

**A TEACHER'S STRATEGIES IN MOTIVATING STUDENTS TO LEARN
ENGLISH IN A GENDERED ENVIRONMENT SCHOOL AT SMPIT
UKHUWAH BANJARMASIN**

SARJANA'S THESIS

HILYATUL ATQIYA

REG. NUMBER: 2010117120017



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2024

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SARJANA'S THESIS

**Presented to the Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirements for Completing the Sarjana
Pendidikan Program in English Language Education Study Program**

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REG. NUMBER: 2010117120017

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UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2024

LETTER OF APPROVAL

This is to certify that the *Sarjana's* Thesis Proposal of Hilyatul Atqiya Reg. Number 2010117120017 entitled "Teacher's Strategies in Motivating Students in Learning English in Gendered Environment High School at SMPIT Ukhuwah Banjarmasin" has been approved by the advisor for oral examination.

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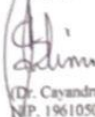
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ACKNOWLEDGMENT

Bismillahirrahmanirrahim, Alhamdulillahirabbil'alamin, all praises belong to Allah SWT, who has been giving the writer His mercies, blessings, guidance, and everything, so the researcher was able to finish this thesis entitled “English Language Education Students’ perception on the impacts of MBKM-Teaching Assistance Program toward their teaching skills.” Shalawat and Salam may be upon our Prophet Muhammad SAW, who has guided us into the bright era and better humankind.

The researcher would also like to give appreciation and gratitude to the people who helped provide motivation, feedback, and support in the work of this thesis. This goes to:

1. Prof. Dr. Ahmad Alim Bachri, S.E., M. Si., as the rector of Lambung Mangkurat University.
2. Prof. Dr. Sunarno Basuki, Drs., M.Kes., AIFO as the Dean of Faculty of Teacher Training and Education of Lambung Mangkurat University.
3. Mohammad Yamin, S.Pd., M.Pd., as the Coordinator of English Language Education Study Program.
4. Sirajuddin Kamal, S.S. M.Ed., as the academic advisor who provided advice, support, and motivation from the first semester until the thesis period.

5. Dr. Cayandrawati Sutiono, MA., as the first advisor for the patience in giving guidance, advice, meaningful feedbacks, and encouragement to improve the quality of this thesis from the beginning until the end for finishing this thesis.

6. Dr. Novita Triana, MA., as the second advisor who always helps, guides, and gives corrections, suggestions, as well as time from the beginning until the end for finishing this thesis.

7. Emma Rosana Febriyanti, M.Pd., as the examiner who has provided suggestions, advice, and encouragement in writing and accomplishing this thesis.

8. Lailatul Kodriyah, Ph. D., as the validator who helps the researcher to validate the instrument.

9. All the lectures of the English Language Education Study Program of Lambung Mangkurat University for the knowledge, guidance, and assistance that they give to the researcher.

10. Bambang Arianto, S. Pd., as the laboratory assistant of English Language Education Study Program who has helped the administrative preparations.

11. Galih Rizki Khairul Ulum, S. Pd., as the administrative staff of English Language Education Study Program who has assisted in preparing and managing from proposal seminar to research result seminar activities.

12. My beloved parents and siblings who always giving support for the researcher. Thank you for always putting your prayer to the researcher's success, for endless love, for their motivation, patience, and understanding in dealing with the researcher.

13. To my dearest friends, Daffa, Alfa, and Syifa — the ones who always encouraged, supported, and helped me. Patiently answered my questions, guided me, and stood by my side as we worked on our theses together. The people who truly understood how much I struggled and never hesitated to be there for me. I couldn't have finished this without you guys. Ily.

14. To my cousins, Lina, Dina and Kamel for willingly accompanying me throughout my thesis journey.

15. All the researcher's friends who have been helping and supporting the researcher in completing this sarjana's thesis.

Finally, the researcher would like to say thank you for everything that made this happen. The researcher hopes that this thesis can be useful and a blessing for others and for the advancement of education, especially at ELESP ULM. The researcher also realizes that this thesis is far from perfect, therefore constructive criticism or suggestions are needed to improve this thesis.

Banjarmasin, 9 May 2025

ABSTRACT

Atqiya, H. 2024. *A Teacher's Strategies in Motivating Students to Learn English in a Gendered Environment School at SMPIT Ukhuwah Banjarmasin*. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Cayandrawati Sutiono, M.A., the second advisor: Dr. Novita Triana, S.Pd., M.A.

Keywords: *Motivation, motivational strategy, gender environment*

The motivational strategies employed by teachers play a crucial role in enhancing students' motivation in learning English language. Teachers need to be aware of the most effective motivational strategies for maintaining and boosting student motivation. Each teacher has different approaches, and students' motivation can vary, especially between male and female students. Therefore, this research aims to explore the strategies employed by teachers to motivate students in a gender-segregated high school environment.

The researcher employed a descriptive qualitative approach with one English teacher at SMPIT Ukhuwah Banjarmasin as the research subject. The researcher used observations, interview and documentation as the research instruments to gather the data.

The findings showed that the teacher used mostly the same strategies to motivate students. However, the way these strategies applied were differed for male and female students. The findings revealed that the teacher applied similar strategies for both male and female classes, but with different approaches. In female classes, the teacher emphasized calm, indoor activities, praise, and aesthetic rewards. In male classes, strategies involved louder delivery, outdoor activities, and action-based content. The study suggests adapting strategies to meet gender-specific preferences and recommends further research with broader samples and longer observation periods.

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CHAPTER I

INTRODUCTION

This chapter describes the introductory part of the research. The discussion is presented in six parts: background of the study, research problem, study objective, significance of the research, scope and limitation and definition of key terms.

1.1 Background of the Study

The motivational strategies employed by teachers play a crucial role in enhancing students' motivation in learning the English language. As highlighted by Mcown and Takeuchi (2010), motivation is essential for efficient foreign language learning. Teachers aim to foster enthusiasm for students to study in the classroom. Teachers have the power to make dull subjects engaging, which is vital for inspiring, guiding, and providing the ideal learning environment for students. Teachers need to be aware of the most effective motivational strategies for maintaining and boosting student motivation, particularly when it comes to teaching and studying English.

According to Dornyei (2001), motivational strategies are techniques that promote the individual's goal-related behavior. Furthermore, motivational strategies also refer to all teaching strategies that was proposed to encourage the students to learn (Hornstra et al., 2015) . Therefore, it can be known that motivational strategy in English learning is the action or technique for enhancing students' motivation to learn based on the learning goal.

Effective teacher strategies can motivate students to learn English. According to Gagne (2008), a student would feel interested in and like studying English to have high motivation and a practical learning approach. The success of students

learning English will rise as a result. On the other hand, students who lack enthusiasm and a solid learning approach will be lazy and find it difficult to pick up the language. One strategy is incorporating fun and interactive activities that engage students and make learning enjoyable. Another method is personalizing lessons and catering to students' learning styles and interests. Teachers can also use positive reinforcement and praise to build students' confidence and motivation. Lastly, creating a supportive and encouraging classroom environment can foster community and motivate students to participate and learn.

However, every teacher has various and different ways of motivating his or her students because every students' motivation can vary. According to Anderman and Anderman (2014), it should be noted that some instructional practices from the teacher may have different effects among the students, some students can be positively motivated by certain types of instructional practices, but sometimes others cannot be motivated by the same type. For example, certain students may excel and feel more motivated when presented with creative writing assignments that allow them to express themselves openly. This can enhance their engagement significantly. Conversely, other students might feel overwhelmed by such tasks and instead find structured grammar exercises or interactive language games more motivating. Therefore, in designing the ways or the strategy to motivate the students, the teacher has to take several considerations that relate to the students' condition, students' learning style and preferences.

There was some relevant research that had been done by another researcher. A research study about motivational strategies have been taken to examine types of motivational strategies used to encourage student's motivation in learning English

(Firdausi, 2020). Khooirotuliula (2020), described the types of teacher motivation strategies and how students respond to these strategies. Then, the other research by Amiroh (2022), discussed how teacher implemented motivational strategies in language classroom.

Meanwhile, many studies have revealed that male and female students exhibit different motivation when it comes to learning English. It has been observed that females are more motivated in learning foreign languages than boys (e.g. Dornyei, Csizer, & Nemeth, 2006; Mori & Gobel, 2006). Sung & Padilla (1998) examined motivation among elementary and secondary school students learning Chinese or Korean as a second language, revealing that females exhibited significantly higher motivation than males.

Understanding these gender differences in motivation is crucial, especially in a gender-segregated high school environment like SMPIT Ukhuwah. In Indonesia, gender segregation in education is common, particularly in Islamic schools, which often practice this approach. This high level of gender segregation highlights the need to study how to adjust motivational strategies to better support male and female students.

Male and female students often exhibit different motivations and interests, which directly affect their engagement and academic performance. If these differences are not addressed, students may struggle with low motivation and disengagement, leading to poor learning outcomes. Teachers who assume that male and female students have the same motivational needs risk implementing ineffective strategies. For instance, female students often respond better to motivational techniques that promote collaboration and interaction, while male

students may be more motivated by competitive or hands-on activities (Dornyei, 2001; Hornstra et al., 2015).

As educational institutions across Indonesia continue to adopt gender-segregated classrooms, it is essential for teachers to develop motivational strategies that align with the distinct needs of each gender. This study aims to explore the strategies employed by the teacher to motivate students in both male and female classrooms at SMPIT Ukhuwah during the 2023/2024 school year. By examining the different approaches used in these settings, the study contributes to a deeper understanding of gender-responsive teaching practices in English language learning.

1.2 Statement of the Problem

At SMPIT Ukhuwah, the school adopts a gender environment classroom system, which environment influences how teachers motivate students in both male and female classes. Previous studies have shown that the motivation to learn English differs between male and female students, which in turn impacts the strategies teachers use to motivate these students. Considering the variety of characteristics students found in the classroom, it is essential for teachers to prepare and apply appropriate motivational strategies. Therefore, this study aims to answer the question, “How the teacher motivate students to learn English in a gender-segregated school environment at SMPIT Ukhuwah Banjarmasin?”

1.3 Objective of the Study

Based on the statement of the problem, the objective of the study is to describe the strategies used in motivating students in male and female classrooms at SMPIT Ukhuwah in the school year 2023/2024.

1.4 Scope of the Study

This study focuses on exploring the teacher's strategies in motivating students in learning English in a high school gendered environment. This research is conducted in SMPIT Ukhuwah Banjarmasin. The participant of this study is one English teacher who teaches at 7th grade junior high school.

1.5 Significance of the Study

The findings of the research are expected to give benefit both theoretically and practically:

A. Theoretically

1. The findings of this research can be used as a reference for further research. This research is expected to give valuable information, the specific knowledge for the other researchers and experts to design and develop theory of teachers' motivational strategy in motivating the students in learning English in the EFL classrooms.
2. The findings of this research can add more knowledge to readers about the strategies used by the teachers in motivating their students in learning English.

B. Practically

1. English Teachers

This research could be a reference for English teachers to design learning activities to motivate students to learn English. The teacher is expected to apply the best strategies in motivating students in learning English. And hopefully this research can be taken into consideration by teachers in motivating their students to be happy and engage actively in English class so that learning activities can run effectively and efficiently.

2. For other researchers

The findings of this study provides important insights into ways to motivate students in schools with gender-segregated classes. Researchers can use these insights to develop practical strategies that support student engagement and success. Additionally, educators can apply these findings to improve teaching practices and enhance educational outcomes in similar settings.

1.6 Definitions of Key Terms

Key terms clarify the meaning of the elements in the research question of this research as they are operationally used in this study. The terms are defined as follows.

1. Teaching strategy is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal
2. Motivation is a condition in a person that drives him or her to act for doing an activity in achieving his or her goals

3. Motivational strategy is the teacher's attempts to design ways or strategies to encourage students to learn English in the process of teaching and learning English
4. Gendered environment is a place or setting where males and females are treated differently or taught in ways that highlight their gender differences.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher explains the review of related literature related to the discussion topic. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of motivation, teacher motivational strategies, male and female in learning a language, and previous studies.

2.1 Motivation

2.1.1 Definition of Motivation

Motivation is one of fundamental things to build forcefull in self. Many experts in psychology provide various definitions of motivation. Motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do (Dornyei, 2001). The main idea is that human actions are driven by motivation. Furthermore, motivation is a condition in a person that drives him or her to do an activity in achieving his or her goals (Basleman and Mappa, 2011).

In the context of learning, motivation is also a concept in creating a good and comfortable learning environment. Meanwhile, someone who is motivated will be energetic and actively participates in learning and someone behaves in such a way that they realize that this is an important thing in the learning process and second language acquisition (Westin, 2019).

Based on the definitions provided earlier, motivation can be understood as a driving force that directs students' actions towards specific goals. Also motivation is as the driving force in students' self that pushes them to complete

the learning activities and maintain the continuous progress of those learning activities.

2.1.2 Types of Motivation

According to Brown (2015), there are two types of motivation: intrinsic and extrinsic.

1) Intrinsic Motivation

Intrinsic motivation is the motivation that comes from the student themselves. Intrinsically driven tasks are activities where the main satisfaction derives from doing the task itself, rather than from external rewards. People engage in these tasks because they find them personally fulfilling, aiming to feel competent and determined.

Another psychologist, Dornyei (2001), defines intrinsic motivation as behavior conducted for its own sake in order to experience pleasure and satisfaction, such as the joy of doing a specific activity or satisfying one's curiosity. It reflects the willingness and enthusiasm to undertake and participate in specific activities because the individual finds them attractive and enjoyable. Intrinsic motivation responds to students' internal demands, such as curiosity, a desire to learn, or a sense of competence or growth.

