

**AN ANALYSIS OF TEACHER EFFORTS TO INCREASE STUDENT
MOTIVATION IN LEARNING ENGLISH OF THE
SEVENTH GRADE IN SMP N 04 KOTABUMI
ACADEMIC YEAR 2023/2024**

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ABSTRACT: In the English learning process there are several factors that determine student success in English, one of which is student motivation. Student motivation is needed for successful English learning. The problem in this research is the lack of student motivation in learning English, especially class VII students at SMPN 4 Kotabumi. For this reason, it is also very important for teachers to increase student motivation in various ways to increase student motivation in learning English so that the learning process in class runs successfully. The purpose of this research is to determine teachers' efforts to increase student motivation in learning English in the seventh grade of SMP N 04 Kotabumi. This research uses a qualitative approach. The sample for this research was two seventh grade English teachers at SMP N 04 Kotabumi. To obtain data, researchers used interviews. Based on the research results, the efforts made by teachers to increase students' motivation in learning English are: 1) Giving rewards or awards to students. 2) Reprimand students who involve ego. 3) Giving exams to train students' brains and memory. 4) Give positive praise. 5) Give punishment if students make mistakes. 6) Try to ensure that students have the desire to learn and enjoy learning. 7) Support students to achieve goals. The results of this interview show that teachers are an important factor in building the motivation of class VII students at SMP N 04 Kotabumi

Keyword: English, Motivation, Teacher effort

Abstrak: Dalam proses pembelajaran Bahasa Inggris terdapat beberapa faktor yg menentukan keberhasilan siswa dalam bahasa inggris, salah satu nya motivasi siswa. Motivasi siswa sangat dibutuhkan dalam keberhasilan pembelajaran bahasa inggris. Masalah dalam penelitian ini adalah kurangnya motivasi siswa dalam pembelajaran Bahasa Inggris khususnya pada siswa kelas VII di SMPN 4 Kotabumi. untuk itu, upaya guru dalam meningkatkan motivasi siswa juga sangat penting dilakukan dengan berbagai cara untuk meningkatkan motivas siswa dalam pembelajaran bahasa inggris sehingga proses belajar di kelas berjalan dengan sukses. Tujuan penelitian ini adalah untuk mengetahui upaya guru dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris di kelas tujuh SMP N 04 Kotabumi. Penelitian ini menggunakan pendekatan kualitatif. Sampel penelitian ini adalah dua orang guru bahasa Inggris kelas tujuh di SMP N 04 Kotabumi. Untuk memperoleh data, peneliti menggunakan wawancara. Berdasarkan hasil penelitian, upaya yang dilakukan guru untuk meningkatkan motivasi siswa dalam belajar bahasa Inggris adalah: 1) Memberikan reward atau penghargaan kepada siswa. 2) Menegur siswa yang melibatkan ego. 3) Pemberian ujian untuk melatih

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otak dan daya ingat siswa. 4) Berikan pujian yang positif. 5) Memberikan hukuman jika siswa melakukan kesalahan. 6) Berusaha agar siswa mempunyai keinginan belajar dan memperoleh kesenangan dalam belajar. 7) Mendukung siswa untuk mencapai tujuannya. Hasil wawancara ini menunjukkan bahwa guru merupakan faktor penting dalam membangun motivasi siswa kelas VII di SMP N 04 Kotabumi.

Kata Kunci: Bahasa Inggris, Motivasi, Upaya Guru

I. INTRODUCTION

Learning English requires a fairly high level of motivation for students, because this learning requires a long process master it. English is also a much needed subject students to enter society later, so it is very important to maintain student motivation in learning.

Wina Sanjaya (2010: 249) says that the learning process is motivational is one of the most important dynamic aspects. There are students who are lacking achievement is not caused by lack of ability, but because there is no motivation to learn. In the traditional learning process that uses the approach expository guarantees are sometimes forgotten by the teacher.

Teacher as it were students must accept the material presented. This state is not profitable because students cannot learn optimally which is of course prohibited learning outcomes are also not optimal. A modern view of the learning process placing motivation as one of the important as one of the important aspects in

generating motivation learning English. Learning English requires a fairly high level of motivation for students, because this learning requires a long process master it. English is also a much needed subject students to enter society later, so it is very important to maintain student motivation in learning.

Motivation is an important supporting factor in language learning because learning will be more effective and efficient if it is pushed by motivation (Santrock, 2008, p.451). It means that student who have high motivation will try to get new knowledge and skill. In addition, motivation also plays an important role in teaching learning process. Motivation and learning English are two things that influence each other. According to Schuck, Pintrich, and Mee (2008, p.5) motivation can influence what, when, and how students learn language.

