



**TEACHERS' STRATEGIES IN INCREASING STUDENTS'
MOTIVATION IN ON-LINE ENGLISH LEARNING AT MTSN 6 TANAH
DATAR**

THESIS

**Submitted to English Teaching Department
Tarbiyah and Teacher Training Faculty of IAIN Batusangkar
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BY:

**AFRI YANDI
1630104002**

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
BATUSANGKAR
2021**

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Saya yang bertanda tangan dibawah ini:

Nama: Afri Yandi

NIM: 1630104002

Program Studi: Tadris Bahasa Inggris

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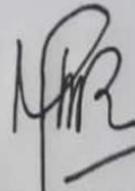
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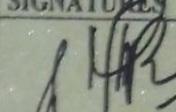
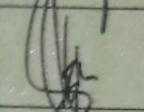
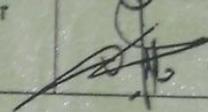


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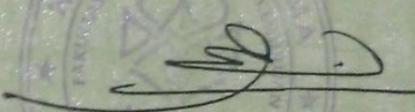
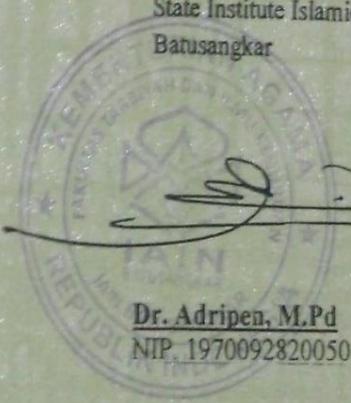
NIP. 19740725 199903 1 003

THESIS EXAMINERS' APPROVAL

The thesis was written by AFRI YANDI, Reg. No. 1630104002, judul "TEACHERS' STRATEGIES IN INCREASING STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING AT MTSN 6 TANAH DATAR", has been examined by board of examiners' of English Teaching Department of Tarbiyah and Teacher Training Faculty of IAIN Batusangkar on Tuesday, February 09, 2021 and approved to accepted as requirement to obtain Bachelor Degree in Teaching English

NO.	NAMES	POSITIONS	SIGNATURES	DATE
1.	Dr. Sirajul Munir, M.Pd NIP. 19740725 199903 1 603	Advisor		25/02/2021
2.	Dr. Suswati Hendriani, M.Pd, M.Pd NIP. 196609141992032003	Examiner		24/02-2021
3.	Silfia Rahmi, M.Pd NIP. 198504252015032000	Examiner		25/02/2021

Batusangkar, Februari 2021
Approved by,
Dekan of Tarbiyah and
Teacher Training Faculty
State Institute Islamic Studies (IAIN)
Batusangkar



Dr. Adripen, M.Pd
NIP. 197009282005012009

ABSTRACT

AFRI YANDI. NIM 16 301 04 002. Thesis title: "TEACHERS' STRATEGIES IN INCREASING STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING IN MTSN 6 TANAH DATAR". English Teaching Department Faculty of Tarbiyah and Teacher Training State Institute for Islamic Studies (IAIN) Batusangkar.

The problem in this research is that most of the students at MTsN 6 Tanah Datar are more interested and enthusiastic in learning English online. This study aims to describe the strategies used by English teachers in increasing students' motivation in learning English online.

This study used descriptive qualitative with the method of case study.. The data in this study were teachers' strategies in increasing students' motivation in online English learning. Sources of data in this study were the results of observations and interviews with several students at MTsN 6 Tanah Datar. This research was conducted at MTsN 6 Tanah Datar. The informants in this study were three English teachers at MTsN 6 Tanah Datar. The informants were selected using purposive sampling. In this study, the researcher used several theories to analyze the strategies used by English teachers in increasing student motivation in learning English online. El-Seoud et al (2015: 5) are used as the main theory. To test the validity of the research data, the researcher triangulated the results of the observations with the results of the interviews.

The results showed that there were several strategies used by English teachers in increasing student motivation in learning English online. The strategies include: giving video material, accepting students' assignment anytime, giving concise and dense material, using learning games, giving praise/ reward, and evaluating learning process.

TABLE OF CONTENTS

COVER	
LEMBAR PERNYATAAN KEASLIAN SKRIPSI	
THESIS ADVISOR'S APPROVAL	
THESIS EXAMINER'S APPROVAL	
ABSTRACT	i
TABLE OF CONTENTS.....	ii
LIST OF APPENDICES.....	iv
CHAPTER I INTRODUCTION	1
A. Background of the Problem	1
B. Focus and Question of the Research	3
C. Definition of the Key Terms	3
D. Purpose of Research.....	3
E. Significance of the Research	4
CHAPTER II REVIEW OF RELATED LITERATURE	5
A. Review of Related Theories	5
1. Teaching in Era of Covid-19Pandemic	5
a. Teaching in Covid-19 Pandemic	5
b. Learning Media/Applications in Pandemic Covid-19	7
2. Online Learning (E-Learning)	9
a. Definition of Online Learning	9
b. The Types/Kinds of E-Learning	10
c. Advantages of E-learning	13
d. Disadvantages of E-Learning	15
3. Motivation	17
a. Definition of Motivation.....	17
b. Kinds of Motivation.....	18
c. Indicators of the Level of Students' Motivation to Learn	20
d. Factors that Influence Students Motivation	21
e. Strategies of How to Help Motivating Learners	23
4. Teaching Strategy.....	26

a. Definition of Teaching Strategy	26
b. Types of Teaching Strategy	27
B. Review of Relevant Studies	29
CHAPTER III RESEARCH METHODOLOGY	31
A. Research Design.....	31
B. Research Informants	31
C. Research Setting	31
D. Research Instrument.....	32
E. Technique of Data Collection	32
F. Checking Data Trustworthiness	32
G. Technique of Data Analysis	32
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	34
A. Research Findings	34
B. Research Discussion	44
CHAPTER V CONCLUSION AND SUGGESTION	47
A. Conclusion	47
B. Suggestion	47
BIBLIOGRAPHY	48

LIST OF APPENDICES

Appendix 1: Interview Guideline.....	Error! Bookmark not defined.
Appendix 2: Transcript of Interview 1	Error! Bookmark not defined.
Appendix 3: Transcript of Interview 2.....	Error! Bookmark not defined.
Appendix 4: Data Reduction.....	76
Appendix 5: Data Display.....	86
Appendix 6: Observation Sheet	Error! Bookmark not defined.
Appendix 7: Document of First Interviews.....	88
Appendix 8: Document of Second Interviews	90
Appendix 9: Recommendation Letter of the Research	92
Appendix 9: Recommendation Letter from KESBANGPOL.....	93

CHAPTER I

INTRODUCTION

A. Background of the Problem

Covid-19 outbreak presents its challenges for educational institutions. To fight Covid-19, Government has forbidden crowding, social distancing, and physical distancing, wear masks and always wash hands. Through the Ministry of Education and Culture, the government has banned universities for carry out face-to-face (conventional) lectures and order to organizing lectures or learning online. This rule also applies to schools such as elementary, junior high, and high school levels. The spread of Covid-19 has forced the learning process to move into the online learning process. The schools are closed until further notice and adapt to a new way of learning. The learning during this pandemic has changed from face-to-face learning to online learning, which is learning process based technology and application. Online Learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education. Teachers are required to be able to use technology or application that supports the learning process which can make easier to achieve learning goals. In this Covid-19 pandemic, applications that can support online learning such as Google Classroom, Zoom, and Whatsapp. The application that is often used by teachers is Whatsapp because easier to use.

Although the evolution of technology has grown up, the shift to online learning doesn't work as well. Several factors make it happen such as lack of interaction, isolated learners, and can't concentrate. First, Guo et al (2018:1) state that communication between learners is usually limited to questions and answers similar to the forum format, the sending and receiving of emails, and the exchange of real-time chat tools between learners and learners. This physical separation leads to barriers to communication relies on the aid of network message, such as eye contact, expressions are missing in the online learning environment. Second, According to Davidson et al in Swan (2017:21)

states that the barriers to participation that external students may experience are particularly evident in collaborative learning tasks through group work, group presentation, and group assessment. This rather psychological factor is still highly affecting students' motivation and learning progress. Being in the classroom, students got used to instant eye-to-eye communication with each other allowing reacting together, sharing the experience, joking, and making non-verbal contact, strengthening the social skills. For many students, a classroom has been a kind of sanctuary, which is now taken away. It's not a surprise most of them feel isolated, scared by the pandemic, parents' job loss, friends' disconnection. Last, According to Handayani (2020:17) many students find difficult to concentrate on class for long periods of time.

