nilai best dalam satu kelas. Saya juga pernah mendapatkan kamus bahasa Inggris sekali.

Interview 13: Purwanto—the students of senior high school.

A: Assalamualaikum Wr Wb

B: Waalaikumsalam Wr Wb

A: Mas Purwanto ya?

B: Iya kak

A: Saya mau tanya terkait proses pembelajaran di kursusan, khususnya mengenai tugas, apakah Ustadz Zain sering memberikan tugas?

B: Ustadz Zain sering memberikan tugas individu atau kelompok. Tapi beliau lebih sering memberikan tugas individu dari pada kelompok. Setiap pertemuan pasti ada tugas individu.

A: oohh iyaa, kenapa mas Purwanto tetap ikut kursusan ini?

B: Saya suka cara mengajarnya ustadz Zain mengajar di kursusan. Biasanya siswa yang baru ikut kursusan sering tidak faham materinya. Beliau selalu menjelaskan materi yang belum difahami. Beliau sabar banget menjelaskan materinya meskipun saya dan teman-teman yang lain tidak cepat faham. Setelah saya dan temen-temen memahami materinya, beliau baru memberikan tugas.

A: Apakah Mas Purwanto sendiri memang suka belajar bahasa Inggris?

B: Dulu, saya belajar bahasa Inggris di kursusan ini berawal dari nol. Saya sempat menyerah dan sering tidak masuk kursusan karena saya sendiri sering nggak faham di kelas dan sulit menghafal kosa kata. Akhirnya saya dipanggil sama Ustadz Zain ketika jam istirahat di sekolah. Beliau tanya alasan saya kenapa jarang ikut kursusa. Saya bilang ke beliau kalau saya malu ke temen-temen soalnya sering nggak faham dan tidak hafal kosa kata. Ustadz Zain memotivasi saya kalau saya pasti bisa faham seperti temen-temen yang lain asalkan saya harus sabar dan tetap semangat belajar. Beliau juga memberikan cara menghafal kosa kata. Akhirnya saya semangat dan tetap ikut kursusan sampai sekarang.

A: Terimakasih Mas

B: Sama-sama kak

**Appendix 3****The Result of Work Program**

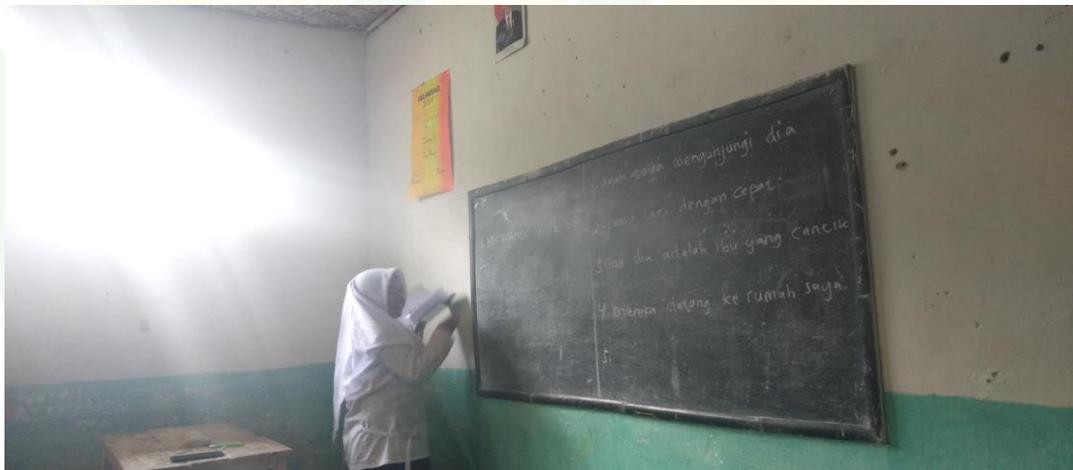
Shedule of English course

| <b>No</b> | <b>Day</b> | <b>Time</b> |
|-----------|------------|-------------|
| 1.        | Sunday     | 12.00-13.30 |
| 2.        | Monday     | 12.00-13.30 |
| 3.        | Wednesday  | 12.00-13.30 |
| 4.        | Friday     | 08.00-09.30 |