Susanti (2019, p.59) adds that students who are motivated are more likely to have the courage to take part in learning English that students who are not motivated. This means that motivation can

influence students' goals in learning English. Without motivation students will have no reason to learn English. Likewise, students who are motivated in what they have to learn will pay attention to and enjoy learning English under any conditions, how long they spend doing the activity, and how seriously they will take it. Learning anything requires a boost in the form of motivation, as well as learning English.

Gintings (2010, p.86) states that motivation is something that encourages participants to learn or master the subject matter they are participating in, so that motivation is very important so that they as subject matter they are enthusiasm and willingness to learn the subject matter they are participating in including English. Students motivation in learning English needs to be built and developed. One way to build and develop students' learning motivation is to use appropriate and fun learning models for students.

This is in line with the opinion put forward by Trianto (2010, p.10) who said the teacher should change the old learning model by using an innovative progressive learning model. This is because innovative learning models can develop the potential of participants students because the learning process involves students actively in learning. In this case, the teacher's efforts to increase student motivation are very

important to increase student motivation in learning English. Teacher effort is a teacher activities carried out in the context of guiding, educating, teaching and transferring according to their abilities and professionalism.

Based on pre-observations conducted by researcher by interview two of English teacher in February 2023 at SMP N 04 Kotabumi, it was found that the problems faced by teachers were problems in motivating students to read and among them are problems faced by teachers towards students it can be concluded as follow: First, students' interest in learning is very low, meaning that students are lazy to learn English such as reading books and the ability to learn English is very minimal, they prefer to play games or something like that.

Second, low student learning motivation meaning that students when learning English, they lack enthusiasm in learning English. And finally students pay less attention to the teacher when explaining the meaning of chatting a lot with classmates compared to playing with the teacher's attention when class starts, that's what causes students to be distracted lazy to learn to study.

Based on the conclusions above, the research is interested in conducting research to determine the extent of the efforts of English subject teachers at SMP

N 04 Kotabumi, based on the symptoms found by the authors with the title “An Analysis of Teacher Effort to Increase Students’ Motivation in Seventh of SMP N 4 Kotabumi Academic Year 2023/2024.

II. METHOD

In qualitative research, interpretive research is the process through which a person obtains the information or understanding that exists in all human action. Then, while doing research, use it as a major way to create awareness of development, take action, and get involvement.

According to Mukhtar (2013:10) qualitative descriptive research method used by researchers to find knowledge or theory of research at a certain time. Meanwhile, Creswell (2014, p.32) qualitative research is used to investigate and comprehend the meaning of individuals or groups in relation to a social or human problem. On the other hand, Sugiyono (2012, p.8) claims that qualitative research conducted in a natural context is also known as naturalistic research. This aligns with Richie's (as cited in Moleong, 2017, p.8) definition of qualitative research as explaining the social reality from the field of concepts, behavior, perceptions, and

difficulties regarding persons being investigated.

From this perspective, qualitative research was carried out naturally and as is, in accordance with the subject and the location of the study. As a result, qualitative research is carried out in an unaltered natural setting. This study used a qualitative descriptive design. Researcher had designed a study on the analysis of teacher effort to increase Students’ Motivation in Seventh of SMP N 4 Kotabumi Academic Year 2023/2024.

The participants in this study were two English teachers seventh grade in SMP N 04 Kotabumi academic year 2023/2024. The researcher chose two teachers who taught in their field, namely English language lessons in seventh. The informants specified in this interview are the same as the information in the observation. The selected teachers have been observed by researchers. To find out how teachers make efforts to increase students' motivation in learning English.

The instrument is an important thing that must be considered in conducting research. Arikunto (2010, p.203) says that instrument is a tool for collecting data to make work easier and to get good results. The type of instrument in this study, the researcher will use interviews to collect data. Researchers will use open-ended questions.

- Interview

The researcher conducted face-to-face interviews with 2 teachers, In the opinion of Sugiyono (2017, p.231) an interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic.

The interview technique in this research is semi-structured. The purpose of this interview is to find out the problems and efforts of teachers in increasing students' motivation in learning English. The topic of interview can be described as follow:

**TABLE 1
THE SPECIFICATION OF QUESTION IN TEACHER
SEMI STRUCTURE INTERVIEW**

Variable	Sub Variable	Indicator	Question Number
Teacher Effort	Giving Score	The teacher gives a score as a symbol of student learning outcomes.	1
	Reward	The teacher gives gifts as a symbol of appreciation.	2
	Competition	Individual or group competition or competition.	3
	Ego-involvement	Ego-involvement to maintain self-esteem by considering the task is a challenge.	4
	Giving exam	The teacher gives a test.	5
	Knowing the result	Students know the results of their grades.	6
	Praise	The teacher gives positive praise.	7
	Punishment	The teacher gives punishment if students make mistakes in the right way.	8
	Desire to learn	A sense of desire and pleasure in learning.	9
	Interest	Interest in learning.	10
	Recognized goals	Goals students recognize and accept.	11

Source: (Sardiman in Firdausi, 2020, p.35)

In qualitative research, to obtain more ideal data, research data much be evaluated. The findings of any type of research must be validated in order to influence the conclusions and analysis. The researcher

used open-ended questions in the study's interviews to gather information, which was then compared to support the findings of interviews with teacher.