In preliminary research, the researcher did observation to some students who used online learning at MTs and Junior High School in Batusangkar especially around the environment where the researcher lives. During the observation, the researcher found that students at MTsN 6 Tanah Datar were more interested and excited and have high motivation in English online learning than other students. The Researcher interviewed five students at MTsN 6 Tanah Datar related to this problem on 7 and 10 October 2020 which interviewed did at jorong lantai batu baringin district. Based on the interview with the students, the Researcher found that the students were excited because of their teachers. Knowing motivation by the students can influence the teacher's role in the learning process. Therefore teachers must know what kinds of motivation had by students and how the motivation can influence their learning. Because of that, the researcher wants to know the teachers' strategies in motivate the students in English online learning that is teachers' strategies in the online English learning process.

Motivation is concerned with the factors that stimulate or inhibit the desire to engage in behavior. In education, motivation deals with the problem of setting up conditions so that learners will perform to the best of their abilities in academic setting. Motivation is very important to make students like learning English process. Teacher's motivation is related to teacher use of motivating

strategies, which in turn are related to student's motivation and English achievement. Brophy (2004:1) states that learning is fun and exciting; the materials must be matched to the student interests and abilities. If students are not enjoying learning, the teachers have to somehow turn inherently into enjoyable activity. In this research, researcher will examine teacher strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar.

Based on the background of the problem, the researcher entitles the research *Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTsN 6 Tanah Datar 2020/2021*.

B. Focus and Question of the Research

Based on the background of the problem above, the writer focuses the research on *Teachers' Strategies in Increasing Students' Motivation in On-Line English Learning at MTsN 6 Tanah Datar*. The problem was formulated in this following question: "What are the Teachers' Strategies in Increasing Students' Motivation in English On-line Learning at MTsN 6 Tanah Datar?"

C. Definition of the Key Terms

To avoid the ambiguity, the researcher defines the key terms of this research as follows:

1. Teaching Strategy Behaviors or actions used to make language learning more successful, purposeful and enjoyable.
2. Online Learning is a teaching and learning process that utilizes the internet and digital media in delivering the learning material.
3. Motivation is a form of change that occurs in an individual due to the symptoms of feelings, souls and emotions so as to provide an impulse to take an action that becomes a need or goal to be achieved.

D. Purpose of Research

Based on the problem about the students are excited and interested in online learning, the researcher intended to know teachers' strategies in

increasing students' motivation in English on-line learning at MTsN 6 Tanah Datar.

E. Significance of the Research

Based on the problem above, the researcher hopes that this research can be beneficial directly or indirectly. The significance of the research as follows:

1. Theoretical

- a) The results of this study are expected to provide input in the development of science, especially those related to teachers' strategies in increasing student motivation in learning English online.
- b) The results of this study are expected to be a reference for improving the teaching and learning process when online learning, so that educators can increase their role in the learning process to encourage students to be more interested in learning English online.
- c) This research can be used as study material for other researchers to understand strategies in increasing student motivation in learning English online.

2. Practice

- a) The significance for researchers is to increase knowledge and experience related to this research which examines teacher strategies in increasing student motivation in learning English online
- b) The significance for teachers is that it is hoped that the results of this study can be valuable input for teachers to shape student motivation in learning English online.
- c) The significance for the principal is that this research is expected to be material for socializing other teachers in implementing strategies to increase student motivation in learning online.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Teaching in Era of Covid-19 Pandemic

a. Teaching in Covid-19 Pandemic

A school is a place where the teaching and learning process occurs between teachers and students which aims to gain knowledge and hone thinking skills. Persell in Aji (2020:396) states that the learning process in schools is the best public policy tool as an effort to increase knowledge and skills. School is the center of the learning process where the interaction and learning activities occur between teachers and students. But, in the era of covid-19 pandemic, the learning process in the world has changed, especially in Indonesia. Where the learning process uses technologies and applications or online learning. The teachers in this era must have the skills to use the technologies and applications that aim to achieve learning objectives. The use of technology and applications of course very helpful for the learning process during the Covid-19 pandemic. The current learning in the digital era has differences compared to conventional models. According to Azis (2019:309) learning model in the digital era consist of three models; first, the teachers or lecturers provide online learning material to students then is downloaded and studied manually. All of the learning material was provided and given by the teachers and students just learning it. Second, the teachers or lecturers provide online material learning and students learn online too. In this process, the teachers and students take part in online learning. Third, the collaboration between online and offline learning. Then, there is also a learning model that is not tied to teachers or lecturers who provides learning

material but can access personal learning information with online learning resources.

Based on the explanation above, the model of online learning has several models such as teachers just as providers of the learning material, teachers and students involved in the learning process, and collaboration of online and offline learning.

The advantage of using online learning is that learning is independent and high interactivity, able to increase memory level, give more a learning experience, with text, audio, video, and animation all used to convey information, and also make it easy to convey, update content, download, students can also email other students, post comments on discussion forums, using chat rooms, to link video conferences to communicate directly. According to Stempleski & Tomalin in Mohamad et al (2014) video has great motivational potential. Video has one more advantage that makes it usable not only for developing speaking and listening skills but also for stimulating the development of reading and writing. Online learning also has some media that can be used by the teachers to teach the students. Gikas & Grant (2013:19) state that in practice online learning requires the support of devices such as smartphones, tablets, and laptops that can be used to access information anywhere and anytime. During this pandemic, the use of technology is the right thing to carry out the learning process because it can be done anywhere and anytime.

In addition, according to Moore, Dickson-Deane, & Galyen in Firman and Sari (2020:82) online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate different types of learning interactions. Online learning is learning that is supported by technology which has support from several aspects that help the interaction process occur in the learning process. Zhang et al (2004:79) show that the use of

the internet and multimedia technology is capable changing the way knowledge is conveyed and can be an alternative learning carried out in traditional classrooms. In other words, online learning is the most effective way to replace conventional learning.

Based on the explanations above, it can be concluded that the learning process during the Covid-19 pandemic is using online learning methods which were supported by the use of technology and applications. The teacher must be clever and wise in using the media and applying it to the learning process.

b. Learning Media/Applications in Pandemic Covid-19

Media is one of the supported tools in the learning process. Success and failure of the process of learning are very much determined by the media used. Media is everything that can be used to pass messages from sender to receiver so that it can stimulate students' thoughts, feelings, concerns, and interests in such a way they do in the learning process. According to Dabbagh and Ritland in Atsani (2005:78) online learning is a system of open and scattered learning using pedagogical tools, which is made possible through the internet and network-based technology to facilitate the formation of learning and knowledge processes through action and interaction. In other words, online learning is learning that is supported by internet technologies and networks to facilitate the learning process.

There are many online learning applications that can be applied in the world of education in this pandemic. According to Molinda in Sadikin and Hamidah (2020:216) state that online learning is a form of distance learning/training by utilizing telecommunication technology and information, for example, the internet, CD-ROOM (direct and indirect). Online learning connects students with learning resources that are physically separate or even far apart, but can be separated from one another to communicate. In connecting teachers with students through technology, of course, must also use the media

as support. Various media can also be used to support the implementation of online learning. For example, in journal Sadikin & Hamidah (2020:216) shows that virtual classes that use Google Classroom, Edmodo, and Schoology (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016) and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018).

Based on the explanations above, the media that can be used during online learning are Google Classroom, Edmodo, Schoology, Facebook, Instagram, and Whatsapp. These media can support the learning process that connects teachers and students even though with distance learning.

In addition, Atsani (2020:87) shows that there are several online learning media that can be selected, including:

The most widely used in online learning media is Whatsapp group.