2) Extrinsic Motivation

Extrinsic motivation is motivation that comes from outside the learner and has to do with external rewards for completion of a task. Words of praise from the teacher, a high grade, or a reward are examples. Paul Eggen & Kauchak Don (2005) stated "Extrinsic motivation is characterized as the motivation to engage in an activity as a means to an end." These researchers also emphasize the

significance of recognizing how these external factors can impact a learner's engagement and performance.

An extrinsically motivated student performs in order to receive a reward, such as graduating, passing a test or avoiding a penalty like a failing grade. Extrinsic motivation is stimulated not by the process itself but by what can be gained from doing the action. At the same time, junior middle school students' learning motivation are influenced by both intrinsic motivation and extrinsic motivation, though extrinsic motivation tends to have a greater effect.

Teachers employ extrinsic motivation to increase learning or motivate students to perform in a specific manner. It is one of the most powerful reasons for motivating students in the process of teaching and learning English; for example, offering praise has a positive effect since students need to be acknowledged for their efforts to engage properly in the lesson.

Intrinsic and extrinsic motivation often work together. Learning, on the other hand, necessitates a few outer driving factors such as motivation and inspiration, as is frequently considered for parental expectations, additional goals, and the acquisition of a few motivating forces.

2.2 Motivational Strategies

2.2.1 Definition of Motivational Strategy

According to Dornyei (2001), motivational strategies are techniques that promote goal-related behavior of individuals. It relates to motivational influence that consciously is for getting and enduring positive effects. Dornyei believes that students' motivation can be enhanced through appropriate strategies. Furthermore, Hornstra, van der Veen, Peetsma, and Volman (2015) explain that motivational

strategies include all teaching methods designed to encourage students to engage in learning. Thus, motivational strategies can be understood as the teachers' techniques to enhance student motivation in learning. Based on the explanations provided, it can be acknowledged that motivational strategies in the context of teaching and learning are the strategies, techniques, and actions that teachers use to create motivational conditions for students, ultimately leading to a change in behavior and positive outcomes.

2.2.2 Concept of Teacher Motivational Strategy

According to Dörnyei (2001), it is possible to increase students' motivation through targeted strategies. He developed four components of motivational strategies in the language classroom, collectively known as motivational teaching practice (MTP). The key components of MTP are based on the motivational process, which includes the initial arousal of motivation, the completion of tasks, and the evaluation of actions. This process begins with selecting themes and developing materials around those themes, ultimately leading to enhanced student engagement and motivation (Dörnyei & Ushioda, 2010).

Dörnyei emphasizes the importance of creating a supportive learning environment that fosters intrinsic motivation, allowing students to connect personally with the material. By integrating motivational strategies into teaching practices, educators can help students navigate their learning journey more effectively. The concept display is presented using the image below;

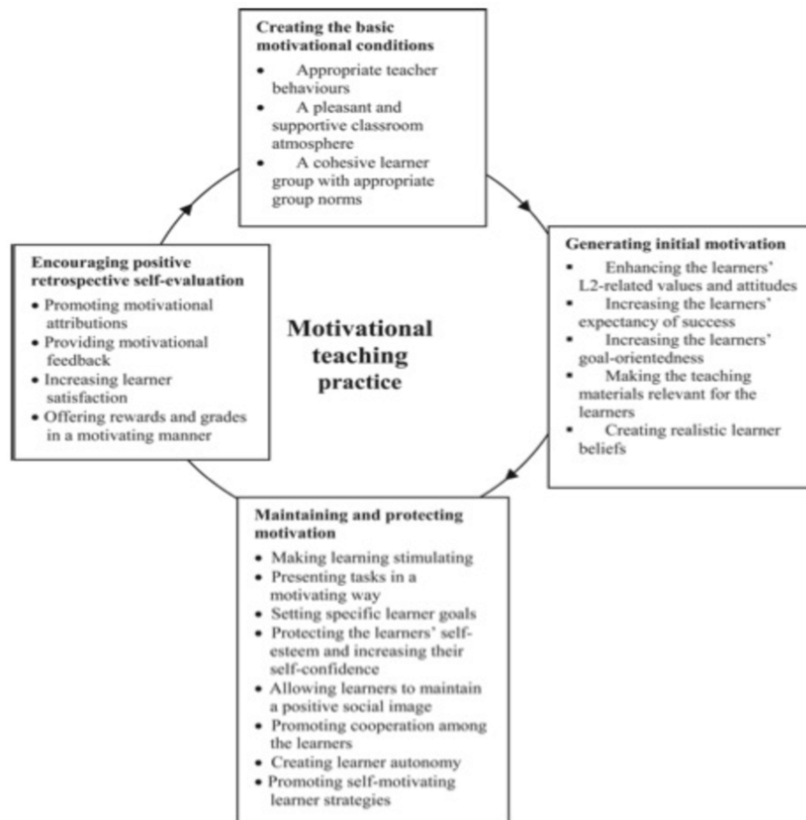


Figure 1. The component of motivational teaching practice (MTP) in language Classroom by Dörnyei.

The description of four categories of motivating strategies are as follows:

1. Creating the basic motivational conditions, such as creating a pleasant and enjoyable environment for the learner to make them happy during the learning process.
2. Generating initial motivation, for instance, the teacher has to enhance the enthusiasm of the students for learning. The teacher may additionally include examples from the students' backgrounds and everyday lives to explain the lesson.
3. Maintaining and protecting motivation, after getting initial motivation, the teacher must maintain the students' motivation since they have a tendency to lose focus on what they want to learn and get tired or bored of the learning process.

Teachers can make the assignments more challenging and interesting by adjusting them to the students' interests, such as adding novel, humorous, and fantasy stories. Using audio-visual media such as PowerPoint, videos from YouTube Kahoot, and Quizziz in teaching is a good choice for this.

4. Encouraging positive retrospective self-evaluation, it focuses on the ways that lecturers might encourage students to view their own accomplishments in a more positive perspective. Teachers can help students evaluate their performance by giving positive feedback, explaining their failures in a good way, or giving rewards either verbal or non-verbal.

However, according to Sardiman (2014) says that in teaching and learning, both inner and extrinsic motivation are necessary. Motivating students allows them to establish activities and initiatives, as well as direct and maintain their determination to participate in learning activities. There are several strategies to enhance student learning motivation in the school environment by Sardiman (2014), as follows:

1) Giving scores

Scores as a representation of learning outcomes can be very motivating for students. Because it can motivate students to improve their results, whether on tests or in reports.

2) Reward.

Students might be motivated to learn through rewards. However, it is only attractive to those who have a passion or talent for work that is rewarded.

3) Competition.

Competition can be used to drive students in learning activities, whether individually or in groups.

4) Ego involvement.

Ego-involvement refers to efforts to sustain self-esteem. Ego-involvement can raise students' awareness of the importance of assignments and make them more challenging.

5) Giving the test

Students are usually highly diligent in learning if they have to take an exam.

6) Knowing the result

Knowing the working outcome, especially if there is development in students' results, will motivate them to learn carefully. Furthermore, by knowing, students will be inspired to continue learning. The students hope that their results will improve.

7) Praise

Praise is a form of positive reinforcement for students. It can also encourage students to learn more.

8) Punishment

Punishment is a form of negative reinforcement. However, it has the potential to motivate students if delivered correctly by the teacher.

9) Desire to learn.

If there is a desire, it indicates that the student self is intentionally seeking to learn.

10) Interest

Learning is more effective when motivated. Interest might be one of the supporting factors for motivation.

11) Recognized goals

The goals that students acknowledge and understand will act as a source of inspiration. Understanding these goals will motivate students to make an attempt to achieve them. As a result, they will be encourage to be diligent in their learning.

2.2.3 Purpose of Motivational Strategy

According to Hornstra (2015), motivational strategies consist of all teaching strategies used to encourage students to learn. Furthermore, Dornyei and Ushioda (2013) define the aims of motivational approach as follows:

- 1) Motivational strategies are intentionally developed for the purpose of generating student motivation.
- 2) They are beneficial for enhancing student motivation.
- 3) They aim at maintaining consistent student engagement and behavior.
- 4) They protect students' motivation from distractions and competitive pressures.

Based on the description provided above, it is possible to conclude that the purpose of motivational strategies is to generate, encourage, and enhance students' motivation in language acquisition. It also serves to sustain and maintain students' motivation against distractions that can cause them to become demotivated.

2.3 Gendered Environment School

A gendered environment primarily emphasizes how male and female students interact within the educational context, affecting their learning experiences and influencing key elements such as classroom dynamics, student engagement, and teaching methods. In this setting, males and females often participate differently in the classroom based on their academic interests in distinct ways. In learning English, these interactions can significantly impact students' self-esteem and confidence in their abilities. This dynamic not only shapes individual learning experiences but also influences the overall classroom atmosphere, highlighting the need for educators to recognize and address these differences in their teaching practices.

Furthermore, students might encounter opportunities as well as difficulties in a gendered setting because of their gender identities. These difficulties may include assumptions or stereotypes that influence how teachers view their students' aptitude for or interest in studying English. For example, teachers might believe that male students excel in certain topics while female students thrive in others. However, the gendered environment also allows educators to tailor their motivational strategies to meet the specific needs and preferences of both male and female students, fostering a welcoming and supportive learning atmosphere where all students feel valued and empowered to succeed.

2.3.1 Male and Female Motivation in Learning Language

Motivation in language acquisition is inseparable to gender. Many studies on language learning and acquisition support this (e.g., Aldosari, 2014; Al Harthy, 2017; Daif-Allah & Aljumah, 2020; Ranjan & Philominraj, 2020). Several studies

have found that males and females use various language learning tactics and styles, and that each gender has different motives. According to research on motivation and gender differences in language learning environments, females are more motivated than males (Dornyei, Csizer, & Nemeth, 2006; Mori and Gobel, 2006).

According to studies that have examined the topic, females have higher levels of motivation when it comes to learning a new language compared to males. (e.g., Dornyei, Csizer, & Nemeth, 2006; Mori & Gobel, 2006). These research found that compared to their male counterparts, female students are more motivated to put in extra effort to improve their English language skills. Studying, going to tutoring sessions, and taking part in English lessons.

Severiens and Dam (1994) examined the significant connection between gender differences and learning styles in English Language Teaching and discovered that men were more likely than women to favor the abstract conceptualization method of learning. Logan and Johnston (2009) discovered that 'girls had greater reading comprehension, read more frequently and had a more positive attitude to reading and education'. This demonstrates that male and female learners have distinct learning methods, which can be influenced by disparities in language usage, as explored in the discourse on language and gender. In general, the data suggest that gender differences in motivation for second language learning and teaching are driven by socialization practices, as well as distinct motivations and goals for learning between males and females.

2.4 Previous Studies

The researcher has found four relevant studies about teachers' strategies in motivating students in learning English related to the research topic. The first

previous study is from Khoirotuliula (2022). This study aims to describe the types of teacher motivation strategies and how students respond to these strategies. The result shows they maintain appropriate teacher behavior and good relations with students, create study groups, make teaching relevant and appropriate material for students, create fun and supportive atmosphere in English classes, create appropriate tasks and, protect students confidently, provide an understanding of the goals and benefits of learning English, give feedback, give rewards, and assessing student performance.

The second previous study by Amiroh. (2020). The purpose of this research is to know how teachers implemented motivational strategies in language classrooms at MTs Darel Hikmah Pekanbaru. The results of this study showed that teachers motivate students by being enthusiastic and prepared, fostering positive relationships, and creating a supportive atmosphere with humor and engaging decor. The teacher set clear learning objectives to initiate motivation and keep students interested by encouraging active learning, using icebreakers, and avoiding over-reliance on textbooks. Additionally, teachers reinforce motivation through grading and rewards, building on previous lessons for ongoing engagement.

The third is a study conducted by Firdausi (2020). The study aims to describe the kind of the English teacher's motivational strategies for encouraging students' motivation in learning English. The finding showed that the teacher used ten kinds of motivational strategies to encourage the students to learn English. There are; 1. Keeping appropriate teacher's behavior and good relationship toward the students 2. Creating a pleasant and supportive atmosphere for learning English

in the classroom 3. Making learning groups 4. Making the teaching material relevant and appropriate for the students 5. Making appropriate tasks and homework for the students 6. Protecting students' self-confidence 7. Giving the understanding of goals and benefits from learning English 8. Providing feedback 9. Increasing learner satisfaction by rewarding and appreciating the students' progress 10. Assessing students' performance in learning English.

The fourth is a study conducted by Sofyan (2022). This research aims to explain how the English teacher's strategy increases students' motivation in learning English. The results of this research it was found that there are different strategies used by Teacher A (MI) and Teacher B (NZ) in motivating students in learning English. Teacher A employed strategies such as assigning tasks, leveraging ego involvement, and implementing punishment, while Teacher B focused on competition, praise, rewards like extra points or small gifts, and fostering interest in the subject.

In conclusion, the previous studies show that teachers use a variety of strategies to motivate students in learning English. They highlight the importance of teacher behavior, building good relationships, using relevant materials, and providing effective feedback to boost student motivation. While all the studies focus on creating supportive and engaging classrooms, they also reveal differences in how teachers approach motivation, such as enthusiasm, clear goals, and active learning techniques help keep students interested and engaged.