**Appendix 4**

**Pictures of Activities**



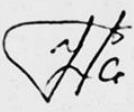
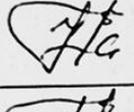
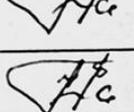
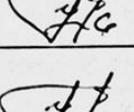
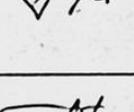
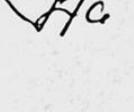
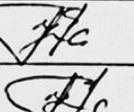
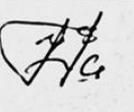
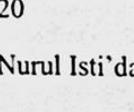


## Appendix 5

## Approval Letter and Research Schedule

## SCHEDULE OF OBSERVATION

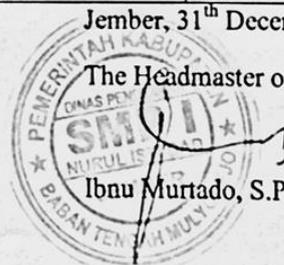
AN ANALYSIS OF ZOLTAN DORNYEI'S THEORY TO MOTIVATE  
STUDENT IN LEARNING ENGLISH AT ENGLISH COURSE OF SMPI  
NURUL ISTI'DAD BABAN SILO JEMBER

| No | Day, Date                      | Activity   | Informant                                 | TTD   |
|----|--------------------------------|--|---|---|
|    | 13 <sup>th</sup> December 2020 | Getting the data of The history of SMP and the English course                              | Ibnu Murtado and Mr. Zain                 |    |
|    | 14 <sup>th</sup> December 2020 | Interview 1 and 7 and observation  | Mr. Zain and Nofiana Nanda                |    |
|    | 15 <sup>th</sup> December 2020 | Observation of English course program  | Media and material                        |   |
|    | 16 <sup>th</sup> December 2020 | Interview 1 and 13   | Mr. Zain and Purwanto                     |  |
|    | 18 <sup>th</sup> December 2020 | Interview 9 and 10   | Fatima and Fitria                         |  |
|    | 20 <sup>th</sup> December 2020 | Interview 1 and 12 and observation of the teacher strategy in generate students motivation | Mr. Zain and Ega                          |  |
|    | 21 <sup>th</sup> December 2020 | Interview 1 and 11 Observation of teachers' strategy in maintaining students' motivation   | Mr. Zain and Bayu                         |  |
|    | 22 <sup>th</sup> December 2020 | Interview 4 and 6  | Sinta and Selvina                         |  |
|    | 25 <sup>th</sup> December 2020 | Interview 1 and 3 Observation of the   |   |  |
|    | 28 <sup>th</sup> December 2020 | Interview 5 and 8 and observation of the English course program                            | Material and media, Indra Muhammad Shaleh |  |

Jember, 31<sup>th</sup> December 2020

The Headmaster of SMPI Nurul Isti'dad

Ibnu Murtado, S.Pd.I



## CURRICULUM VITAE



**Name** : M. Suhil  
**Born Place and time** : Sumenep, 14<sup>st</sup> of April 1998  
**Address** : Parebaan Ganding Sumenep Madura  
**Field of Study** : English Education Department  
**Faculty** : Tarbiyah and Teacher Training Faculty

**Educational Background** :

**a) Formal School**

- 1) TK Al-Ishlah Daleman Sumenep (Kindergarten School)
- 2) MI Al-Ishlah Daleman Sumenep (Elementary School)
- 3) MTs Al-Ishlah Daleman Sumenep (Junior High School)
- 4) MAT Annuqayah Guluk-Guluk (Senior High School)

**b) Informal School**

- 1) Annuqayah Latee Islamic Boarding School
- 2) English Area of Latee
- 3) English Course of Central Language (CL) Pare
- 4) ICIS (Institute of Culture and Islamic Studies) IAIN Jember

IAIN JEMBER