- 1) Google Classroom, Google suite for education.
- 2) Ruang Guru
- 3) Zenius
- 4) Zoom

Based on the explanations above, It can be concluded that media is a means used during the learning process. The use of media is very important to connect teachers and students during the learning process. use of media during online learning in the form of Google Classroom, Edmodo, Whatsapp, Facebook and Instagram, and others. The teachers must be smart in choosing the learning media that must be used in the learning process.

2. Online Learning (E-Learning)

a. Definition of Online Learning

Online learning is learning that is supported by technologies and applications used by the teachers and students to do the learning process. Oblinger and Hawkins (2005) noted that E-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Online learning is learning that is enabled or supported by the use of digital tools and content. Online learning usually involves several forms of interactivity, including online interaction between students and their instructor or group. Online learning is supported by several technologies and without limitation when and wherever it is applied. E-Learning as a concept covers a range of applications, learning methods, and processes (Rossi, 2009). Online learning is defined as a combination of learning principles with the use of technology. According to Chandrawati in Hayati (2020:3) the distance learning process combines the principles of the learning process with technology. In other words, technology and the learning process are combined in distance learning. In addition, Brown in Waryanto (2006:12) online learning is learning activities that utilize networks (internet, LAN, WAN) as a method of delivery, interaction, and facilitation that supported by various other forms of learning services. In the use of technology in online learning, teachers and students can be interacted and facilitated during the learning process.

Based on explanations above, it can be concluded that online learning is learning that facilitate the teachers and the students in learning process that supported by technology and internet.

b. The Types/Kinds of E-Learning

Online Learning has some categories; According to Perveen (2016) Online learning can be divided into a triad of synchronous and asynchronous. They are:

1) Asynchronous

Asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles, and PowerPoint presentations. According to Hrastinski in Perveen (2016:22) asynchronous mode of learning/teaching has been the most prevalent form of online teaching so far because of its flexible *modus operandi*. This material is accessible anytime anywhere via the Learning Management System (LMS) or other channels of the sort. In other words, the teacher uses media such as PowerPoint, video, or audio in delivering learning material to students. Asynchronous e-learning can be challenging as only a carefully devised set of strategies can keep students engaged and interested in this sort of learning environment to facilitate motivation, confidence, participation, problem-solving, analytical, and higher-order thinking skills. Moreover, it is a self-paced system in which the students have to be self-disciplined to keep themselves active as well as interactive to keep track of e-tivities.

In addition, Asynchronous learning is an online lesson where a teacher is absent. Students learn at their own pace and at a convenient time. According to Mehlenbacher et al (2000) states that asynchronous e-learning allows the student to participate based on time and schedule, without live interaction with the instructor. In other words, the teacher provides learning material to students with limited time and does not involve students in the learning process. Asynchronous learning is an online lesson where a teacher is absent. Students learn at their own pace and at a convenient time.

2) Synchronous E-Learning

Synchronous e-learning is learning implemented by utilizing electronic devices, especially computers and the internet. According to Teng, Chen, Kinshuk & Leo, Asoodar, Atai, Vaezi & Marandi in Perveen (2016:22) synchronous mode instills a sense of community through collaborative learning. An asynchronous virtual classroom is a place for instructors and students to interact and collaborate in real-time. Using webcams and class discussion features; resembles the traditional classroom, except that all participants access it remotely via the Internet. Lessons can be recorded and added to an e-library. Using the archived e-library, students can access and replay the teacher's lectures as many times as necessary to master the material. In other words, a learning model like this is very good to be applied in the e-learning process, because there is direct interaction with students and also involves student participation. The main benefit of synchronous learning is that students do not feel isolated in the virtual environment since they communicate with each other during the learning process.

Direct interaction with teachers and students in realtime is very much like a traditional face-to-face classroom, rather better, as the distance is no more a barrier and by connectivity, via the Internet, no time is wasted in traveling. Some of the challenges of synchronous education can be the need for the availability of students at a given time and the necessary availability of a good bandwidth Internet. Participants can feel frustrated and thwarted due to technical problems. In addition, a carefully devised instructional design is required as pedagogy is more important than technologically facilitated media.

In addition, According to Mehlenbacher et al (2000) states that synchronous e-learning involves interacting with an instructor via the Web in real-time. In other words, the use of web media when

online learning is synchronous learning. The obstacles that might be found in this learning are if there are network disruption and the availability of students during the learning process.

Based on the explanations above, it can be concluded that asynchronous is a learning model that using PowerPoint, audio, and video as the learning media that is time-limited and there is an only one-way interaction. In synchronous is learning that is supported by media too but for different from asynchronous because in this learning model there are two-ways interactions.

In addition, According to Mahnun (2018:32) states that there are three kinds of models learning system development based online/e-learning, namely the web course, web-centric course, and web-enhanced course.

1) Web Course

The application of e-learning in this model students and teachers completely separate and no face to face is required. All teaching materials, discussions, consultations, assignments, exercises, exams, and activities other learning are completely delivered via the internet. In other words, this model uses the system long distance.

2) Web-Centric Course

The application blends between distance learning and face-to-face (conventional). Part of the material is conveyed via the internet and some face to face. Their functions are complementary. In this model, the teacher can provide instructions to students to understand lecture material via the web he has made. Students are also awarded referrals to find other sources from relevant websites. In the face of advance, students and teachers a lot more discussion about material findings has been swept through the internet.

3) Web-Enhanced Course

This model just makes use of the internet to support quality improvement learning that is done in class. The function of the

internet is for providing enrichment and communication between students and teachers, fellow students, group members, or students with other resource persons. Therefore is the role of educators in this matter required to master the technique of looking for information on the internet, guide students searching for and find relevant websites with materials, presenting material via the web that is attractive and desirable, serving guidance and communication via the internet, and other skills required.

Based on the explanations above, it can be concluded that there are three kinds of online learning model such as; web course is the learning model that fully utilizes technology without have to face to face, Web-centric course is the learning model that supported by technology and face to face between teachers and students, Web-enhanced course is the learning model that supported by technology and interaction between students and teachers but this model happen in online learning.

c. Advantages of E-learning

Online learning has several advantages, according to Sadeghi (2019:83) states that there are several advantages of online learning. They are:

1) Study from Anywhere, Anytime

According to (Nagrle, 2013) the best thing about distance education is you could learn it from anywhere and at any time. It does not matter in part of the country you are living you can join the course and start learning. Even if your course is offered by an international school you could easily get access to course material if you are a citizen of a different country. Get all the knowledge and training anywhere you reside on the planet.

2) Saving Significant Amount of Money

According to Bijeesh (2017), for any given program, the fee of a distance education degree (online or otherwise) may be much more

affordable than the fee of a regular on-campus degree. Students who are looking for economically viable options can go for a distance learning program. You don't have to live in the same city or the same country to attend the learning institution of your choice. You can study wherever you have access to a computer and Internet connection. Moreover, the course offered at distance learning centers is cheaper than the courses provided at traditional education centers (Brown, 2017).

3) No Commuting

Nagrle (2013) stated that if you are opting for distance education, then you do not have to commute in crowded buses or local trains. You need a computer with an internet connection in your home. The entire college would be in your bedroom and you do not have to go out. Commuting is the most difficult part because you waste a lot of time, money, and more importantly the energy. No one likes commuting for long hours.

4) Flexibility to Choose

Learners will have to follow a set schedule of learning as per the curriculum of the school if they are following traditional ways of learning. But different types of distance learning allow learners to set their learning schedule as per their convenience without following a regular schedule of learning. Even if they are out of touch from the learning process, the distance learning program offers the flexibility to choose their course of learning. (Brown, 2017)

5) Saving Time

Bijeesh (2017) argued that there's no time wasted in going to and from college, no time wasted waiting for a bus or train. In a distance learning program, your classroom is right in your bedroom - the study material on your desk or the e-material on your computer. Students who don't have enough time on their hands can turn to

distance education as an option and pursue it from the comfort of their homes.

6) Earn While You Learn

For those who want to improve their resume by getting a higher education and without breaking their existing job then distance learning can be the best option for them. Learners can go on earning their lively hood along with improving their qualification as distance learning will accommodate both learning as well as earning (Brown, 2017).