However, none of the previous studies specifically addressed how motivational strategies are applied differently based on students' gender. This gap is particularly evident in the literature, which reveals a significant lack of research

on teachers' strategies for motivating students in gender-segregated high school environments. To address this gap, the study aims to fill that gap by investigating the specific strategies teachers use to motivate students in a school with a gender-segregated environment, thereby contributing new insights into gender-specific approaches in language learning motivation.

CHAPTER III

METHOD OF THE RESEARCH

This chapter discussed how the research conducted, research approach and type of the research, subject of study, instrumentation, data collection procedure, data analysis, and data trustworthiness.

3.1 Approach and Type of Research

This research applied a qualitative approach as it aimed to deeply explore and understand how the teacher at SMPIT Ukhuwah Banjarmasin motivated students in a gender-segregated classroom environment. The study focused on understanding the teacher's strategies through detailed observation and interviews, which were most effectively explored using qualitative methods. According to Creswell (2012), qualitative research was designed to understand phenomena holistically and descriptively, especially when the goal was to explore human behavior, perceptions, and actions in their natural context. This aligned with the study's aim to investigate the dynamics of English language teaching and motivation strategies used for both male and female students at SMPIT Ukhuwah, through descriptions expressed in words and language.

A descriptive study was selected as the research method for this investigation to obtain a comprehensive and deep understanding of the phenomenon being studied. Gay, Mills, & Airasian (2012) claimed that the descriptive study clarified the research in the form of words to aid readers in understanding the results. This type of qualitative descriptive research is often used to analyze social events, phenomena, or circumstances. With this method, the researcher observed and analyzed how the teacher motivated the students in a natural situation during the

teaching and learning process in male and female classrooms of SMPIT Ukhuwah Banjarmasin in the 2023/2024 academic year.

3.2 Subjects of the Research

The researcher used purposive sampling. According to Creswell (2012), purposive sampling is a technique used by researchers to select persons and settings in order to learn about or comprehend a central phenomenon. In line with this, the selected subject was Miss S, who taught English both male and female students in grade 7. The classes observed were 7C (female) and 7D (male).

The teacher was selected because the chosen teacher demonstrated a range of motivational strategies in her teaching, making her an ideal subject for exploring how motivational strategies could be implemented effectively. Also 7th-grade students were at a critical developmental stage as they transitioned from elementary to secondary education. Understanding how motivational strategies impacted students at this stage can provided insights into their long-term academic engagement and success.

3.3 Setting of the Research

The researcher was interested in exploring strategies that are used by the teachers in motivating their students in learning English. In order to meet real communicative interaction in a natural classroom setting, the researcher observed English learning activity in SMPIT Ukhuwah Banjarmasin.

This research was conducted at SMPIT Ukhuwah in the academic year 2023/2024. SMPIT Ukhuwah is located on Jl. Bumi Mas Raya Komp. Bumi Handayani XII A Banjarmasin City, Kalimantan Selatan 70249. This school has an 'A' accreditation score. As an Islamic school, SMPIT Ukhuwah separates the

classrooms between male and female students. The first floor consists of all female classrooms from 7th-9th grade. Meanwhile for all male classrooms on the second floor.

3.4 Instrumentation of the Research

The researcher needed a few instruments to acquire the research information. The instrument is the process of getting ready to collect information in research, and the device used to gather the information Fraenkel, Wallen, and Hyun (2012). In this research, the researcher used two instruments as follows

1. Observation

In this study, the researcher conducted non-participant observation. The researcher acted only as an observer and did not become involved with the subject in question. The researcher observed the teacher during the learning process. Observations were made several times directly.

In this study, the researcher observed the teachers, the students, and the class situation to identify the teachers' strategy for motivating students in learning English. This observation aimed to pay attention to the teacher set up the class and the ways the teacher increased students' motivation to engage actively in English class and the students' motivation throughout the learning process after the teachers applied the strategies. The observation technique was carried out based on the observation checklist guidelines that had been prepared by the researcher. In this study, the researcher recorded teacher activities in motivating and took notes about the learning process.

Table 3. 1 Blueprint of Observation Guide

The Concept of Theory	Construct	Aspect	Indicators
Motivational strategy (Dornyei, 2001)	a. Creating the basic motivational conditions	Classroom Environment	-Encouraging students' behavior and learning by giving praising and rewarding.
			-Establishing clear learning objectives and communicating expectations to everyone.
			-Creating a friendly and welcoming environment where everyone feels included and supported in their learning.
		Teacher-Student Interaction	- Shows enthusiasm and passion to teaching
			- Delivers each student individual attention and feedback.
		b. Generating initial motivation	Engaging Instruction
	-Connects the study of English to the passions and life experiences of the students		
	- Promotes engagement with multimedia resources		
	Relevance of Content		-Relating English study to practical issues and long-term objectives
			-Highlights the importance and relevance of being proficient in the English language
	c. Maintaining and protecting motivation	Encouragement and Support	-Recognizes and highlights students' development and achievements;
			-Offers assistance throughout challenging assignments and difficulties
			- Provides tools and resources to help overcome challenges
Fostering a Positive Learning Environment		-Promotes a feeling of belonging and bonding among students;	
		-Promotes collaborative learning and teamwork;	
d. Encouraging		-Enables self-reflection on learning progress and accomplishments	

	positive retrospective self-evaluation	Reflection and Feedback	- Offers insightful feedback to students so they can get better
			- Encourages learners to set up and assess their own objectives

2. Interview

An interview was a technique commonly employed in research where specific questions were given to respondents to get information. According to Fraenkel, et al. (2012), the purpose of conducting interviews was to gain insight into individuals' thoughts, opinions, or feelings about a particular subject. The interview was used to gather deep information about the strategies that teachers used in motivating students to engage actively in English class. It consisted of several open-ended questions.

For the model of interview the researcher used semi-structured interview. Semi-structured interview was one of the model interviews that the interviewer directs the interview more closely, the questions are pre-determined by the interviewer. In this term, there is sufficient flexibility for allowing the interviewee an opportunity to shape the flow of information, Wilkinson and Birmingham (2003). The researcher conducted the interview with the the English teacher who taught seventh-grade students. This data collection technique was based on the experience or actions of the teacher when teaching English. The interview was conducted directly, in a face-to-face manner.

Before conducting the interviews, the researcher prepared guidelines and questions related to motivational strategies when teaching English. Meanwhile, the interview questions were based on Dörnyei's theory of

motivational strategies. The researcher used a structured interview format to collect the data, in which the interviewer followed a set of questions that had been arranged in advance.

Table 3. 2 Blueprint of Interview Guide

Construct	The Indicator	Items Number
Motivational Strategy according to Dornyei (2001)	Creating the basic motivational conditions behavior: <ul style="list-style-type: none"> • Appropriate Teacher Behaviour • A pleasant and supportive atmosphere in the classroom 	1
	Generating initial motivational <ul style="list-style-type: none"> • Enhancing the learners' language related values and attitude • Increasing the learners' expectancy of success • Increasing the learner goal orientedness 	3
	Maintaining and protection motivation <ul style="list-style-type: none"> • Making learning stimulating and enjoyable • Setting learner goal • Allowing learners to maintain a positive social image 	2
	Encouraging positive retrospective self- evaluation <ul style="list-style-type: none"> • Promoting motivational attribution • Providing motivational feedback • Offering reward and grades in a motivational manner 	4
Gender and Language Education in	Communication with Students	5
	Motivating Male and Female Students	6
	Gender Differences in Language Acquisition	7
	Gender Competences and classroom Contribution	8

3. Documentation

Sugiyono (2013) defined a document as a written, illustrated, or monumental work that serves as a record of past occurrences. To put it

another way, documentation is a method or technique of gathering data for a study that involves gathering multiple photos, documents, and important attachments to support information in a study. For this study, the researcher documented each observation and also recorded the interview using a mobile phone.

3.5 Data and Sources of Data

The primary data from this research are from observations and interview. The interview data was gathered from the teacher who teaches English in seventh grade level in SMPIT Ukhuwah Banjarmasin. Therefore, the secondary data were collected from journals and books related to this study.

3.6 Data Collection

The data in this research was collected through observation and interview. First, the researcher did the observation with EFL teachers at SMPIT Ukhuwah Banjarmasin as preliminary data to collect the data. Data from observation were analyzed qualitatively by using descriptive analysis. Observation sheets serve as a guide for the researcher, helping to keep attention on the areas of the classroom that are of interest. The observational sheets are organized into tables and have a checklist column. In addition, the researcher attempted to take note of some teachers' strategies that were observed during collecting data, such as how the classroom situation, instructional media used by the teacher, and how the students act in the class during the learning process. The result of the observation was described narratively.

Second, the researcher conducted an interview with an EFL teacher. The interview was conducted to find out how she encourages her students to learn English in the classroom, how she manages to keep them focused and well-behaved during learning activities, and what kind of behavior she expects from them during class. The interview was conducted by having semi-structured interviews with a one-on-one interview type.

3.7 Data Analysis

The researcher used data analysis techniques proposed by Miles and Huberman (in Nasution, 2023). They stated that qualitative data processing methods or techniques can be carried out in three stages, namely data reduction, data display, and conclusion drawing / verification.

a. Data Reduction

Data reduction means that the researcher summarizes, selects the necessary information, focuses on the important data, searches for the theme, and throws the unessential data (Sugiyono, 2010). The researcher gathered all of the information from the observations and interview results during this procedure. If some data are not included in some parts, the data were discarded.

b. Data Display

The next step of data analysis is data display. Data display is an organized and compressed assembly of information that permits conclusion drawing and action. Form of data in qualitative research in the past has been in extended data. Therefore, Miles and Huberman defined that better displays are a major avenue to valid qualitative analysis. In this research, data was presented in

descriptive form, meaning that it was expressed and expounded upon through words, sentences, and paragraphs. This approach allowed the researcher to elucidate and analyze the data in relation to existing theories and previous research, particularly concerning the strategies employed by teachers to motivate students to learn English in the classroom.

c. Conclusion Drawing or Verification

The last step of data analysis is drawing conclusions and verifying the analysis performed on the selected data. This phase seeks to discern the significance of the collected data by identifying relationships, similarities, or differences, ultimately leading to answers to the research questions. In this process, the researcher concludes the data after presenting and analyzing it. By concluding, the researcher determined the strategies used by the teachers in motivating students to learn English in the classroom.

3.8 Data Triangulation

According to Sugiyono (2010), validity refers to the extent to which research data obtained from the research subject accurately represents the subject and can be confirmed through investigation. In this study, the researcher employed three different tools, a technique known as triangulation. Triangulation is a method that enhances data accuracy by using multiple approaches. Triangulation is a powerful technique that facilitates validation of data through cross verification of several research methods in the study of the same phenomenon.

A triangulation process involving the data source is examined multiple times to obtain consistent results in order to validate the information or data that the researcher collects from the respondent.

In this study, the researcher observed the teacher and both classroom environments, conducted interviews with the teacher to gather in-depth information, and collected supporting documentation. To effectively triangulate the observations and interviews, the researcher analyzed and compared findings from both data sources to identify similarities and differences. Cross-verification was then employed to clarify and expand upon the observed behaviors in the classroom. Additionally, the researcher analyzed the data and studied the contextual understanding between the teacher's attitudes and the interactions of students during the learning process. Reflecting on how each source complemented the other, the researcher incorporated supporting documentation to enhance the credibility of the study. This comprehensive approach aimed to provide a thorough understanding of the teacher's motivational strategies. By employing the triangulation method, the researcher sought to ensure the reliability of the findings, as data were collected from multiple instruments.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of the data, research findings, and discusses the answer of the research problems that have been formulated before in the problem statement in Chapter 1.

4.1 Description of the Data

For the purpose of this study, the data were collected through three instruments: observations, interview, and documentation. From the observations, detailed notes were taken on the teacher's behavior, interaction with students, and the types of activities used to maintain student motivation during lessons. The interviews, revealed specific strategies employed to engage male and female students differently, such as the use of praise, group activities, and multimedia tools. Then, the documentation which included videos and photos of the teacher's classroom activities captured the teaching environment and the implementation of motivational strategies, providing a clearer understanding of how these strategies were applied in real-time. The data was taken at SMPIT Ukhuwah Banjarmasin from April- June 2024. The schedules can be seen in the table below:

Table 4.1 Schedule of Observation and Interview

Observation			
No	Date	Time	Class
1	Tuesday, 30 April 2024	11.25-12.25	7D
2	Thursday, 2 May 2024	11.25-12.25	7C
3	Tuesday, 7 May 2024	11.25-12.25	7D
4	Wednesday, 15 May 2024	11.25-12.25	7C
5	Wednesday, 29 May 2024	11.25-12.25	7C

Interview			
1	Saturday, 8 June 2024	10.00-11.00	

4.2 Research Findings

The findings showed that while the teacher used mostly the same strategies to motivate students in a gender-segregated classroom setting, the way these strategies were applied differed for male and female students. These strategies are categorized based on essential motivational elements. A detailed description of the teacher's motivational strategies is provided on table below:

Table 4.2 A Teacher's Motivational Strategies

Section	Strategies for Male	Strategies for Female
1.1.1 Creating Basic Motivational Conditions	<ul style="list-style-type: none"> - Tended to raise the volume more often, used body gestures. - Gave praise and compliments focused on achievements, such as effort and performance, to boost students' confidence and motivation. - Conducted outdoor activities, such as running dictation and treasure hunts. 	<ul style="list-style-type: none"> - Created a lively environment using a loud voice, body gestures, and humor to maintain students' attention. - Gave praise and compliments focused on personal qualities, such as appearance or behavior, to boost confidence and motivation. - Organized structured indoor activities, such as group discussions in air-conditioned classrooms, which created a calmer environment to support focus and engagement.
1.1.2 Generating Initial Motivation	<ul style="list-style-type: none"> - Chose discussion topics related to sports and hobbies - Used multimedia tools featuring action-packed visuals. 	<ul style="list-style-type: none"> - Chose discussion topics that focused on social issues and trending topics. - Used multimedia tools featuring relatable, visually appealing resources.
1.1.3 Maintaining and Protecting	<ul style="list-style-type: none"> - Dynamic group activities - Watched a movie 	<ul style="list-style-type: none"> - Dynamic group activities - Played an instrumental music

Motivation		to sustain focus and encourage teamwork
1.1.4 Encouraging Positive Retrospective Self-Evaluation	<ul style="list-style-type: none"> - Gave superhero-themed stickers reflecting energetic interests as rewards. - Provided constructive feedback and gathered anonymous student feedback to refine teaching methods. 	<ul style="list-style-type: none"> - Gave aesthetically pleasing and cute sticker designs as rewards. - Provided constructive feedback and gathered anonymous student feedback to refine teaching methods.