- Expert Judgment

In qualitative research, to obtain more ideal data, research data much be evaluated. In this case, one way to assess the validity of the data was to used expert judgment obtained from two lecturers. They provide advice or advice emphasizing appropriate research instrument for collecting data. Sugiyono (2012, p.267) states that validity is the position of accuracy between the data that occurs in the research object with the data obtained by the researcher. Meanwhile, Sugioyono (2012, p.125) suggests that after the instruments has been prepared regarding aspects to be measured bases on theory, the expert judgment. So, validity test can be used to determine measurable instruments.

Therefore, researchers use one data collection techniques in teacher effort to increase students motivation of seventh grades in SMP 4 Kotabumi such as interviews. So, researchers use this technique to collect data on teachers' effort to increase students motivation in learning English.

In qualitative research, data analysis techniques were obtained through various sources. The data analysis technique used in this study was transitivity analysis. Lapen et al (2012, p. 98) states that the categories related to research conducted through the calibration of ideas, themes, topics, activities, and types of people are called qualitative data analysis. So, data

analysis in qualitative research was a method for explaining, observing or comparing meaningful patterns or themes from research objects. While the data analysis technique used in this study was transitivity analysis. The following are the steps taken regarding the qualitative data analysis process.

1. The teacher's efforts to increase students' motivation English.
2. Classify and analyze the data which then categorized based on the transitivity aspect.

III. RESULT AND DISCUSSION

In this research, the data collection technique that the researcher used was interviews with two English teachers. The data collecting was conducted in one month, starting from July until 2023. On the results of interviews researcher can take conclusions about teachers' effort to increase students motivation in learning English. The researcher gave eleven questions for two English teacher in SMP 4 Kotabumi. The function of this interviews was to observed the teacher efforts when they teach. The function of the interview was not only to strengthen data observations, but also to find out whether their answers match what they said when they were observed and filled out the papers

that the researchers distributed. In this study, researcher conducted interviews with two teachers who were informants or research subjects. The data analysis carried out uses transitivity aanalysis and researcher use interviews to collect data in this study.

- Interviews

To determine teachers' efforts to increase motivation in learning English in seventh grade. The researcher conducted interviews with two English teachers. To test the validity of this research instrument, this instrument has been validated by lecturers who are experts in their field. After the instrument was validated, researchers conducted direct interviews with informants on July 26 2023.

Based on the descriptions from the interview data above, we can conclude that teacher has their own efforts to increase student motivation. There are quite clear differences between the two teachers, and also have different efforts to increase student motivation. In the respondent 1 can be concluded that the efforts made by the teacher to increase student motivation in learning can be concluded that the efforts made by the teacher focus on words and are in the form of praise. It can be seen from how the teacher answered the interview questions as can be seen above, the teacher always gives encouragement and support to

students who do not have motivation when studying. The teacher also gives prizes to students who get high marks with the aim of increasing the enthusiasm for learning for students and other students. To increase student motivation as well as teacher, use several methods and learning media in class so students don't feel bored. In addition, the teacher also often gives praise to students so that students feel proud of themselves and are motivated to learn again.

Next respondent 2 that during learning the teacher always makes efforts to students so that students can increase their motivation. This can be seen from the efforts made by the teacher when the teacher is teaching English. It can be seen from the teacher's interview answers that when the teacher teaches in class how the teacher's efforts increase student motivation, the teacher always gives words of praise to students. In addition, teachers also often give prizes to students who have high grades, so that other students are motivated to study and get high grades. The teacher also often invites students to talk so that students feel comfortable, with the hope that students can accept the material presented in class.

From the explanation of the results of interviews with two respondents regarding the teacher's efforts to increase student motivation, as described above. Researchers can conclude that each teacher

has their own efforts to increase student motivation. There are quite clear differences between the two teachers, and also have different efforts to increase student motivation. Each teacher or respondent 1 and 2 has a different learning method, respondent 1 applies learning by forming groups while respondent 2 rarely applies it because according to respondent 2, learning by forming groups is less work. This is because respondent 2 sees that not all children work and only play a lot.