Based on the explanations above, it can be concluded that there are several advantages of online learning that can be used by the teacher in online learning process.

d. Disadvantages of E-Learning

Online learning has several disadvantages, according to Dhull and Sakhsi (2017:33) Excess use of technology, lack of careful planning and implementation of E-learning can actually lead to a number of problems like poor communication, sense of isolation, frustration, stress, in some cases, poor performance in learning and teaching, wasted resources and loss of revenue.

1) Poor communication

In online learning, one does not have the opportunity to have face to face interaction with the teacher which is very significant for establishing a bond between the student and the teacher. Research conducted by the International Review of Research in Open and Distance Learning suggests that online learning can create misunderstandings between students and the teacher which may have a detrimental effect on the teaching-learning process and students' outcomes due to misinterpretation of tasks.

2) Feeling Isolated

Tim S. Roberts and Joanne M. McInerney, stress the importance of interacting with fellow learners, citing learners'

feelings of isolation as a definite drawback of online learning. Due to technological advancement in the modern era, the social development of a child has taken a back seat. Students remain in touch with their online friends sitting at far off places through WhatsApp, Instagram & Facebook but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation. Studies show that the feeling of isolation was a huge stress factor that prompted students to drop out.

3) Lack of motivation

Online learners lack motivation while studying because they easily get distracted by any other thing. Working at their own pace becomes a disadvantage for students who have difficulty with time management and a tendency of procrastination. These students tend to be more successful with the structure of traditional learning.

4) Lack of Funds

Galusha in Dhull & Sakshi (2017:32) points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about the availability of funds. Researches reveal that most of educational institutions typically don't anticipate connectivity costs which may later cause barriers to online learning.

5) Lack of quality

Online Learning sometimes results in a lack of quality in the teaching-learning process. Galusha in Dhull & Sakshi (2017:33) says that non-online faculty has problems with respect to the credibility of online courses. Too often, online instructors don't take their lesson preparations as seriously as they could, and this lack of commitment surely has a profound and negative effect on the quality of online learning.

6) Poor accessibility

Hardware, software, and connectivity facilities are prerequisites that enable online teaching and learning. In the absence of any one of these, online learning cannot achieve its objective. Some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped to use it.

Based on the explanations above, it can be concluded that online learning has several disadvantages faced by the teacher and the students. Because of that, the teacher must have some strategies for the online learning process so that the goals of the learning process can be achieved.

3. Motivation

a. Definition of Motivation

Motivation has an important role to encourage someone to actively do something. Motivation also serves as a basis for someone to get involved and take part in a program. Motivation is an important aspect that must be present in every education. Motivation is useful for fostering a sense of enthusiasm and curiosity from students about a learning process so that the teaching material presented is easy for students to understand. According to Darmon in Gaffari et al (2017:93) stated that motivation is a process that begins with the psychological requirement that promotes a specific behavior. When we motivate ourselves or someone else, we develop incentives that start or stop the behavior.

Palmer (2007:38) states that student motivation as an essential that is necessary for the quality of education. How we do know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, and they appear happy and eager. If students show a good attitude in the learning process, it can be said that the students have motivated. In addition, According to Haque et al (2014:62) states that motivation is

a way of creating a high level of enthusiasm to reach organizational goals, and this situation is accommodated by satisfying some individual needs. In other words, motivation is the steps to make someone act according to their needs to achieve the desired goal.

Based on the explanations above, it can be concluded that motivation is an impulse that shapes a process or actions taken by a person to achieve a certain goal.

b. Kinds of Motivation

Motivation can be divided into various categories. The following are some of the major ways in which motivation is categorized motivation there are intrinsic motivation and extrinsic motivation.

1) Intrinsic Motivation

According to Deci and Ryan in Saranraj (2016:8) Intrinsic Suggest that for learners who are intrinsically motivated, their learning will be high. In another hand, intrinsic motivation comes from inside of students' person. In addition, According Noels et al (2000:66) states that there are three types of intrinsic motivation.

a) Knowledge

Knowledge can be defined as motivation for learning L2, exploring new ideas, and developing knowledge.

b) Accomplishment

Accomplishment refers to the attempt to master a task or to achieve a goal.

c) Stimulation

Stimulation is related to motivation based on stimulation or performing the task, such as aesthetic appreciation, fun, or excitement.

Based on the explanations above, intrinsic motivation is a motivation that arises from within a person without requiring external stimulation.

2) Extrinsic motivation

Ryan & Deci in Saranraj (2016:9) extrinsic motivation refers to environmental energizers like money, food, recognition, and etc, which guide behavior so as to attain a goal. It is driven by the desire for reward from the outside. On other hand, this motivation focuses outside of people such as family and environment. Sardiman in Ulfa (2014:26) motives that are actives and function because of there is an external stimulant. The motivation that comes from family, school, environment and friends are extrinsic motivation.

In addition, According to Gardner and Lambert in Wahyudi (2017:27), there are two kinds of motivation based on the purpose, they are instrumental and integrative motivation.

1) Instrumental Motivation

Instrumental motivation suggests and implies that a learner learns the language in support of a purpose relating to occupation or further useful motive. Instrumental goals, such as career promotion or furthering a career, reading technical material, translation, good job, position, and status.

2) Integrative Motivation

According to Gardner (2000), integrative motivation plays an essential role in successful language learning. When the learners' attitudes and motivation towards the target culture are positive, the second language learner' easily becomes a part of the second language culture. Integrative motivation means learning the language with the intention of participating in the culture of its people. Culture is to identify with and to make learners become a part of that society. In integrative motivation, students need to be attracted by the culture of a target language community.

Based on the explanations above, it can be concluded that there are kinds of motivation in learning such as intrinsic that come from

inside students' person and extrinsic come from outside of students' person.

c. Indicators of the Level of Students' Motivation to Learn

According to Wulandari & Surjono in Ferismayanti (2020: 7) in knowing the level of learning motivation in students, there are several indicators of student learning motivation including:

1. Persistence in learning
2. Interest and persistence in learning
3. Resilient in the face of adversity
4. Independent in learning
5. The desire to be successful in learning
6. Reward / praise / appreciation

Meanwhile, according to Sardiman in Rahmawati (2016: 14) states that indicators of learning motivation that come from within students are as follows:

1. Diligent in facing assignments, meaning that students can do their work diligently, look for references, and check the completeness of the assignments they are doing.
2. Resilient in facing difficulties, meaning that students never give up in the face of the difficulties they face,
3. Shows interest in various problems and tries to find solutions to problems.
4. He prefers to work independently, which means he is responsible for his duties
5. Quickly bored with routine tasks or mechanical, repetitive and less creative, meaning that students are less interested in monotonous learning
6. Can defend their opinion, meaning that students are firm in arguing
7. It is not easy to let go of what he believes in, meaning that he believes in what he knows and does.

Furthermore, according to Hamzah B. Uno (2013: 186), states that learning motivation indicators can be classified as follows:

1. The desire and desire to succeed
2. There are an encouragement and need in learning
3. The existence of hopes and dreams for the future
4. There is an appreciation in learning
5. The existence of activities that are interesting in learning
6. The existence of a conducive learning environment, allowing a student to learn well

Based on the explanations above, there are several indicators of students' motivation in learning. In other word, Indicators of students' motivation are kinds of the students who are motivated.

d. Factors that Influence Students Motivation

In motivate the students to learn, there are several elements that influence the students. According to Dimiyati and Mudjiono in Rahmawati (2016:18) state that there are several elements that affect learning motivation, namely:

1) The Goal of Aspirations of Students

Aspirations of students to become someone will strengthen the enthusiasm for learning and direct the students to learn.

2) Learning Ability

Learning Ability includes several psychological aspects contained in students. For example observation, attention, memory, intellect, and fantasy. In this learning ability, so that the development of students' thinking becomes a measure. Students at the level of development of concrete thinking (real) not the same as students who think operationally (based on observation related to the ability of reason). Students who have high learning, usually more motivated in learning, because the students are more often to get successful and because of it will strengthen their motivation.

3) Students Physical and Spiritual Conditions

Students' condition which includes physical and spiritual condition can affect motivation to learn. Students who are sick, hungry students' emotional condition will interfere with concentration or attention students learning.