4.2.1 Creating the basic motivational conditions

Creating a motivating classroom environment was important for keeping students engaged. In this study, the teacher used several strategies to motivate students, such as speaking loudly, using body language, and telling jokes. She also gave praise and compliments to encourage positive behavior and build student confidence. Additionally, the teacher included both indoor and outdoor activities to match the different preferences of male and female students. These methods helped create a supportive atmosphere that encouraged participation and enthusiasm for learning. The following sections will discuss how the teacher applied these strategies in the classroom.

4.2.1.1 Teacher's Attitude

Throughout the learning process, the teacher frequently showed enthusiasm and engagement, which helped create a lively and motivating classroom environment. There were some of the teacher's attitudes shown while teaching that made learning more enthusiastic such as spoke loudly, used body gestures, moved around in the class and told jokes.

Throughout the learning process, the teacher frequently showed enthusiasm and engagement, which helped create a lively and motivating classroom environment. There were several attitudes the teacher

demonstrated while teaching that made learning more enthusiastic, such as speaking loudly, using body gestures, moving around the classroom, and telling jokes.

Throughout the observed lessons, it was consistently noted across five separate observation sessions that the teacher spoke loudly throughout each session. This was not limited to specific instances but was a general characteristic of the teacher's verbal communication style. The researcher, who consistently sat at the back of the classroom, could clearly hear everything the teacher said, further confirming the teacher's loud speaking volume. At times, the teacher raised her voice even louder when giving instructions or reprimanding students who were not paying attention. For example, in a female class on 2nd May 2024, during the 6th minute of the lesson, before explaining how to describe animals, the teacher played a funny animal video as a warm-up activity. Before starting the video, the teacher asked the students in a loud voice which animals they had never seen in real-life footage:

“Take a look at the video, What kind of animal that you haven’t seen in real life?” (See appendix 5.3, p.93, at minute 6.28)

And in another meeting in the female class, on 15th May 2024, at the 22nd minute, during the exercise, students were asked to guess the names of animals based on their sounds played through a speaker. Before the final question, some students were noisily discussing their answers. The teacher then raised her voice to restore focus:

“Hold on and pay attention first!, it's not finished yet, please listen until it's done!”. (See appendix 5.4 p.105, at minute 15:12)

In addition to speaking loudly, the teacher often used body gestures during lessons, whether explaining material, giving instructions, or providing directions. She pointed at objects, scratched her head when unsure about spelling a word, and displayed expressive reactions by students' answers. Her gestures were expressive and contributed to both explaining the content and interacting with the students. For instance, on 2nd May 2024 on the 8th minute of the lesson, when students were busy talking about animals they had never seen, the teacher gestured to them for silence by putting the index finger on the lips. In another meeting, on 29th May 2024, while explaining the differences between football, soccer, and rugby, she demonstrated a rugby movement to make the explanation more engaging. Also, during this meeting, when the teacher asked students to give examples of simple present tense sentences based on their habits and the students enthusiastically raised their hands. Every time a student finished conveying her activity using simple present tense, the teacher praised her and also gave positive responses such as a thumbs up or clapping.

T: Can someone help me to give me another example about regular action?

S: Me

T: Yes, please

S: I read a book every morning

T: Very good, (showed a thumbs up) ok. Any else? (See appendix 5.5 p.109, at minute 13:56)

The teacher did not just stand in one place but often walked and moved around the front area of the classroom while explaining the material. During exercises, the teacher sometimes went to the students' desks and helped them if they had difficulty with the exercises. For

example, on 2nd May 2024 08.31 meeting, the teacher handed out exercise sheets and distributed them to each students' table. During the exercise, the teacher went to the students' desks to check how they were progressing, and some of the students also had questions and the teacher helped those who were having difficulty in doing the exercise. Another example, on 29th May 2024, the lesson focused on the simple present tense. The teacher wrote the material on the whiteboard and occasionally moved toward the students to address their questions. When a student asked something, the teacher responded by writing the answer on the board, then walked to the center of the room to continue discussing and explaining the material.

The teacher also included playful humor during lessons. For example, on one meeting, on the 29th May 2024, at the 35th minute, a student named Kokom announced that she had finished the exercise. Coincidentally, at that moment, the teacher was playing *Swan Lake* (a movie about ballet) music in the background, and she jokingly said:

“Okay, since Kokom has finished doing the exercise, then Kokom will perform in front of the class for dancing ballet performance” (See appendix 5.5 p.114, at minute 35:15)

The classmates laughed at the joke and get them enthusiastic. This humor can reduce social distance, strengthen communication and decrease anxiety within the class.

In male classroom, the teacher consistently used a loud and clear voice throughout every observed session, from the beginning to the end of the class. However, the difference was that in the male class, the teacher

raised her voice more frequently to remind the students to stay focused on the lesson and avoid distractions. For instance, during a session on May 7, the teacher repeatedly raised her voice to maintain discipline and direct students' attention:

T: If there's still someone talking, Ustadzah won't speak. (See appendix 5.3, p. 111, at minute 11:22)

T: Pay attention first, don't write yet. (See appendix 5.3, p. 111, at minute 12:39)

T: Once again, Ustadzah is reminding you. Since your UKD is written, creating a text, there are no questions. After this, anyone who causes a disturbance up to three times can leave so as not to disturb their friends. (See appendix 5.3, p. 113, at minute 13:02)

T: One warning only, Aal, we're not talking about Vespa here (See appendix 5.3, p. 114, at minute 17:20)

The teacher actively utilized her entire body, gestures, and facial expressions to enhance her teaching. For example, when students provided answers that were incorrect, she shook her head, signaling their mistake. Conversely, when a student gave a correct response, she nodded enthusiastically and pointed at them with an excited expression, acknowledging their success. Another example of her engaging use of gestures occurred when explaining how pandas love to roll around. She mimicked the motion with her hands, vividly demonstrating the playful behavior of pandas to capture the students' attention.

Additionally, the teacher incorporated playful humor into her lessons. For instance, during a session on April 30, 2024, at the 6th minute, she humorously told the students they would be watching something that day. However, she joked that it definitely wouldn't be a match between Indonesia and Uzbekistan (the trending news of the day). Her humor added a lighthearted and enjoyable atmosphere to the classroom.

T: "Today we're going to have a movie class; we're going to watch a film."

S: "Anime!"

T: "Definitely not anime, and definitely not Indonesia vs. Uzbekistan (See appendix 5.1 p.103, at minute 6:35)

The first strategy which can contribute to creating basic motivational conditions relate to the teacher's behavior. The teacher's behavior within the classroom such as spoke loudly, used body gestures, and told jokes are the strategy that made learning fun in female and male classrooms.. The teacher build a good relationship with the students which could have motivated students to learn, and prevented them from feeling bored during the process.

4.2.1.2 Create a pleasant and supportive atmosphere in the classroom by praise and compliments

The teacher created a supportive atmosphere in the classroom by giving students praise and compliments. This motivational strategy was commonly used by the teacher when the student could answer the teacher's question or when the student could do the task. Giving such praise would encourage the student to do their task more enthusiastically.

In female class for example, during the meeting on 29th May 2024, when the topic was the simple present tense, the teacher asked students to give examples of sentences using the simple present tense the topic on that day was discussing simple present tense and saying them aloud.

T: can someone help me by giving me another example of regular action?

S: Me

T: Yes, please

S: I read a book every morning

T: Very good, ok. Any else?

S: I play games every day

T: Very good, ada lagi?

S: I do my skincare routine every night

T: I do my skincare routine every night, ok very good. Thank you (See appendix 5.5 109, at minute 14:12)

In male class, The teacher also applied the same strategy, she also praise and give her compliments in male class. For example on the meeting at 7th May 2024:

T: "Yesterday, when creating the Animal Encyclopedia, what were the things you discussed in it?"

S: Color

T: Color very good

S: Shape

S: Kebiasaan

S: Umur

S: Eat eat eatt

S: Food

T: Oke makanannya apa

T: Very good, S: "Color."

T: "Color, very good."

S: "Shape."

S: "Habits."

S: "Age."

S: "Eat, eat, eat!"

S: "Food."

T: "Okay, what about its food?"

T: "Very good." Uzbekistan (See appendix 5.3 p.111, at minute 15:09)

Here, these are some compliments words that are frequently used in the classroom such as *good, good answer, correct, good question nak, very good, well done*, and *bagus* to motivate students and reinforce positive behavior.

However, the difference is that male students tend to prefer praise for their achievements, such as effort and performance, which reinforces their sense of competence. In contrast, female students often prefer praise for personal qualities, such as appearance or behavior, which boosts their self-esteem. These preferences may stem from broader socialization patterns, with males being encouraged to focus on competition, while

females are valued for interpersonal qualities. This was reinforced by the results of the interview with the teacher, as follows:

But the average thing that boys and girls have in common is that they like to be praised. They like compliments. If it's a girl. She likes her physique or looks to be complimented, so, "Oh you look great today. It's beautiful, the water bottle is beautiful"l. She likes things like that. The males prefer his work to be praised. So for example "Oh your handwriting is very good"', your handwriting is good, so he writes diligently. (See appendix 4. p.92)

The second strategy the teacher used to create a pleasant and supportive atmosphere was giving praise and compliments, with male students responding more positively to achievement-focused praise and female students appreciating compliments related to personal qualities.

4.2.1.3 Indoor and Outdoor activities

The teacher also listened to the students' feedback. When male students said they were bored with classroom learning, the teacher introduced physical activities and held lessons outside to meet their interests.

For example in male class, the running dictation involved students running between two locations—one with a written passage and the other with their writing materials. Similarly, treasure hunts were organized where students followed clues hidden around the school area to find a "treasure." These activities not only involved physical movement but also encouraged teamwork and problem-solving skills. Additionally, the teacher introduced a dodgeball activity in which students threw a ball around while music played. When the music stopped, they were required to answer questions. However, the teacher noted that this game was

somewhat risky because male students became overly enthusiastic, leading to incidents where the balls hit the LCD screen, causing it to shake. As a result, the teacher discontinued this activity.

Conversely, for female students who preferred studying indoors, sitting comfortably, without getting hot, in an air-conditioned room, the teacher focused more on indoor academic activities. This was reinforced by the results of interview with the teacher, as follows:

“Boys are enthusiastic about physical activities. Well, that's it. So if we want to engage male students to be more active, we look for mostly physical activities. At one time, we did activities like running dictation or treasure hunt so male students were more interested. For girls, they prefer just to sit in class. (See appendix 4. p.94)

In conclusion, the teacher adjusted activities to match students' preferences, using physical games to engage male students and focusing on indoor tasks to suit female students, creating a supportive learning environment for both.

4.2.2. Generating initial motivation

In this study, a range of interactive teaching techniques were implemented to boost student motivation by creating an engaging and meaningful learning experience. The teacher adopted a dynamic approach, using discussions and multimedia tools and relating the material to daily life to actively involve students and address their unique preferences.

4.2.2.1 Interactive teaching techniques

In applying this technique, the teacher facilitated discussions during lessons and used multimedia as one of the interactive teaching

methods. The teacher created a comfortable atmosphere during learning and encouraged students to contribute and participate in the classroom

4.2.2.1.1 Classroom Discussion

Based on the observations, teachers often discuss with students when explaining the material. The teacher always invited students to engage in discussions. Typically, the teacher asked thought-provoking questions to encourage students to actively participate and share their opinions or views during the lesson. For example, when the topic was about describing animals, the teacher chose to describe a panda, as a well-known and recognizable animal, and asked several questions related to the panda.

The students got along with the discussion, they were discussed about the characteristics of the panda, habit, size, etc. However, during the observations, differences were found in how male and female students behaved during the discussion sessions

In the female classroom, students were focused and engaged in the lesson. The teacher used video and group discussions to encourage participation, and the students responded well.

T: Very good, okay you can use sizes shape color and speed. What else can you use in describing animals?

S: Body parts

T: Yes, very good

S: From

T: From! From means origin

S: Kingdom

T: Okay, kingdom! correct

S: Season

T: Season? Yes! There are animals that hibernate during winter. Can you tell me what season is in English?

S: Season

T: How is the season different from the weather?

S: Season itu musim, kalo weather itu cuaca usth

We use body first, we use size first. What is the size of a panda?

S: Big

T: It has a big body. Very good.

T: besides size, what else.

S: It has black and white color

T: Very good. It has black and white color. Color, you have two kinds of color. There is color and there is color from the UK, British. The meaning is the same, the pronunciation is the same, the writing is different. What else?