DISCUSSION

Based on the research finding, the researcher will discuss the finding of the research. The results obtained by collecting data from observation, interview and also questionnaire by two English teacher seventh grade at SMP N 04 Kotabumi. In creating motivation for students, the teacher gives strong arguments to students about the importance of English for the future.

The first strategy used by English teacher at SMP N 04 Kotabumi was give scores/grades. In this strategy the teachers give a real score, it means that the teacher will give bad score to students who are lazy when learning English. Meanwhile, the teacher will give high scores if the students get a nice scores and who study hard in class.

Second, giving prizes to students who study hard and get the best grades in class. Giving praise by the teacher to students can be considered as a motivation that can change the behavior of the students concerned, related to cognitive, affective, and psychomotor aspects.

Third, cohesive study groups with appropriate group norms are also one of the efforts that teachers apply to motivate students in class. Learning methods like this can make the learning atmosphere more fun and not boring. Students will be trained to exchange opinions in one group. Dornyei (2014, 520) states that there are many ways on how to make assignments interesting, for example tasks that offer a challenge or work in groups.

Fourth, teacher deal students who always involve their ego. In this case, teachers always force lazy children who have high egos. Efforts made by the teacher to overcome students' high egos by forcing children to memorize one or two vocabulary words at each meeting. Teachers provide support and motivation to students, even though students are very difficult to follow but that is the responsibility of being a teacher. To arouse students' motivation in learning can be done by giving numbers, prizes, competition, ego-involvement, giving repetition, knowing the results, praise, punishment,

desire to learn, recognized interests and goals (Sardiman, 2016, p92-95).

Fifth, provide an evaluation of the learning process. At this stage the teacher gives assignments to students, then checks and examines the results of student assignments. And also before completing the learning class, the teacher gives tests to students to find out whether these students can understand the learning material well.

Six, the teacher gives positive praise as a strategy to increase students' motivation in learning English. In this case the teacher gives praise to students if students can work on the questions given. In this strategy, when the teacher gives assignments to students and students can complete them quickly and correctly, the teacher will give praise and rewards in the form of words such as good work, good work, smart and other good words.

Seventh, the teacher gives punishment if students make mistakes. In this case, if the student makes a mistake before giving punishment to the student the teacher first reprimands the student to change it. However, if students do not hear the teacher's words, the teacher punishes students such as students being asked to stand in front of the class and order students to do assignments.

Eight, teachers like to invite students to chat so that students feel like and comfortable with the teacher. This can be

convinced to be an effort that must be done because students like the teacher so that students can enjoy learning English.

Nineth, strategies to arouse students' interest in learning. In this case, the teacher's efforts to increase students' interest in learning by building students' self-confidence such as asking students to speak in front of the class, and also deepen their understanding in English. By inviting students to speak in English, it will provoke students' curiosity so that it can motivate students to find out what it means.

Last, strategy teacher to help students achieve their goals. In this case, the effort that the teacher makes is to support students to join the existing organizations at school by means of students' efforts to add insight about the organization and its depths. This is because if students join organizations, students will train their leadership souls.

The results obtained in data collection through observation, interviews and questionnaire conducted by two seventh grade English teachers at SMP N 04 Kotabumi that attempts to increase student motivation in learning English by using full support for students by providing words of support and encouragement. Then, the teacher's efforts by giving prizes, as well as punishments to students, admonishing students who have no motivation/enthusiasm in learning and

admonishing students who are naughty/lazy.

IV. CONCLUSION

Based on the research findings and discussion regarding the teacher's efforts to increase students' motivation in learning English in seventh grade at SMP N 04 Kotabumi, the researchers concluded that teachers use various strategies for students increase their motivation in learning English online. Based on the results of the research, the efforts made by the teacher to increase students' motivation in learning English are: 1) Giving rewards or awards to students. 2) Rebuke students who involve ego. 3) Giving exams to train students' brains and memory. 4) Give positive praise. 5) Give punishment if students make mistakes. 6) What are the efforts. 7) Support students to achieve their goals.

Suggestion

After drawing research conclusions, The researchers realize that this research has several weaknesses. The researcher

hopes that the results of this research can be perfected by future researchers who take up the same topic this researcher. Considering the research results, researchers would like to provide some suggestions as follows:

1. The English teacher of SMP N 04 Kotabumi

For the English teacher at SMP N 04 Kotabumi, the researcher suggests keeping applying his strategies, keep doing creativity during the use of the strategy in teaching English for students in learning class.

2. Other English teachers

For other english teacher, the researchers suggets to imitate and modify the strategies that used by english teachers at SMP N 04 Kotabumi.

3. Next Researcher

For the next researcher, the researcher suggests to added material about how to teach english students in learning class

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