4) Environmental Condition of Students

Students' environment can be in the form of natural conditions, environment place of residence or family, social circle or friend peers, and community life. It's environmentally safe, peaceful, orderly, and beautiful, so the learning spirit and motivation are easily reinforced. According to Prasetya et al in Rahmayanti (2013) the social environment can be distinguished into two, namely the primary social environment is the environment social where there is a close relationship and know each other between one and another for example this environment is the environment of family, peers, and teacher. Secondary social environment, namely the social environment is the local community's life and surroundings.

5) Dynamic Elements of Learning

Dynamic elements in learning are those elements its existence in the learning process is unstable, sometimes weak and even completely disappeared. Dynamic elements on students related to the condition of students who have attended, will, and thought that undergo change by experience life provided by the students' environment.

6) Teachers Effort to Teach Students

The effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students' attention, and organize classroom discipline.

In addition, according to (2016: 17) states that motivation can arise due to internal factors and external factors, such as:

a) Internal factors

Internal factors are divided into two factors, namely physical factors and psychological factors. Physical factors are factors that influence the body and appearance of an individual. This physical function includes nutrition, nutrition, and health of the five senses. Meanwhile, psychological factors are the aspects that encourage or hinder student learning activities. This factor relates to the spiritual condition of students.

b) External factors

External factors are divided into two factors, namely social and non-social factors. Social factors are factors that come from humans around the student's environment such as teachers, parents, friends, neighbors, and others. Meanwhile, non-social factors are factors that come from physical conditions around students such as weather conditions, place conditions, and conditions of learning facilities.

Based on the explanations above, the factors that can influence students' motivation are the aspiration of students, learning ability of students, how are students physical and spiritual condition, environmental condition of students, element dynamic of learning and also the strategy of the teacher to motivate the students in learning.

e. Strategies of How to Help Motivating Learners

To motivate the students to learn, the teacher must have several strategies to implement to the students so that the students are interested in the learning process. According to El-Seoud et al (2015: 5) states that creating motivating and effective e-learning requires intentionality and attention to the learner. Achieving the first stage and fulfilling the needs of students will require teachers to take into account several considerations to stimulate students:

- 1) Avoid students from feeling isolated and they are working independently by encouraging students to learn

about each other. The teacher must be able to encourage students to like the lesson.

- 2) Build study groups so that students will no longer be studying in isolation. Teachers are required to create online groups of students in group lessons
- 3) Explain how the online environment may be used. teachers must be able to provide the benefits of online learning to students
- 4) Encourage interaction and collaboration among students. This might be of great value.
- 5) Build competency by challenging existing beliefs and actions, as well as testing out new ideas.
- 6) Interact with the students by monitoring the online presence of them and supplying them with continuous feedback.
- 7) Design content to be relevant to students' goals and intentions to avoid loss of interest in the subject.
- 8) Use educational games to support learning materials. There are many different apps and sites that offer fun games to encourage learning in all subject areas

In Addition, Carol Ames in Wahyudi (2017: 29), there are six areas that can influence students' motivation to learn:

- 1) The task that students are asked to do

The strength of a teacher's motivation in a particular situation is determined by the teacher's prospect that the teacher can succeed and the value of that success. On other hand, teachers must be able to analyze how an academic task can affect students' motivation.

- 2) How autonomous students are allowed in working

The teacher gives students a range of options that set valuable tasks for them but also allow them to follow their personal interests. Students receive assignments from the teacher without limiting student interest in learning.

3) How students are recognized for their accomplishments

Students should be recognized for increasing on their own personal best, for talking hard tasks, for tenacity, and for creativity.

4) Grouping practices

Motivation can be greatly influenced by the ways. The teacher relates to the other people who are also implicating in achieving a particular goal. When the task involves complex learning and problem skills, teachers must prioritize student collaboration, because students collaboration will also increase learning motivation for low learners.

5) Evaluation procedures

The greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may merely want to get it over with. Students need to understand the value of the work or how the information will be useful in resolving the problems they want to solve. One way to emphasize learning rather than grades is to use self-evaluation.

In motivate the students to learn, there are several factors that can be influenced students' motivation to learn. According to Dewi (2018: 82), which is the teacher's strategy in increasing student motivation in learning, as follows:

- a) Using a variety of strategies
- b) Making students active
- c) Creating a conducive classroom atmosphere
- d) Creating a pleasant learning atmosphere
- e) Get involved in helping students
- f) Give assignments
- g) Give awards
- h) Provide value

- i) Give praise
- j) Competence

Based on the theories above, it can be concluded that the English teachers in strategies to give motivation to students in the form of the task that students are asked to do, Teacher must be able to choose the learning strategy depend on the condition and situation of the students in the process of teaching English to improve student's motivation.

4. Teaching Strategy

a. Definition of Teaching Strategy

Teaching strategy is an aspect that teachers must-have in the learning process. Perry in Fajriah (2017:305) states that defined teaching strategies as the way of a teacher to play with children. Teachers must be able to play their role as educators and guide in the classroom by knowing the plans or actions that will be taken to provide the material. According to Abdul Majid in Zein (2018:23) said that strategy is a planned pattern intentionally to carry out activities or action. Covers an activity objective, who is involved in the activity, the content of the activity, the process of activity, and supporting facilities. In other words, teaching strategy is a plan to do in the learning process. Lawton in Sarode (2018:58) define, "teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy". Learning strategies lead to the methods used by the teacher when delivering material in the classroom so that learning objectives can be achieved.

Based on the definitions above, it can be concluded that strategy is a method or structured plan used by the teacher to manage the class and the delivery of material in the classroom which aims to make it easier for teachers and students to achieve learning goals.

b. Types of Teaching Strategy

To achieve a learning goal, of course, the teachers have many strategies to choose. Among them, it can be seen from two orientations, namely oriented to the learning process and oriented to the material delivery. Syafarudin et al in Munazar (2018:16) states that strategies oriented the learning process divided into three, namely:

- 1) Learning strategy centered on Teacher
- 2) Learning strategy centered on students
- 3) Learning strategy centered on material

Meanwhile, strategies that are oriented toward delivering the material are divided into two types, namely:

- 1) Expository Strategy

The expository strategy is a strategy that the teacher cultivates to complete the material before it is delivered to the students and just accept it. Expository strategy starts from principles of learning through the process of receiving information. In another word, the teacher must prepare the material in entirety before it is given to the students.

- 2) Inquiry Strategy

Inquiry strategy is a series of learning activities that involve maximally throughout the students' ability to search and investigate systematically, critically, logically, and analytically so that students can decide on their own discovery with full confidence. In other words, students play an active role in the learning process from search material to managing it themselves.

In addition, Rown Tree in Ulfa (2014:15) divide into exposition-discovery learning, group learning strategy, and individual learning strategy or group-individual learning.

1) Exposition strategy

The learning material was presented to students and students are required to master the material. It's the same with direct learning strategy (direct instruction), it is said to be a strategy of direct learning because in this strategy the subject matter was presented to the students, students are not required to process it, the students have to master it fully. In this strategy, the teacher is just the receiver of learning material.

2) Discovery strategy

In this strategy, learning materials are sought and students found themselves through various activities so that the teacher's role as facilitator and mentors for their students. In this strategy, the students become founders and analyzers in the learning process.

3) Individual learning strategy

In this strategy, learning was carried out by students independently. The speed, delay, and success of students learning are largely determined by the ability of the individual concerned. In this strategy, the students work individually in the learning process.

4) Group learning strategy

In this strategy, learning was carried out in teams or groups. A group of students is taught by one or several teachers. Shapes of group learning can be large groups learning or small groups. In this strategy, the students work in a group.

Based on the explanations above, it can be concluded that there are several types of teaching strategy such as strategy oriented to the learning process and strategy-oriented to the material. And also, teaching expository, inquiry, individual, and group learning strategy. The teacher must smart in choosing a learning strategy in the learning process.

B. Review of Relevant Studies

In accordance, the researcher found some studies that related to this research.

First, Teachers' Strategies in Motivating Students in Inclusive School. In this research, the result of this research shows that the teachers used four strategies. They are motivational condition, generating initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. This study related with this research is which also discussed about teachers strategies in motivating the students. The difference with this research is focused in teacher strategies in increasing students' motivation in online English learning.