S: Shape oval

S: Square (See appendix 5.2 p.97, at minute 14:17)

From the dialogue, the female students demonstrated excellent focus and engagement during the discussions. The teacher effectively used videos and group activities to encourage participation, leading to meaningful conversations about the characteristics of pandas, such as size, color, and shape. The students actively shared their ideas and collaborated well, showcasing how effective teaching methods can foster a supportive learning environment.

Additionally, the female students quickly provided answers and expanded the lesson by suggesting other descriptive elements like "kingdom" and "season." They not only discussed pandas' characteristics but also explored topics like panda conservation, the reasons behind their protection in China, and how pandas live in Indonesia. Their responses were relevant, and they remained on topic with minimal disruptions. As a result, the teacher rarely needed to enforce discipline, allowing the lesson to proceed smoothly.

This is also reinforced by the interview results that female students tend to be more active during the learning process. Based on the results of interviews as follows:

Another strategy is a lot of discussion, especially in the female class where students tend to talk a lot. One effective motivational strategy is to initiate discussions about current trends, as this can channel their enthusiasm. Female students are particularly enthusiastic about participating in these discussions because they enjoy talking. (See appendix4 p. 85)

In male students, they were also active during the discussion, they were more lively and needed the teacher's intervention to maintain order.

T: Now that we're trying to use this, what do you explain first?

S: Body

T: look at the body. It has..what?

S: It has a big body

T: It has a body, what does it have?

S: Color

S: Tail

T: Still on the body. How many legs? Okay for the paragraph, the top line is indented. The second line is a bit more forward than the first line. It has four legs, what else?

S: Tail

T: The tail,

T: One-time reprimand Aal, yes, here we are not talking about Vespa (See appendix5.3, p.104, at minute 14:29)

In the male classroom, students were lively and engaged during discussions but often needed the teacher's help to stay on track. They contributed ideas about the panda's body, color, and tail but sometimes got sidetracked with off-topic comments, like mentioning Vespa. The teacher managed to keep the discussion focused by reminding them to stick to the lesson while encouraging their enthusiasm.

While they participated in the lesson on animal descriptions, they often made jokes and off-topic comments, or talking about other things and not paying attention to the teacher when explaining. The teacher had to give several warnings to keep them focused.

“After this, if you make noise up to three times, please leave.”(See appendix 5.3 p.104, at minute 13:32)

Their behavior was lively and needed more guidance, yet they actively participated and grasped the key concepts. Despite occasional disruptions, the male students understood the material well, provided relevant answers, and engaged in the discussion, though they required additional guidance from the teacher.

In addition, sometimes the teacher also invites them to discuss according to their respective interests. Male students prefer to discuss about their idol figures or about their hobbies.

“Usually we discuss with the boy more to provoke his attention, for example, showing his idol figures The boy usually likes sports So if for example, we replace the text with his favorite idols, for example his favorite soccer players, they will be excited like that So the boy is more discussing his hobbies” (See appendix 4 p.88)

And for female students, prefer to discuss social issues, hot new topics things that are trending or viral.

“while the girl is more about social issues, issues that are trending But so far there are more discussions and they are more frequent in the girls’ class because they are more intense class.” (This interview excerpt can be found in appendix 4, p.88)

To sum up, the teacher effectively used interactive discussions to generate initial motivation, adapting topics and teaching methods based on students' preferences. Female students

demonstrated greater focus and engagement and preferred discussing social or trending topics, while male students were more energetic but required additional guidance, enjoying conversations about their idols and hobbies. These customized strategies contributed to meaningful participation and maintained motivation in both groups.

4.2.2.1.2 Movies or Songs

The teacher often showed videos, played music, or watched movies together as one of the methods to motivate them to learn English. Sometimes, the teacher used a video as a warm-up before entering the lesson.

In the first observation conducted by the researcher on 30th April 2024, the teacher showed a movie in male class as one of the teaching strategies to motivate students. The movie was an animated film about Abu Bakr Ash Shiddiq. The teacher gave the students an assignment to write at least 4 phrases in their notebooks from the movie's dialogue.

On 2nd May 2024 in female class, the topic of the day was about describing animals. Before getting into the material, the teacher showed a video, the video were collections of funny animal videos. Students were very enthusiastic and they laughed while watching the video.

Observation conducted on 15th May 2024, the teacher played a song from Katy Perry entitled 'Roar', the teacher gave a

paper in the form of a 'fill in the blank' task where students had to fill in the blank lyrics by listening to the song carefully.

The teacher also understood the students' conditions. Sometimes, if they had been engaged in activities that made them tired, the teacher would try to help them relax by showing an interesting video to re-energize them. also understand the condition of the students.

“After events that require a lot of physical activity, a good strategy is to adopt a more relaxed approach to learning. For instance, listening to music or watching movies can capture students' attention. Typically, students tend to be tired and unmotivated after activities like scouts, so engaging them with enjoyable activities such as watching videos can be effective.” (See appendix 4, p.85)

In summary, the teacher effectively used movies and songs as motivational tools in the classroom, incorporating videos and music to engage students and facilitate learning. By selecting relevant and entertaining content, such as animated films and popular songs, the teacher not only catch the students' interest but also provides opportunities for relaxation and re-energization after physically demanding activities, ultimately enhancing their overall motivation to learn English.

4.2.2.2 Relevance and Interactive Teaching Materials

In terms of teaching content material, the teacher emphasized that linking the learning material with daily life is a must. This was reinforced by the results of the observations and interview with the teacher, as follows:

“Relating the content material to daily life is essential, but we also need to integrate religious learning, as we are an integrated Islamic school. For

instance, when explaining about animals, we might ask about pets they have and why it's important to describe animals or recognize their characteristics. This can be connected to religious teachings, such as referencing the hadith: "Love those on earth, and those in the sky will love you." This teaches students how to love and care for animals. Thus, we align the content with both everyday life and religious values." (See appendix 4, p.91)

The teacher always relates the material to daily life, for example in the meeting discussing pandas, the teacher provides information and descriptions about pandas, habit, size, shape, origin, etc. In another meeting, when the teacher discussed about simple present tense, the teacher started the learning by giving examples of activities done every day, and also encouraged students to convey what activities they do every day according to the simple present tense formula.

Additionally, the teacher also connected the material to the religious context. In one meeting, a student once said that he didn't like animals when they were discussing describing animals. The teacher then continued on to discuss a hadith.

T: What are some animals that you would like to see in real life?

S: Alpaca

S: No usth, because I don't like animals.

U: Ohh, you don't like animals?

S: I don't like animals, that doesn't mean I hate animals.

U: Listen Nak, there is a hadith that says

S: MashaAllah

T: 'Love those on earth and those in the heavens will love you' (See appendix 5.3, p.96, at minute 08:26)

Moreover, in one meeting, the teacher shared her experience of how she learned English in the past and what made her interested.

"I put my story a little bit. When I was in elementary school, my sister was in high school. And she used to love listening to English band songs. Well, that was the beginning of us learning English. There was no spotify, no YouTube. My sister also didn't know the lyrics of the songs, but she really liked listening to them. So we listened to songs using CDs, and there were no lyrics. I just listened while writing down the lyrics." (See appendix 5.4, p. 110)

In presenting the material, the teacher often use multimedia such as ppt, movies or songs. In making power points, the teacher also distinguish between ppt for male students and female students. Usually the teacher displays ppt with a brighter color background for female students and a dark color background for male students. In addition, in the material of describing text, during the exercise, the teacher also distinguishes the animals that they will describe, in the male' class, the teacher provides a choice of pictures of animals that are rather strange and unique, and for the exercise in the female' class, the teacher provides a choice of pictures of animals that are cute. This is reinforced by the results of interviews with teacher, as follows:

“For example those animals with strange faces, weird teeth, he was laughing while doing the exercise. He was happy like that, whereas if it's a female students, for example Animal description, she prefers cute animals. So I gave them pictures of cute animals So there's the difference between masculinity and femininity.” (See appendix 4, p.89)

To conclude, the teacher skillfully connected the learning material to students' everyday lives and religious principles, which improved engagement and relevance. By using relatable examples, like discussing pets or daily routines, and incorporating religious values, the teacher fostered a meaningful educational experience. Furthermore, employing multimedia and customizing materials for male and female students addressed their varied interests and preferences. This method not only encouraged student participation but also strengthened their comprehension of the content in a manner that aligns with their lives and beliefs.

4.2.3. Maintaining and protecting motivation

In maintaining and protecting motivation, the teacher played some songs or instruments to make learning more stimulating and enjoyable. The teacher also set up tasks in which teams of students are asked to work together towards the same goal.

4.2.3.1 Making learning stimulating and enjoyable by playing some songs or instruments

In maintaining and protecting motivation, the teacher have several ways. For example, teacher usually play songs or instruments while they are working on assignments. In the meeting 29th May 2024, while students were doing the exercise on simple present tense, the teacher played some songs and instruments.

“Have you done guys? Okay, if it's not let's listen to one more song” (See appendix 5.5, p.115, at minute 41:13)

According to the teacher, in this way students can avoid distraction.

This is based on interviews with teacher as follows:

“Another strategy is playing music or instruments while students are doing their assignment or exercise. This can help minimize distractions, as students often get easily sidetracked when tackling tasks.” (See appendix 4, p. 85)

In summary, the teacher skillfully maintains and protects student motivation by incorporating music and instruments during assignments, helping to create a stimulating and enjoyable learning environment while minimizing distractions.

4.2.3.2 Collaborative learning by creating groups

According to the observations findings, the teacher often employed group learning activities like small group discussions and pair work during

English lessons. At the meeting on 2nd May 2024, after the teacher explained about describing animals and how to make paragraphs about describing animals. After that, the teacher gave instructions to students to do the exercise with their groups.

“I’m going to give you the paper, you do it as a group, Please do the assignment in groups based on your seat.”(See appendix 5.2, p. 96, at minute 9:02)

At the meeting on 7th May 2024, after the teacher finished explaining the material about describing animals, the teacher gave an exercise paper, in the exercise, the teacher gave some descriptions and descriptions of certain animals, on the other hand, there were also some pictures of animals, students should be able to match between the description of animal characteristics and pictures accordingly. They worked on the exercise with their benchmates

“Guys, I’m going to give you exercise. You do it in a group. This is done with a seatmate, but if the friend doesn’t help, don’t write his name.”(See appendix 5.3, p.106, at minute 35:15)

At the meeting on 15th May 2024, the teacher gave a quiz task. Students are asked to guess the animal’s name based on the sound that will be played through the speakers. The teacher divided the students into groups according to their seats, each with 4 students. The 2 groups that achieve the highest score will get two stickers for each member.

“Try to answer as much as you can with your group mates. But don’t let the discussion be overheard by other groups.”(See appendix 5.4, p. 107, at minute 10:36)

Here is the result of the interview with the teacher:

“Students are grouped according to the sitting group, so we use a lot of collaborative learning strategies. Usually in English, for example, you only do reading or others, you can stay in the existing sitting group.” (See appendix 4, p. 87)

To summarize, the teacher used group activities to encourage collaboration among students. By having them work together on discussions, matching exercises, and quizzes, the teacher promoted teamwork and helped students engage more with the material.

4.2.4. Encouraging positive retrospective self-evaluation

The teacher encouraged positive self-evaluation through feedback and rewards, boosting student motivation and engagement. Findings indicate that the teacher employed strategies like regular feedback, soliciting student input each semester, and a sticker reward system. By applying these strategies, students became more open with the teacher in expressing their opinions, which strengthened the bond between the teacher and students, as they valued each other's perspectives.

4.2.4.1 Providing Motivational Feedback

From the interview results, the teacher said that students often ask for feedback from her themselves. Some students ask for feedback directly by coming to the teacher's desk, through private chat, some also see feedback from the notes given by the teacher.

“Some students request feedback through chat, while others ask for it in person. Additionally, some students review the feedback provided in the notes on their assignments. Therefore, the feedback process varies.” (See appendix 4, p. 88)

Additionally, when the teacher needs to convey criticism, it is done privately to avoid embarrassing the student in front of their peers. This face-to-face approach prevents misunderstandings and minimizes hurt feelings, making students more receptive to the feedback.

“Giving criticism face-to-face with the student helps avoid misunderstandings and prevents hurt feelings also they are often more receptive to our input or criticism.” (See appendix 4, p. 87)

However, here it is not only students who get feedback. The teacher also ask for feedback, input, criticism or suggestions from students. This is usually done at the end of each semester. Based on the interview, asking for students’ feedback is really essential, and this also changes the teacher's teaching style. This year, the 7th grade male students gave feedback that they were bored learning in the classroom. After receiving this feedback, the teacher organized some learning activities that require physical activity and learning activities outside the classroom. For example, such as treasure hunt and running dictation

“It's not just students who seek feedback from teachers; I also ask for feedback from students at the end of each semester. We follow a two-semester system, and before each semester ends, I request students to provide their feedback anonymously in writing. They share what they enjoy learning, their preferred teaching styles, and what they dislike. This feedback is then reviewed and used to improve our approach for the next year.” (See appendix 4, p. 86)

Overall, the teacher encouraged students to give and receive feedback, creating a supportive classroom environment. By providing personal feedback and discussing criticism privately, the teacher helped students feel more comfortable. Asking for student input at the end of each semester also led to changes in teaching methods, making lessons more engaging and better suited to students' needs.

4.2.4.2 Reward Chart

This strategy is used by the teacher to motivate the student. The teacher commonly gave a reward such as stickers to the group who

succeed to do the task or to the group who work as the most cooperative group with their partner.