Second, Teacher Strategies in Online Learning to Increase Students' Interest in During Covid-19 Pandemic. The result of this research shows that strategies used by the teacher to increase students' interest in learning were to provide students with an understanding of the importance of learning material brief, clear and interesting, to use simple and interesting media, and to conduct regular and continuous evaluations. This study related with this research was which also discussed about teachers strategies in learning during covid-19. The difference with this research is the place for conducting the research which one in SDIT Rabbi Radhiyya Curup and MTsN 6 Tanah Datar.

Then, An Analysis of Teachers' Strategies on English E-Learning Classes During Covid-19 Pandemic. The result of this research was teachers use different strategies because the expected because skills output are different, for writing skills the teachers use 3 strategies namely planned, drafted, and edited. As for listening skill, the teachers apply several strategies such as listening song, writing song lyrics, and finally sing a song. Both of them use the video-based learning model and also virtual education through whatsapp. This study related with this research was which also discussed about teachers strategies in Covid-19 Pandemic. The difference in this

research in the teachers strategies in English teaching in online learning and teacher strategies in increasing students motivation in online English learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a descriptive qualitative method in the study case. This study used an in-depth method of teachers 'strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar. The design was to find out teachers 'strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar. According to Moleong (2010) qualitative research is research that intends to understand the phenomenon experienced by research subjects such as motivation, perception, behavior, holistically, etc.

B. Research Informants

Research informants in this study were English teachers at MTsN 6 Tanah Datar. The sampling method used in this study was purposive sampling because the study interviewed teachers who taught students who had been observed. The research informant was an English teacher at MTsN 6 Tanah Datar.

According to Moleong, (2010) research informants must meet several criteria. Namely: (1) Honest, (2) Reliable, (3) Speaking, (4) the subject is not involved in a particular group, and also (5) the subject has certain views about the case.

C. Research Setting

The research setting at MTsN 6 Tanah Datar for teacher who use the strategies in increasing students' motivation in online English teaching in 2020/2021 academic year. According to Sugiyono (2002:145), the research requires setting such as, at school, company, government institute, street, home and others.

D. Research Instrument

In this study, the main instrument was the researcher himself and the supported instrument was an interview. The researcher made an interview guideline and conducted an interview as a method of collecting the data. According to Sugiyono (2007) that the main instrument of qualitative research was the researcher himself. The researcher conducted an interview to teachers whose teach English at MtsN 6 Tanah Datar about Teachers' Strategies in Increasing Students' Motivation in Online English Learning.

E. Technique of Data Collection

In collect the data the researcher did an interview with teachers at MTsN 6 Tanah Datar. The interview data guideline was only used in the form of an outline of the strategy to be asked to the informants. As stated by Sugiyono (2007), unstructured interviews free to interview where the researcher does not use interview guidelines that have been arranged systematically and completely for data collection. The researcher used Bahasa Indonesia minimized missing informant's information. Besides, the researcher also used a recorder to record all conversations in the interview.

F. Checking Data Trustworthiness

In collect the data the researcher also made a prolonged engagement to check the data trustworthiness of this research. In this step, the researcher interviewed twice to get more information. Lincoln and Guba in Daytner (2006:7) state that the amount of time can be determined by ensuring that certain purposes are achieved. Prolonged engagement is the investment of a sufficient amount of time in the research setting. Determine how much time was sufficient depends upon the setting.

G. Technique of Data Analysis

Data were analyzed by using Miles and Huberman's method. (1994). They describe three steps for analyzing data, as follows: data reduction, data display, and data verification.

1. Data Reduction

Data Reduction was interpreted as a process of choice, focus interest, simplification, abstraction, and transformation of existing data from a written record in the field. Data reduction occurred during the interview. In another word, when data was collected, phases continued to occur such as made conclusions, codified, investigated them, grouped, and wrote memorandums.

In reduced data, the researcher conducted several activities first. He made the interview transcription. Then, provided the code of transcription for each informants as follows: I.1 (Informant 1), I.2 (Informant 2), and I.3 (Informant 3) related to strategy as follows: S.1 (Strategy 1) S.2 (Strategy 2) and so on.

2. Data Display

Data display was a collection of information compiled and given the possibility to conclude. In this step, the researcher analyzed teachers' strategies in increasing students' motivation in online English learning. The researcher displayed the data in tabular form in find out teacher strategies in increasing students' motivation in online English learning.

3. Data Verification

After reduced and displayed data, the final step was concluded and verified the data. In this activity, the researcher made conclusions and verified the data by concluding teachers' strategies in increasing students' motivation in online English learning.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the result of the research entitled Teacher strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar. The data was collected through interviews. The researcher found an interesting phenomenon the teachers who teach English for students with online learning. The researcher interviewed Desember 27/2020 for informant 1, January 11/2021 for informant 2, and January 19/2021 for informant 3 for the first interviews. After that the researcher interviewed to clarify the first information on Desember, 29, 2020 for informant 1, January 14, 2021 for informant 2, and January 22, 2021 for informant 3 for the second interviews. The researcher interviewed by using Bahasa Indonesia to make the communication ran well and effectively.

After the data collected, the researcher found there are some English teacher strategies in teaching English students in online English learning, they were:

1. Using Video Material

In this strategy the teacher at MtsN 6 Tanah Datar using the video as material in online learning process. The video material made by the teachers that related to the learning material. In informant 1 and 2, the video that was used as learning material was made by themselves and after that summarizes it first before give it to the students and ask them to practice the results of the video given. In informant 3, the video material was taken from Google and given to the students, then ask students to interpret the vocabulary related to the video. So, the teacher was used the video related to the learning material to attract the students' attention in online learning process.

It proved by the answer of informant (1) in the first interview on Monday, December 27, 2020.

R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?

R: What are strategies that you used in increasing students' motivation in online English learning?

I (1): "Strategi yang saya gunakan yaitu yang pertama yaitu menggunakan video"

I (1): "The strategy that i use is the first one, namely using video"

The researcher interviewed on Wednesday, December 29, 2020 to check or clarify the first information and the result was:

I(1): "...Yang pertama yaitu menggunakan video".

I (1): "...The first is using video".

It also proved by the answer of informant (2) in the first interview on Monday, January 11, 2021.

I (2): "kadang-kadang setelah di Bandicam mungkin minta dari siswanya sendiri apakah buat video percakapan bikin video atau nanti bikin seperti real seperti shortfilm mungkin untuk kelas 7 belum bisa kita cobakan mungkin kalau kelas 7 baru perkenalkan diri melalui video kalau kelas 8 itu pernah saya cobakan dia melakukan percakapan itu pilih tempat sendiri misalnya mungkin situasinya dikelas ya dicari kelas yang bisa dia manfaatkan kalau apa namanya percakapan di halaman apa dikebun"

I (2): "Sometimes after Bandicam, maybe ask their own students whether make a video conversation, make a video or later make it like a real one like a short film, maybe for grade 7 we can't try it maybe if class 7 just introduces itself via video when in class and class 8 i have tried him/her to have a conversation, choose his/her own place, for example, maybe the situation is in class, yes, look for a class that he can use if what is the name of a conversation in the yard or the garden"

The researcher interviewed on Thursday, January 14, 2021 to check or clarify the first information and the result was:

I (2): "menggunakan Bandicam dalam proses pembelajaran kadang-kadang sekali-sekali juga mengambil bahan yang berasal dari youtube"

I (2): "using Bandicam in the learning process, sometimes from time to time also take materials from YouTube"

Furthermore, it proved by the answer of informant (3) in the first interview on Monday, January 19, 2021.

I (3): "...memakai video yang ibuk ambil dari google juga ada eee kosakata-kosakata penting yang ibuk sendiri catatkan dan mereka harus cari artinya ya habis cari artinya dan itu eee video kemudian menjelaskan dan memberikan beberapa catatan karena mereka kelas 7 ibuk harus tahu harus banyak memerikan kosakata gitu kan jadi kosakata itu mereka cari sendiri"

I (3): "... using the video that my mother took from Google also had important vocabulary words that the mother herself wrote down and they had to look for the meaning, finished looking for the meaning and that was the video then explained and gave some notes because they are in 7th grade mother. must know that they have to describe a lot of vocabulary so they find the vocabulary by themselves"

The researcher interviewed on Tuesday, January 21, 2021 to check or clarify the first information and the result was:

I (3): "...Ya, lebih banyak video ya video setelah video ibuk miss berikan kemudian memberi penjelasan melalui audio kemudian setelah itu memberikan latihan untuk melihat apakah mereka melihat video itu dan memahaminya"

I (3): "... Yes, more videos, yes, videos after the video of Miss Mother was given, then gave an explanation via audio then after that gave practice to see if they saw the video and understood it"

From the interview, it was confirmed that the informant applied using video material as strategy to increasing students' motivation in online English learning.

2. Accepting Students' Assignment Anytime

In this strategy, the teacher did not give time limits to students in collect assignments. This strategy was used because most of the students at MTsN 6 Tanah Datar live outside the city of Batusangkar which is constrained by the network. The teachers give a task to the students related to the material. After that, the teachers ask the students to collect the task. For the students who have problem in signal or internet, the students can collect the task anytime depend on facilitate and infrastructure that have by the students. The students can also collect the task with bring it to the school.

It proved by the answer that said by the informant (1) in the second interview on Wednesday, December 29, 2020.

R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?

R: What are strategies that you used in increasing students' motivation in online English learning?

I (1): "kami sebagai guru menerima kapanpun dikirim tugas oleh siswa karena kita tidak boleh mempersulit siswa sekarang"

I (1): "We as teachers accept whenever assignments are sent by students because we can't make things difficult for students now"

And also, it proved by the answer that said by the informant (2) in the first interview on Monday, January 11, 2021.

I (2): "pembelajaran melalui google classroom itu penyerahan tugasnya tidak diberi batas waktu karena mengingat kondisi jaringannya aman-aman saja pada waktu pembelajaran ada yang tidak kalau kita kasih batas waktu kemungkinan yang mengumpulkan tidak akan beberapa orang kalau tidak dikasih batas waktu walaupun telat masih bisa mengumpulkan"

I (2): "learning through google classroom is not given a time limit because the network is safe at the time of learning, if we give a time

limit, it is possible that some people will not collect if they are not given a time limit even though it is late. can still collect "

From the interview, it was confirmed that the informant applied not gave the time limit to students in collecting the assignment to make students feel easier in making and collecting the assignment.

3. Giving Concise and Dense Material to Students

In this strategy the teacher give the students concise and dense material to the students. Before the teachers give the material to the students, the teachers make summarize and concise material. The teachers take photo of the material and give it to the students. After that, the teachers ask the students to identificate the material. In online English learning, the teachers used this strategy that aims so that the students not feel difficult to understand the material that provide by the teachers. So, the teacher give the students concise and dense material so that the students easily to understand the learning material.

It proved by the answer that said by the informant (1) in the first interview on Monday, Desember 27, 2020.

R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?

R: What are strategies that you used in increasing students' motivation in online English learning?

I (1): "...Terus yang keduanya memberikan materi yang sudah diringkas atau di ee diringkas dengan ringkas dan padat"

I (1): "...Then the second one provides the summarized material with concise and dense"

The researcher interviewed to informant 1 on Wednesday, December 29, 2020 to check or clarify the first information and the result was:

I (1): "...Terus yang kedua memberikan materi yang sudah diringkas dengan padat dan ringkas agar siswa itu lebih mengerti"

I (1): “...Then the second one provides the summarized material with concise and dense so that the students understand better”

It also proved by the answer that said by the informant (3) in the first interview on Tuesday, January 19, 2021.

I (3): “...memadatkan materi iya kemudian karena kita esensial materi esensial itu harus padat”

I (3): "... compacts matter yes then because we are essential the essential material must be densed"

The researcher interviewed to informant (3) on Thursday, Januari 21, 2021 to check or clarify the first information and the result was:

I (3): “...anak itu menyimpulkan membuat catatan sedikit tentang video tadi kemudian eee misalnya perkenalan diri kan apa saja tadi yang diucapkan oleh orang untuk perkenalan diri apa saja poin-poin perkenalan diri kemudian nanti mereka eee mencatatkan poin-poin itu nanti mereka sendiri bikin video tentang perkenalan diri sendiri”

I (3): “... the child concluded that he made a little note about the video earlier, then, for example, self-introductions, what were said by people for self-introduction, what are the points for self-introduction, then later they will write down those points. myself make videos about self-introductions"

From the interview, it was confirmed that the informants applied given the material to the students that summarize and dense material so that easily to understand by the students.

4. Using Learning Games

The teacher's strategy was used games related to the material to the students. The teacher applies the games used by Kahood Application. The teachers make a material in form of game that related to English material via Kahood application. After that, the teachers share link about the game and ask the students to enter to the link. The students must answer the question that given by game. This strategy was used by the teacher so that students enjoy learning English online more.

It proved by the answer that said by the informant (2) in the first interview on Wednesday, December 29, 2020.

R: Apa saja strategi yang miss gunakan dalam meningkatkan motivasi siswa dalam belajar bahasa Inggris secara online?

R: What are strategies that you used in increasing students' motivation in online English learning?

I (2): "menggunakan aplikasi Bandicam banyak sebenarnya ada Kahod ada Bandicam dan lain sebagainya yang memang intinya membuat anak lebih tertarik untuk belajar"

I (2): "using the Bandicam application a lot, actually there is Kahod, there is Bandicam and so on, which essentially makes children more interested in learning"

The researcher interviewed on Thursday, January 14, 2021 to check or clarify the first information of informant (2) and the result was:

I (2): "kadang-kadang juga menggunakan Kahod kalau Kahod tidak bisa langsung di Google Classroom tapi dibikin sendiri Kahod itu seperti game-game yang ada di hp anak-anak yang ada seperti who wants to be a millionaire"

I (2): "Sometimes Kahod also uses Kahod if Kahod can't go directly to Google Classroom, but Kahod's self-made games are like games on existing children's cellphones such as who wants to be a millionaire"

It also proved by the answer that said by the informant (3) in the second interview on Thursday, January 21, 2021.

I (3): "sambil bermain game mereka bisa berbahasa inggris juga kan"

I (3): "While playing games they can speak English too, right"

From the interview, it was confirmed that the informants applied give game related to the material to the students. The game used by Kahood Aplication and used for make the students enjoy the learning process.

In the second interview for informant 1, 2 and 3, the researchers conducted Prolong Engagement, in which the researcher conducted deeper

interviews with informants. At this stage the researcher found several strategies, namely:

5. Giving Praise/Reward

The teacher's strategy was give praise to the students who work well. In this strategy, the teachers give task to the students. For the students who collect the task early and correct in answer the task, the teachers give appreciate to the students like word "Good Job" and also the teachers give reward like books and pens to the students. This strategy was used by teachers to appreciate the results of student work so that students feel more valued for their work.

It proved by the answer that said by the informant (1) in the first interview on Monday, Desember 27, 2020.

R: Apakah Miss pernah menerapkan strategi berupa memberikan pujian dan hadiah kepada siswa?

R: Have you ever implemented a strategy like giving praise and reward to the students?

I (1): Ya, biasanya anak-anak ibuk yang ibuk yang ngirim tugas lebih awal berarti dia udah mulai langsung pas tugas dikasih dia langsung bekerja terus eee dia kirim ada yang setengah jam sudah siap saat terus dikasih apa eee kata "good job" gitu

I (1): Yes, usually the my students who send assignments early mean that they have started immediately when the assignment was given, she immediately went to work and then he/she sent half an hour ready then were given what was the word "good job"

It also proved by the answer that said by the informant (2) in the second interview on Monday, January 11, 2021.

I (2): "anak-anak yang aktif itu akan kita kasih pujian misalnya good atau you can do like your friend, im sure you can do all of you apa namanya eee sebenarnya bisa contohnya saja teman kamu bisa tidak menutup kemungkinan kamu juga bisa jadi seperti itu membangkitkan semangatnya"

I (2): "The children who are active we will give praise, for example good or you can do like your friend, im sure you can do all of you, what is the name of eee, actually you can, for example, your friends can not rule out you can too. so like that raises his enthusiasm"

And also, based on the answer that said by the informant (3) in the second interview on Tuesday, January 19, 2021.