At the meeting on 15th May 2024, the teacher gave a quiz task. Students are asked to guess the name of the animal based on the sound that will be played through the speakers. The teacher divided the students into groups according to their seats, each group consisting of 4 students. The 2 groups that achieve the highest score will get two stickers for each member.

“The group with the most correct animal names and sound names will get 2 stickers.”(See appendix 5.4, .107, at minute 13)

After the teacher checked the students' answers, there were two groups that got the highest scores.

“Each of you will get 2 stickers, after this”(See appendix 5.4, p.109, at minute 34:43)

Here, explanation of the reward given by the teacher:

“We also have a reward chart. So for example, students who submit their assignments on time will get a sticker. The stickers later will be collected at the end of the lesson and counted who gets the most stickers will get a reward from the homeroom teacher.”(See appendix 4, p. 85)

The teacher distinguishes stickers for male and female students, for boys the teacher gives stickers like superheroes and for girls the teacher gives stickers in the form of cute stickers with cute pastel colors.

“For boys, the stickers are like Avenger stickers. They also like stickers of super heroes. Those are for the boys' class If the girl likes aesthetics like those cute and pretty stickers. So I prepared different stickers for them.” (See appendix 4, p. 89)

The findings indicate that the teacher at SMPIT Ukhuwah Banjarmasin employed a variety of strategies to motivate students, categorized by key indicators. To create basic motivational conditions, the teacher demonstrates

appropriate behavior through speaking loudly, using body gestures and telling jokes. And fosters a pleasant classroom atmosphere through praise, compliments, and a mix of indoor and outdoor activities. To generate the students' motivation, the teacher applies interactive techniques, such as interactive discussions and movies, with male students engaging more in topics related to hobbies and sports, while female students are more involved in social and trending issues and by ensuring that teaching content is relevant and engaging. To maintain and protect motivation, the teacher makes learning stimulating with the use of music to minimize distractions and promotes collaborative learning through group projects and tasks. Finally, the teacher provided motivational feedback both privately and through notes, while also soliciting feedback from students to adjust their teaching method and a reward chart, which recognizes students' efforts and achievements.

4.3 Research Discussion

This section presents the research findings discussion. The discussion here focuses on the finding of the research question that was related to the theories in chapter two. Therefore, the discussion is about the teacher's motivational strategies to encourage students to learn English.

Based on Dornyei's theory, there are four aspects of the motivational strategies, namely creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. The researcher found several strategies used by the teacher based on the results of observations and interviews conducted at SMPIT Ukhuwah Banjarmasin, these are:

1) Creating basic motivational conditions.

The first aspect is creating the basic motivational conditions, which is a foundational component of Dörnyei's motivational framework. In this aspect, the teacher employed appropriate behaviors. Such as speaking loudly, using body gestures, moving around the classroom, and incorporating humor, played a significant role in creating a lively and motivating learning environment. These behaviors align with Dörnyei's (2001) theory of creating basic motivational conditions, as they contribute to building a supportive and engaging classroom atmosphere.

The teacher's loud speaking style ensured that instructions were clearly heard, this approach was likely effective in maintaining their focus. However, for male students, the teacher raised her voice more frequently to maintain discipline and focus, particularly when students were distracted or noisy. For example, the teacher often reprimanded male students when they were not paying attention. This approach aligned with the preference of male students for more direct and assertive communication. In contrast, while the teacher still used loud speech in female classes, it was less frequent. Instead, female students responded more positively to humor, as seen in the teacher's use of jokes to lighten the mood and engage the students.

The teacher's frequent use of body gestures, such as pointing and mimicking actions, also enhanced students' understanding of the material, particularly when explaining difficult concepts like the distinctions between rugby, football, and soccer. Or when the teacher gives a gesture of praise by showing a thumbs up, it makes students happy and feel appreciated for their

efforts when they are brave enough to answer. Or when the teacher shook her head, signaling their mistake or when the answer is not correct. Additionally, moving around the classroom allowed the teacher to engage directly with individual students, providing personalized support. The relationship between students and teachers is very good, the teacher sometimes throws jokes or jokes in between lessons and makes students laugh. The teacher's humor further contributed to a relaxed and enjoyable learning environment.

To create a pleasant and supportive atmosphere in the classroom, the teacher made the classroom a supportive place by often praising and complimenting students. This finding goes hand in hand with the previous study conducted by (Khoirotuliulla., 2022), the teacher encouraged students by appreciating their contributions in discussions and their hard work. This helped students feel good about themselves and believe in what they could do. This aligns with the theory (Sardiman, 2014), that praise is a form of positive reinforcement for students that can encourage students to learn more.

Additionally, the teacher recognized gender differences in how praise was received, since they like to praise differently. Both male and female students received praise, but difference in the type of praise given. For female students, praise often centered around personal qualities such as appearance and behavior. This type of praise aligns with the social tendency for females to be complimented on personal characteristics, fostering their self-esteem and confidence. For example, compliment their appearances, their stuff or belongings. In contrast, male students were more likely to receive praise for their academic achievements or performance. The teacher acknowledged their

work by praising their handwriting, the creativity of their drawings, or their efforts in completing assignments. This focus on performance-related praise resonates with how males are often socialized to value competition and achievement, reinforcing their sense of competence and reinforcing motivation.

Moreover, the teacher listened attentively to students' preferences, evident in adapting teaching strategies based on gender. The teacher adapted the types of activities to suit the preferences of each gender, as highlighted in both the discussion and findings. For male students, the teacher integrated more dynamic, physically engaging outdoor activities. Examples include running dictation, treasure hunts, and dodgeball, which allowed students to move, collaborate, and compete. These activities catered to the preference of male students for physical engagement and active learning. For instance, the treasure hunt required students to follow clues around the school, while the dodgeball game combined physical movement with answering questions, reinforcing learning in a fun, competitive manner.

In contrast, for female students, the teacher created a more structured and calm indoor environment. Activities such as group discussions, seated exercises, and lessons conducted in an air-conditioned classroom were more suited to their preference for a quieter, more comfortable setting. The teacher used multimedia tools and visually engaging content to maintain their attention. This approach allowed female students to remain engaged without the physical activity that their male peers preferred.

2) Generating initial motivation

As for generating initial motivation, the teacher use discussion very often. From the observations, the teacher often discuss with their students related to the material. The teacher tries to engage students in discussions, asking for their opinion and their views. From the interview, teacher said that female students are engage more in discussion than male students, this is in line with the theory (Dornyei, Csizer, & Nemeth, 2006; Mori and Gobel, 2006) which stated that “females are more motivated than males in language learning environments.”

The teacher initiated discussions *on social issues or trending topics*, which particularly resonated with female students' interests. Research shows that female students are more motivated by such subjects, and the teacher tailored the lessons accordingly. For example, during exercises, female students were given cute animal pictures to describe, catering to their preferences. In class, discussions were highly effective in generating motivation, as female students remained focused and contributed actively. The teacher's use of videos and group discussions helped maintain an engaging atmosphere. Female students not only answered questions but also expanded the discussion with ideas like "kingdom" and "season" (when they discussed about panda) which aligned with their interest in trending topics, making the lesson more relevant and motivating for them.

The teacher adjusted the discussions to match male students' interests, focusing on topics like *idols, hobbies, and sports—things* they enjoy talking about. For example, the teacher used sports figures or famous idols to grab their attention. In their exercises, the teacher chose pictures of animals with

unusual or "strange" features, which intrigued the male students and kept them engaged. While the male students were energetic and involved, they often needed more guidance from the teacher to stay on task. They sometimes got distracted and made off-topic comments, like talking about "Vespa" during a lesson about pandas. The teacher stepped in to steer them back to the topic, but their enthusiasm for the lesson was clear. Despite the occasional distractions, they participated actively and contributed to the discussion. This approach helped keep them engaged and created a lively learning environment, though it required more attention to maintain focus.

The teacher employed several strategies to create an engaging and motivating learning environment by aligning the lesson content with students' everyday lives, in line with Dörnyei's (2001) theory that emphasizes the importance of connecting subject matter to students' personal experiences and backgrounds. For instance, during a lesson on animal descriptions, the teacher initiated a discussion about pets, asking students to describe their pets and their characteristics. This not only made the topic more relatable but also fostered a deeper connection to the content. By using this approach, the teacher was able to engage students by drawing from their real-life experiences, making the lesson feel more relevant and personal.

In addition to incorporating daily life experiences, the teacher also integrated religious values, aligning with the Islamic context of the school. For example, the teacher referenced the hadith, "Love those on earth, and those in the heavens will love you," to reinforce the lesson about compassion towards animals. This integration of religious teachings added a layer of depth to the

lesson, highlighting the ethical and moral aspects of the subject matter, while also reinforcing values that resonated with the students' cultural and religious backgrounds.

To make the content even more relatable, the teacher used practical examples. When discussing pandas, she included specific details about the animal's habits, size, and origin, which made the material more tangible and interesting. In grammar lessons, the teacher encouraged students to describe their own daily routines using the simple present tense, making it easier for them to grasp the concept. This strategy not only helped students better understand grammar but also allowed them to practice language skills by connecting the lesson to their own lives.

The teacher also shared personal stories to illustrate the value of learning English, which further helped students see the practical application of the language. For instance, she recounted how, as a student, she and her sister learned English by listening to songs without lyrics, which sparked their interest in the language. This personal anecdote demonstrated how language learning can be fun, engaging, and relevant, showing students that learning English is not just about grammar rules but also about developing skills they can use in their everyday lives.

In addition to these strategies, the teacher effectively used multimedia to motivate and engage students at the beginning of lessons. For the male class, the teacher played a movie about Abu Bakr Ash Shiddiq, linking the content to historical and religious themes, which sparked discussion and provided a deeper connection to the lesson. For female students, the teacher used funny

animal videos to create a relaxed atmosphere, which helped ease them into the lesson and made the learning environment more enjoyable. She also used the song “Roar” by Katy Perry for a fill-in-the-blank activity in the female class, combining a fun, interactive approach with an opportunity for language practice.

By combining multimedia tools with real-life connections and personal stories, the teacher was able to create a dynamic learning environment where students were not only engaged but also connected the material to their daily lives and cultural values. For example, when a student expressed not liking animals, the teacher tied the lesson to a religious hadith about the importance of loving and caring for animals. This not only reinforced the lesson but also helped deepen students' understanding by linking it to real-life experiences and religious teachings. These strategies made learning more meaningful and impactful, as they not only motivated the students but also provided them with a deeper understanding of the content.

In the classroom, the teacher tailored the teaching materials to suit the preferences of both female and male students. For female students, she employed visually engaging presentation styles, such as using PowerPoint slides with bright, vibrant backgrounds, which are more appealing to them based on their preference for aesthetically pleasing content. Additionally, the teacher selected pictures of cute animals for description exercises, a choice that resonated well with female students' interests and enhanced their engagement with the material. This approach helped create a learning environment that felt relatable and enjoyable for them. In contrast, for **male** students, the teacher

used darker-colored PowerPoint slides, creating a more dynamic and stimulating visual experience. She also chose images of unique or unusual animals, which sparked their curiosity and aligned with their preference for novelty and excitement. This customization helped maintain male students' interest in the lesson, making it both more engaging and relevant to their interests.

The teacher's level of intervention also varied between the two classrooms. In the female classroom, students were generally more self-disciplined and focused, requiring less intervention from the teacher to stay on track. The discussions in the female class flowed smoothly, with minimal off-topic diversions, allowing the teacher to concentrate on guiding the lesson and facilitating deeper understanding. However, in the male classroom, the teacher faced more challenges in maintaining students' focus. While they were still engaged, male students were more prone to off-topic conversations and distractions. As a result, the teacher had to provide more frequent reminders to keep them on task. Despite these challenges, the teacher's proactive guidance ensured that the male students remained engaged and were able to grasp the key concepts, demonstrating how tailored teaching strategies can successfully address the distinct needs of different student groups.

3) Maintaining and protecting motivation

Based on the results of interview and observations, teacher often play instruments or songs while students are working on exercises. This aims to make them enjoy working and make them focus and avoid them from being distracted by other things.

The teacher also makes an effort to accommodate students' conditions. For instance, if students have been engaged in demanding activities before their English lesson, the teacher encourages them to listen attentively, creating a relaxed learning environment while ensuring they hear correct pronunciation directly from the videos and movies shown. Besides that, the movies shown by the teacher are also Islamic movies.

According to (Dornyei, 2001) cooperative tasks and group activities can lead to increased motivation and better academic outcomes. Teachers often assign group projects to foster collaborative learning among students. Collaborative learning accomplishes a unique blend of academic and social objectives, which are seen as ideal for enhancing motivation. This is in line with research conducted by (Firdausi, 2020), it proves effective in promoting learning outcomes while directly meeting students' needs for belonging and interpersonal connection. They usually work on group assignments with friends who are in the same sitting circle, as their classroom seating is already organized into groups.

4) Encouraging positive retrospective self-evaluation.

According to Dornyei (2001) in providing feedback to students, teachers are encouraged to look at everything or student's contribution in learning and in student achievement. In accordance with the results of this study, the teacher gave feedback to students by providing input or feedback. When necessary, the teacher addressed issues privately to avoid hurting students' feelings. Additionally, students actively requested feedback, as shown by chat messages the teacher shared with the researcher. The teacher also asks for feedback from

the students, knowing they have different needs and characteristics. Students can write their feedback anonymously, and the teacher has learned a lot from this. The teacher realizes that every batch she teaches, whether it is boys or girls, they have different learning styles, so every year, the teacher adjusts her teaching style according to student feedback.

To promote active participation, the teacher called on students and gave stickers to successful study groups. Dornyei (2001) states that awards positively recognize student performance. Interviews and observations confirmed that the teacher used rewards to boost motivation. Stickers aimed to encourage improvement and maintain enthusiasm for learning. The teacher also gave different stickers to boys and girls, with superhero stickers for boys and cute, aesthetic stickers for girls.

In conclusion, the findings showed that the teacher used mostly the same strategies to motivate students. However, the way these strategies applied were differed for male and female students. In the female class, the teacher created an energetic atmosphere using humor and body gestures, giving praise centered around personal attributes like appearance or behavior. Structured indoor activities, such as group discussions in air-conditioned classrooms, fostered a calmer, more focused environment. The teacher selected discussion topics related to social issues and current trends, used multimedia tools with visually appealing content, and incorporated dynamic group activities and instrumental music to keep motivation high. Rewards included cute, aesthetically pleasing stickers, along with constructive feedback to refine teaching methods. On the other hand, in male class, the teacher raising the volume and using body gestures more

frequently to maintain attention. Outdoor activities like running dictation and treasure hunts, along with discussion topics related to sports and hobbies, kept them engaged. Multimedia tools with action-packed visuals, dynamic group activities, movies, and superhero-themed stickers were also used to motivate them.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter supplies the research conclusion and suggestions for further research that is drawn from the interpretation of findings and discussions.

5.1 Conclusion

The conclusion provides an answer to the research question: How the teacher motivate students to learn English in a gender-segregated high school environment at SMPIT Ukhuwah Banjarmasin? based on analysis in Chapter IV that was done by observations and interview with the participant. Based on the analysis of this study, it can be concluded this study has explored various motivational strategies implemented by the teacher at SMPIT Ukhuwah Banjarmasin. The findings showed that the teacher used mostly the same strategies to motivate students in a gender-segregated classroom setting, the way these strategies were applied differed for male and female students. The findings show the importance of creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation.

The findings show that the teacher employed a variety of strategies to motivate students, with differences in their application based on gender. For female students, the teacher fostered an energetic atmosphere using humor, body gestures, and praise focused on personal attributes. Structured indoor activities, such as group discussions, and the use of multimedia and music helped maintain engagement. Rewards, like aesthetically pleasing stickers, were paired with constructive feedback to further refine teaching methods. In contrast, for male

students, the teacher used louder speech and more body gestures to capture attention. Outdoor activities, like running dictation and treasure hunts, along with discussions on sports and hobbies, kept the students engaged. Multimedia tools with action-packed visuals and superhero-themed rewards were also utilized. These findings highlight the importance of adapting motivational strategies to the distinct needs of male and female students.

5.2 Suggestion

Referring to the research data above, the researcher offers some suggestions, as follows:

1. For the teacher

The researcher suggests that teachers can continue to develop and use the appropriate strategies to determine which strategies should be used for both male and female students. Additionally, the ongoing exchange of feedback between teachers and students is encouraged to foster and maintain positive relationships in the learning environment.

2. For other researchers

The researcher suggests that other researchers can use different theories with more subjects and can observe for a longer time to get more complex data from this study.

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APPENDICES

Appendix 1

OBSERVATION SHEET

Date:

Teacher:

Class:

	Checklist	Activity
1. Creating basic motivational conditions		
Aspect: Classroom Environment		
- Encourages behavior and learning through praise and rewards.		
- Sets clear learning objectives and communicates expectations.		
- Creates a friendly and supportive learning environment.		
Aspect: Teacher-Student Interaction		
- Shows enthusiasm and passion for teaching.		
- Provides individual attention and feedback.		
2. Generating initial motivation		
Aspect: Engaging Instruction		
- Uses interactive teaching techniques.		
- Connects English study to students' passions and experiences.		
- Promotes engagement with multimedia resources.		
Aspect: Relevance of Content		
- Relates English study to practical issues and long-term objectives		

- Highlights the importance of English proficiency.		
3. Maintaining and protecting motivation		
Aspect: Encouragement and Support		
- Recognizes and highlights students' development and achievements.		
- Offers assistance during challenging assignments.		
- Provides tools and resources to overcome challenges.		
Aspect: Fostering a Positive Learning Environment		
- Promotes a sense of belonging and teamwork.		
- Encourages collaborative learning.		
-Serious learning		
-Enjoy learning		
4. Encouraging self-evaluation		
Aspect: Reflection and Feedback		
- Encourages self-reflection on learning progress.		
- Provides constructive feedback for improvement.		
- Helps students set and assess their own objectives.		

Appendix 2

Interview Guidelines

List of questions:

1. What motivational strategies do you often use when teaching?
2. How do you create a supportive classroom atmosphere to motivate the students?
3. How do you manage the class, is it teacher-centred or interspersed with discussion?
4. How do you give criticism, suggestions, and feedback back to the students?
5. Do you talk more to males or females?
6. How do you motivate your male and female students? Do you motivate them differently?
7. Which one do you think is better in acquiring English? Males or females?
Do you have any special treatments to males or in teaching English?
8. Are there any different competences between boys and girls? → Which one is contributing more in classroom activities? Males or females?

Appendix 3.1

OBSERVATION SHEET

Date: 30 April 2024

Teacher: Ustadzah Sofi

Class: 7D (MALE CLASS)

Lesson; Watching a movie

	Checklist	Time	Activity
1. Creating basic motivational conditions			
Aspect: Classroom Environment			
- Encourages behavior and learning through praise and rewards.	√	24.32 31.53 36.30	-Shushing the students when they noisy -Thanked the students for taking the speaker downstairs. -Nodding and showing a thumbs up
- Sets clear learning objectives and communicates expectations.	√	11.18	Explained to the them, they're gonna watch a movie and expect them to pay attention for the pronunciation for the assignment
- Creates a friendly and supportive learning environment.	√	6.11	Greet all the students and check the present list one by one She's friendly and fun but also firm-by giving them kind reminders
Aspect: Teacher-Student Interaction			
- Shows enthusiasm and passion for teaching.	√		Her expressive tone of voice, engaging body language, and inclusive eye contact.
- Provides individual attention and feedback.	√	14.56 15.18 17.16	Answering all the questions and giving them the feedback
2. Generating initial motivation			
Aspect: Engaging Instruction			
- Uses interactive teaching techniques.	√		Interactive technique by watching a movie together
- Connects English study to students' passions and experiences.	√	10.36	Showing a movie that tells the story of Bilal's life
- Promotes engagement with	√		Showing movie on the LCD and using

multimedia resources.			speaker
	Aspect: Relevance of Content		
- Relates English study to practical issues and long-term objectives	-		
- Highlights the importance of English proficiency.	-		
3. Maintaining and protecting motivation			
Aspect: Encouragement and Support			
- Recognizes and highlights students' development and achievements.	√	19.11	S; ustazah itu tadi of course bujur lah itu phrase usth? T; Iyap betul itu nak (nodded and gave him a thumbs up)
- Offers assistance during challenging assignments.	√	25.02	Helping students whenever there is a lack of understanding, the atmosphere in the classroom is comfortable and supportive, so students do not feel embarrassed to ask if there is something they do not understand. There are students who come forward to the usth table to ask questions.
- Provides tools and resources to overcome challenges.	√		
	Aspect: Fostering a Positive Learning Environment		
- Promotes a sense of belonging and teamwork.	-		
- Encourages collaborative learning.	-		
	4. Encouraging self-evaluation		
	Aspect: Reflection and Feedback		
- Encourages self-reflection on learning progress.	-		
- Provides constructive feedback for improvement.	-		
- Helps students set and assess their own objectives.	√	37.32	Ketika siswa sudah menemukan salah satu phrases namun kurang yakin, kemudian usth mebenarkan dan meyakinkan siswa tsb

Appendix 3.2

OBSERVATION SHEET

Date: 2 May 2024

Teacher: Ustadzah Sofi

Class: 7C (FEMALE CLASS)

	Checklist	Times tamp	Activity
1. Creating basic motivational conditions			
Aspect: Classroom Environment			
- Encourages behavior and learning through praise and rewards.	√	14:50 17:50 20:38	Teacher use praises often. For example; Very good, Good, good job. (showing thumb up) <i>When there's a student who doesn't really sure with her answer, but the teacher still appreciate her and explain moe about her answer.</i>
- Sets clear learning objectives and communicates expectations.	-		Teacher only mention what they are going to learn, did not specify and mention clear the learning objectives
- Creates a friendly and supportive learning environment.	√	7:00	Showing a funny video related to the material makes the students laugh and excited <i>the students could sense the excitement and the passionate from the way she talks, explains, the facial expressions also body gestures.</i> <i>Her voice is loud, and she could maintain it for the whole session.</i>
Aspect: Teacher-Student Interaction			
- Shows enthusiasm and passion for teaching.	√	26:00	-The teacher provides a lot of information related to the material; animals. For example, she explained about panda, she describe panda in a very way, added some information about how China treated Panda as their national animal, explained

		23:56 13:00	the difference between turtle and turtoise, etc. Move around in the classroom Actively interact with the students
- Provides individual attention and feedback.	√	41:05 9:30	Everytime the students asked something, she always answer it. For example; “ustadzah, panda ada nggak warna coklat?” Move around in the classroom and monitor students’ progress of the assignment
2. Generating initial motivation			
Aspect: Engaging Instruction			
- Uses interactive teaching techniques.	√	8.02 8:41 44:21 9:06 14:42	<i>She uses varied voice tones, and hand gestures to keep students attention.</i> Hand gestures; pointing at the video a few times Hand gestures; shushing at the students to keep silent Body gestures; explaining gigantic octopus Group activities Actively involve the students with the discussion by giving them some questions (eg: Size, what it size?)
- Connects English study to students' passions and experiences.	√	15:41	The material is about descriptive text (describe animal), the teacher relate, provide and support the material with a lot of informations related to the animal that they were discussed.
- Promotes engagement with multimedia resources.	√		Showing an animal picture through an LCD
Aspect: Relevance of Content			
- Relates English study to practical issues and long-	-		

term objectives			
- Highlights the importance of English proficiency.	-		
3. Maintaining and protecting motivation			
Aspect: Encouragement and Support			
- Recognizes and highlights students' development and achievements.	√	42:58	
- Offers assistance during challenging assignments.	√	42:52 44:08	She pays attention to the students when they are working on the assignment and approach them who found difficulties and struggles.
- Provides tools and resources to overcome challenges.	√	41:36	On the paper, she already provides a few examples of guidelines and sentences that the students could use when they're working on the paper
Aspect: Fostering a Positive Learning Environment			
- Promotes a sense of belonging and teamwork.	√	9:06	At the beginning of the lesson, she shared a paper and asked the students to discuss it with their group
- Encourages collaborative learning.	√	47:27	Teacher gave them a group assignment. She encourages to work the assignment with their own group collaboratively, she gave star to the most cooperative group when doing the paper
4. Encouraging self-evaluation			
Aspect: Reflection and Feedback			
- Encourages self-reflection on learning progress.	-		
- Provides constructive feedback for improvement.	-		
- Helps students set and assess their own objectives.	-		

Appendix 3.3

OBSERVATION SHEET

Date: 7 Mei 2024

Teacher: Ustadzah Sofi

Class: 7D (MALE CLASS)

Lesson; Describing Animal

	Che cklis t	Timestamp	Activity
1. Creating basic motivational conditions			
Aspect: Classroom Environment			
- Encourages behavior and learning through praise and rewards.	√	14:40	Always give appreciation to students who can answer questions or give their opinions about animals (Good, very good).
- Sets clear learning objectives and communicates expectations.	√	13:21	Mention they're gonna learn about describing animal
- Creates a friendly and supportive learning environment.		13:32 28.31	-set boundaries, giving a warning to them 3 times, if there are students who are reprimanded 3 times, the student will be told to leave the class. -Memberikan penjelasan bahwa UKD minggu depan boleh melihat catatan, dan meminta siswa untuk mencatat secara lengkap
Aspect: Teacher-Student Interaction			
- Shows enthusiasm and passion for teaching.	√	16:42 17:29	<i>Her lively tone of voice, energetic body language, and excited demeanor make the lesson captivating and enjoyable for the students.</i> Body gesture: menunjuk ke arah panda, Hand gestures: "how many legs?" "four" showing her four fingers

		22:01	Menceritakan cerita panda di China dengan menarik
- Provides individual attention and feedback.	√	30:19 30:30	Answering one-on-one questions from students who do not understand
2. Generating initial motivation			
Aspect: Engaging Instruction			
- Uses interactive teaching techniques.	√	From 12-32	Actively discuss the material with the students
- Connects English study to students' passions and experiences.	√	24:20	The material is about simple present tense, the teacher relates the material to daily habits.
- Promotes engagement with multimedia resources.	√		Showing panda picture through an LCD
Aspect: Relevance of Content			
- Relates English study to practical issues and long-term objectives	-		
- Highlights the importance of English proficiency.	-		
3. Maintaining and protecting motivation			
Aspect: Encouragement and Support			
- Recognizes and highlights students' development and achievements.	√		Always give praise and appreciation to students if they can answer, or give their opinions.
- Offers assistance during challenging assignments.	√	34:03	Sets clear examples and instructions.
- Provides tools and resources to overcome challenges.			
Aspect: Fostering a Positive Learning Environment			
- Promotes a sense of belonging and teamwork.	√	30:29	Group discussion
- Encourages collaborative	√	31:20	Giving them a task, group assignment

learning.			
4. Encouraging self-evaluation			
Aspect: Reflection and Feedback			
- Encourages self-reflection on learning progress.	-		
- Provides constructive feedback for improvement.	-		
- Helps students set and assess their own objectives.	-		

Appendix 3.4**OBSERVATION SHEET**

Date: 15 May 2024

Teacher: Ustadzah Sofi

Class: 7C (FEMALE CLASS)

	Chec klist	Timest amp	Activity
1. Creating basic motivational conditions			
Aspect: Classroom Environment			
- Encourages behavior and learning through praise and rewards.	√	11:13	When there's a student who doesn't really sure with her answer, but the teacher still appreciate her and explain moe about her answer.
- Sets clear learning objectives and communicates expectations.	-		
- Creates a friendly and supportive learning environment.	√	11-27 41:43	The practice were creative and fun. The students were laughing when they do the practice everytime they heard the animal sound Her voice is loud, and she could maintain it for the whole session. Mencoba menyemangati siswa sebelum menjawab soal lirik "Are you ready??!" "Lemes banget suaranya, ayo yang semangat dong, are you readyyy??!"
Aspect: Teacher-Student Interaction			
- Shows enthusiasm and passion for teaching.	√	48:22	-The teacher provides a lot of information relate to the song, explain the lyrics Actively interact with the students
- Provides individual attention and feedback.	√		Everytime the students asked something, she always answer it.