I (3): "...Eee sudah pasti berupa pujian ada kalau mereka eee itu dijanjikan pas tatap muka ini akan diberikan gitu kan ketika nanti tatap muka ada reward yang akan ibuk berikan, tunggu ya jadi pas ibuk tatap muka atau ibuk karena sudah ada janji itu ibuk berikan ada yang berupa apakah kado kecil yang isinya buku atau apalah pena semacam itulah gitukan jadi bagi mereka yang tugasnya lengkap, latihannya lengkap, catatnya lengkap diberi reward"

I (3): "... .Eee is definitely in the form of a compliment if they are promised that when they meet face to face, this will be given, right when face to face there is a reward that will be given to you, wait yes, so when you meet face-to-face or mother because it's already there. I promised that mother gave something in the form of a small gift containing a book or something like a pen like that, so for those whose tasks are complete, the exercises are complete, complete notes are rewarded"

From the interview, it was confirmed that the informants applied given praise and reward to the students who make the task well and active in online English learning process.

6. Give Evaluating Learning Process

In this strategy, the teacher provided a learning evaluation so that teachers and students can find out whether the learning process has been achieved or not. After the learning process, teachers give evaluation like check the students work and give the students quiz and task about the material that has been learned. It aims to know students comprehend about the material. For the students, learning evaluation is very important so that

students can find out their abilities and further improve their learning outcomes.

It proved by the answer that said by the informant in the first interview on Monday, Desember 27, 2020.

R: Apakah Miss pernah menerapkan strategi berupa memberikan pujian dan hadiah kepada siswa?

R: Have you ever implemented a strategy like giving praise and reward to the students?

I (1): "...Diamati mungkin ada juga yang eee sama tugasnya dengan yang ngumpul yang pertama atau mencontek pada waktu itu saya kasih apa tolong ya nak tugasnya dikerjakan sendiri-sendiri kenapa tugasnya sama semua"

I (1): "... Observed, maybe there are also those who have the same job as the first one who gathered or cheated at that time. At that time I give, please, son, the tasks are done individually, why all the tasks are the same"

It also proved by the answer that said by the informant (2) in the second interview on Monday, January 11, 2021.

I (2): "Itu menggunakan Google Form, menggunakan Google Form yang bentuknya diusahakan bisa bisa semenarik mungkin"

I (2): "It uses Google Form, using Google Form which can be made as attractive as possible"

Furthermore, It proved by the answer that said by the informant (3) in the second interview on Thursday, January 21, 2021.

I (3): "Ya, setiap siap satu KD itu selalu diberikan evaluasi ya berupa evaluasinya itu ada yang kalau praktek praktek mereka harus mengirimkan misalnya video perkenalan diri mereka harus kirim video perkenalan diri japri pribadi ya yang untuk praktek kalau nanti dalam bentuk apapun eee pengetahuan itu dalam bentuk soal-soal diberi tes ya diberi tes"

I (3): "Yes, every KD is prepared, it is always given an evaluation, yes, in the form of evaluation, if they practice practice, they have to send, for example, self-introduction videos, they have to send self-introduction videos of Japri personally, yes, for practice, what kind of things. This knowledge is in the form of questions, given a test, yes, given a test"

From the interview, it was confirmed that the informants applied learning evaluation to the students. The learning evaluation useful for the students specifically to know their skills and enthusiastic to increase their skills than before.

B. Research Discussion

In this part of the research, the researcher can discuss Teachers' strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar were various for the student. Based on the interview, several strategies that were used and applied by the teacher in online English learning. The English teacher used more than one strategy to teach students in the learning process.

The first strategy used by the English teacher at MTsN 6 Tanah Datar was giving video in online English learning process. In this strategy the teachers give a video, the video conveys material to students. After the video was watched by students, the teacher provided exercises in accordance with the video. Also, the teachers ask the students to make the conversation video related to their setting that their choosen. Video has become one of the fastest-moving trends and aims to provide a configurable infrastructure that integrates learning material, tools and services. This strategy related to the theory of Stempleski & Tomalin in Mohamad et al (2014) states that video has a great motivational potential. Video as material delivery and teacher as task provider.

Second, Accepting students' assignment anytime. In this strategy, the teachers give the students assignment, and ask the students to make it and it can be collected anytime accordance the situation of the students includes the facilities and infrastructure owned by the students. This strategy, only for the

students have problems on internet or signal. If the students really can't collect the assignment via internet, the students can collect the assignment with bring it to school. In this way, students do not feel overwhelmed when making assignment and feel easier in collecting the assignment.

Third, giving concise and dense material to students. In this strategy, the teachers used concise and dense material to the students. Before the assignment provide to the students, the teachers first processed and summarized the material in dense shape. After the material was summarized the teachers provided the material to the students. In give the material to the students, the teachers take photos of the material and send it to students through groups and asks students to take notes the material. for the next meeting the teacher provided training related to the material given. This strategy related to the theory El-Seoud et al (2015:5) states that design content to be relevant to students' goals and intention to avoid lose of interest in the subject. In addition, according to Dimiyati and Mudjiono (2010:97) states that the factors that can influence the students' motivation is the effort is how the teacher prepares themselves in teaching students starting from mastery of the material, how to convey it, interesting students' attention, and organize classroom discipline.

Fourth, using games to students. In this strategy, the teacher using the game to the students in English online learning process. The teacher provided games so that students enjoy the learning process more and do not feel pressured in the learning process when online learning. The game given by the teacher was used Kahood Application. Give the game to the students can make them more attractive in learning process. This strategy related to theory of El-Seoud et al (2015:5) use educational games to support learning material. There are many different apps and sites that offer fun games to encourage learning in all subject areas.

The last is giving praise/reward to students who perform well. Giving praise by the teacher can be seen as motivation that can change the behavior of the student concerned, related to the cognitive, affective, and psychomotor

domains. In this strategy, when the teacher gives assignments to each student, for students who submit assignments early and students who active in online English learning process so the teacher gives praise and reward such as the word good job or little praise in form books and pens. This strategy related to theory of Dewi (2018:82) which is the teacher's strategy in increasing student motivation in learning is to give awards and praise. The psychological touch was in the form of students feeling appreciated for the efforts made. In addition, According to El-Seoud et al (2015:5) state that help students to gain confidence. This could be easily achieved when students in what they are doing and achieve their goals.

The last one was give evaluating learning process. In this stage, the teacher collects student assignments, then checks and reviews student assignments. And also, the teachers give a test to students to find out whether these students can understand the learning material. This aims to make students know how good their abilities are and to make this evaluation as their motivation to learn harder. This strategy related to theory of Carol Ames in Wahyudi (2017:29) states that evaluation procedure he greater the emphasis on competitive evaluation and grading, the more students will focus on performance goals rather than mastery. Low-achieving students who have little hope of either performing well or mastery the task may merely want to get it over with evaluation was very important to apply every time the learning process is completed. This is useful for measuring the ability of students in understanding the material provided by the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion on Teachers' strategies in increasing students' motivation in online English learning at MTsN 6 Tanah Datar, the researcher concludes that the teacher used variety strategies for students in increasing their motivation in online English learning. Based on research findings there are six strategies used by the English teacher in increasing students' motivation in online English learning. They are: 1) Giving video material, 2) Accepting students' assignment anytime 3) Using concise and dense material, 4) Using Learning Games 5) Giving students the praise/reward, 6) Give evaluating learning process.

B. Suggestion

1. The English teacher of MTsN 6 Tanah Datar

For the English teacher at MTsN 6 Tanah Datar, the researcher suggests keeping applying his strategies, keep doing creativity during the use of the strategy in teaching English for students in online or offline learning.

2. Other English teachers

For other English teachers, the researcher suggests to imitate and modify the strategies that used by English teachers at MTsN 6 Tanah Datar.

3. English Department of IAIN Batusangkar

For the English department of IAIN Batusangkar, the researcher suggest to added material about how to teach English students in online learning.

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