Positive peer interaction	√	22-30	Actively participated in discussions and show enthusiasm. They were having fun and showing enthusiasm when they wrote their answer on the white board
2. Generating initial motivation			
Aspect: Engaging Instruction			
- Uses interactive teaching techniques.	√	11-30	Starts the class by playing animal sounds as a practice Group activities Discussions
- Connects English study to students' passions and experiences.	√	25:24	Menjelaskan perbedaan bunyi bunyi hewan di setiap negara (bunyi suara ayam berkokok di Indonesia berbeda dengan di Amerika; cock-a-doodle-doo)
- Promotes engagement with multimedia resources.	√		Use an LCD and a speaker
Aspect: Relevance of Content			
- Relates English study to practical issues and long-term objectives	√	45:01	Menceritakan pengalaman ustadzah bagaimana beliau dulu jadi tertarik dan mau belajar bahasa Inggris
- Highlights the importance of English proficiency.	-		
3. Maintaining and protecting motivation			
Aspect: Encouragement and Support			
- Recognizes and highlights students' development and achievements.	√	37:11	Menanyakan kepada siswa sudah berapa soal terjawab dan mengapresiasi kejujuran mereka dan memberi kesempatan lagi untuk menjawab soal dengan memainkan kembali lagu "Roar" from Katy Perry "How many that you get?"

			“4? Waw. Good, I’m going to reply one more time”
- Offers assistance during challenging assignments.	√	17:21	She pays attention to the students when they are working on the assignment and approach them who found difficulties and struggles.
- Provides tools and resources to overcome challenges.	-		
Aspect: Fostering a Positive Learning Environment			
- Promotes a sense of belonging and teamwork.	√	11:01	At the beginning of the lesson, she shared a paper and asked the students to discuss it with their group
- Encourages collaborative learning.	√	11.01	Teacher gave them a group assignment. She encourages to work the assignment with their own group collaboratively, she gave star to the most cooperative group when doing the paper
4. Encouraging self-evaluation			
Aspect: Reflection and Feedback			
- Encourages self-reflection on learning progress.	√	35:10 37:48 44:10	Always encourage them that it’s okay to make mistakes, she encourages the students not to worry, but persuaded them to work their best, their best as they can. Told them that she really appreciate their honesty, she didn’t care how many right answer they can get, but she told them she wants to know the capabilities of them. “I put my trust on you, ustadzah percaya kejujuran kalian silakan di cek jawabannya masing-masing
- Provides constructive feedback for improvement.	-		

- Helps students set and assess their own objectives.	-		
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Appendix 3.5

OBSERVATION SHEET

Date: 29 May 2024

Teacher: Ustadzah Sofi

Class: 7C (FEMALE CLASS)

Lesson: Simple Present Tense

	Checklist	Timestamp	Activity
1. Creating basic motivational conditions			
Aspect: Classroom Environment			
- Encourages behavior and learning through praise and rewards.	√	11:21 13:17	“Very good” “Good” “”Good question”
- Sets clear learning objectives and communicates expectations.	-		
- Creates a friendly and supportive learning environment.	√	22:38 26:15	Telling them something funny Actively listening to the students
Aspect: Teacher-Student Interaction			
- Shows enthusiasm and passion for teaching.	√	22:38	Showing great energy when teaching Support the students, both academically and emotionally
- Provides individual attention and feedback.	√	18:34 24:01	Yes, the teacher answered some questions from the students and provides them with additional information. Salah satu siswa bertanya jika menggunakan nama apakah

			kalimatnya harus ditambah s
2. Generating initial motivation			
Aspect: Engaging Instruction			
- Uses interactive teaching techniques.	√	12:59	Using handbody gestures: showing rugby movement
- Connects English study to students' passions and experiences.	√	13:56	The material is about simple present tense, guru mengaitkan materi dengan memberikan contoh kebiasaan yang dilakukan setiap hari.
- Promotes engagement with multimedia resources.	√	32:55	Create a comfortable atmosphere when students are working on problems by playing some songs and instruments through the speakers.
Aspect: Relevance of Content			
- Relates English study to practical issues and long-term objectives	-		
- Highlights the importance of English proficiency.	-		
3. Maintaining and protecting motivation			
Aspect: Encouragement and Support			
- Recognizes and highlights students' development and achievements.	√		Ustadzah mencoba menyemangati, membantu, dan meyakinkan, beberapa siswanya untuk berani dalam menjawab soal
- Offers assistance during challenging assignments.	√	33:16 35:01	Membantu siswanya setiap ada yang kurang paham. Ada beberapa siswanya yang maju ke meja ustah untuk bertanya atau ustadzah yang mendatangi meja siswa.
- Provides tools and resources to overcome challenges.	√	31:21	Tulisan yang ada di papan tulis adalah salah satu source siswa dalam mengerjakan latihan

Aspect: Fostering a Positive Learning Environment			
- Promotes a sense of belonging and teamwork.	-		
- Encourages collaborative learning.	-		
4. Encouraging self-evaluation			
Aspect: Reflection and Feedback			
- Encourages self-reflection on learning progress.	-		
- Provides constructive feedback for improvement.	√		‘it’s okay, coba aja pian tulis’ ‘gapapa, jangan takut salah’
- Helps students set and assess their own objectives.	√		celebrate successes, and address any difficulties.

Appendix 4

Interview Transcript

R: Sudah berapa lama pian ngajar bahasa Inggris di Ukhuwah ustadzah?

T:Iya, untuk di Ukhuwah Mengajar bahasa Inggrisnya tuh dari tahun 2018 Jadi sekitar hampir 6 tahun. Kan dari 2018 tahun. Iya Sebelumnya itu mengajarnya Bukan di Ukhuwah, di sekolah lain dan di lembaga les kayak EF

R: Pas Pian sudah di Ukhuwah sudah langsung di SMP ya ustadzah?

T:Dari baru masuk sampai sekarang Alhamdulillah di SMP . Belum ada di mutasi lagi

R: Di SMP tuh Pian sudah langsung dua kelas putra Langsung putri gitu?

T:Iya Waktu awal masuk SMP Itu Dua kelas putra Dua kelas putri Oh Kadang Biasanya kan dua kelas putra Dua kelas putri Tapi di tahun 2018 itu ada perubahan Jadi tiga kelas putri Dua kelas putra. Jadi lima kelas, Lebih banyak putri

R: Biasanya strategi apa yang Pian gunakan dalam motivasi siswa pas yang lagi ngajar bahasa Inggris?

T: Strateginya ini bermacam-macam, yang jelas strategi itu ditentukan oleh minat siswa Jadi kalau misalkan siswa itu sedang, biasanya kan kalau di Ukhuwah ini kan banyak kegiatan Kegiatannya itu luar biasa lah dibanding sekolah lain Mungkin Hilya tau pernah mengalami Jadi kalau misalkan kayak seperti habis acara-acara yang banyak membutuhkan kegiatan fisik kayak gitu Strateginya itu belajarnya jadi lebih santai

T: Misalkan listening music atau nonton film seperti itu Itu kan menarik perhatian siswa. Biasanya kan siswa kalau habis kegiatan kayak misalkan pramuka tuh males-males

sekolahnya Jadi kayak aduh saja capek aduh saja dan lain-lain Jadi menarik perhatiannya itu Dengan pembelajaran yang menyenangkan Misalkan nonton video kemudian dia nanti mereka mencatat Moral value sedikit bercerita tentang film yang ditontonnya Kemudian moral value yang dia ambil dari film itu apa

T: Atau kalau misalkan strategi lain Biasanya pada saat mereka mengerjakan soal Biasanya kan anak itu banyak terdistract kayak gitu Jadi supaya jangan terdistract bisa Bisa sambil memutar lagu pada saat mereka mengerjakan soal Atau misalkan sambil memutar instrumen-instrumen kayak gitu

T' Kemudian strategi lain itu adalah banyak berdiskusi Karena khususnya di kelas putri itu mereka banyak sekali bicaranya Jadi supaya tersalurkan Jadi salah satu motivating strateginya itu adalah Mengajak berdiskusi tentang Tren-tren zaman sekarang Kayak misalkan sekarang kan banyak nih Tren-tren menggunakan bahasa Inggris Nah jadi itu sambil Kalian tau gak ini artinya apa?

T: Kemudian biasanya itu. Sebulan sekali kita ada *quote of the day* Jadi anak-anak itu dia mencari quote-nya sendiri dalam berbahasa Inggris. Terus menyampaikan pada saat dicek daftar hadir Satu persatu Dia menyampaikan quotes yang dia pilih apa Nah kemudian kalau ada temen yang tidak tau dia menjelaskan artinya apa Nah itu. Jadi banyak berusaha sebanyak mungkin Mengambil motivasinya itu dari internal Nah tapi kita juga ada reward chart

T: Jadi misalkan kayak misalkan siswa yang mengumpulkan tugas tepat waktu Itu dapat sticker Kalau kita kan di dinding itu ada reward chart Jadi nanti dia dapat sticker. Sticker itu nanti di akhir pembelajaran akan dapat reward dari walasnya Nah itu bisa jadi juga salah satu karakteristik Atau salah satu penilaian untuk *best student*. Di Ukhuwah kan setiap bulan ada best student siswa terbaik Nah itu kategorinya beda-beda Ada misalkan bulan ini terbaik puasa sunnah Bulan ini terbaik tahajud. Bulan ini yang terbaik reward chartnya kayak gitu Jadi capaiannya beda-beda Jadi itu kurang lebih strateginya yang sering digunakan Jadi banyak yang berbeda-beda

R: Tergantung situasi dan kondisi Jadi kan lebih banyak strategi yang ke arah internal daripada yang sebenarnya tadi. Oke pertanyaan kedua How do you create a supportive classroom that was pure to motivate the students?

T: Ya untuk create a supportive classroom itu Banyak memberikan pujian Karena siswa sekarang itu haus akan afirmasi. Jadi mereka iya Dia haus akan perlakuan kayak gitu Jadi biasanya kan siswa itu tidak pede kalau nilainya jelek. Jadi akhirnya kadang-kadang siswa itu takut menjawab soal Karena takut salah, takut nilainya jelek Tapi kita beri afirmasi Ya setidaknya kan kamu mencoba

T: Dari sepuluh soal listening dapatnya berapa? Dua Dia bilang oh very good Oh bagus Ustadzio cuma dapat dua Iya bagus Artinya kan dari sepuluh kan ada nih dua usahanya Oh iya kita coba lagi ya sekali lagi dengarkan Ada nambah gak ada satu Ustadzio Oh bagus kayak gitu Jadi dia termotivasi bahwa sesedikit apapun pencapaiannya kalau kita beri afirmasi, kita beri dukungan Itu dia merasa di support kayak gitu Jadi Kemudian Kemudian kan biasa kalau misalkan memberi nilai Itu ulun kasih komen Misalkan komennya good job Yang sesimpel itu excellent, very good You do your best Kayak gitu Jadi dia kadang itu tiap melihat nilainya itu excited juga melihat yang Ya komen-komen seperti itu Tapi memang perlu usaha lebih kan Dikali berapa siswa gitu kan Satu jenjang harus Berapa kelas Iya berapa kelas harus ditulis satu persatu Cuma itu tadi dia jadi senang kayak gitu

T: Kemudian Biasanya siswa itu sering minta feedback Ya jadi kayak misalkan ini kan mereka bikin portfolio. Nah ini ada beberapa siswa yang minta feedback Jadi dia ini

kayak gini Ulun Gusti Meissa boleh minta tolong gak komentar Pian untuk ulun, Untuk tugas portfolio Ya Nah jadi kita memberikan komen nih Tentang bagaimana dia belajar di sekolah Di pembelajaran bahasa Inggris Kayak gitu Jadi ada beberapa siswa ini juga ada dari kelas 7B Minta komentar buat portfolio Jadi dia siswa kadang-kadang sering minta feedback Kayak gitu Minta feedbacknya ustazah untuk pembelajaran

T: Biasanya itu di akhir tahun Nah sama kita pun bukan cuma siswa yang minta feedback ke guru Tapi ulun sendiri pun biasanya di akhir pembelajaran tiap semester Kita kan semester ada dua kali asas. Biasanya sebelum asas itu Ulun itu minta feedback dari siswa Silahkan tuliskan di kertas Masukkan dan saran dengan bahasa yang baik tanpa menulis nama. Jadi siswa menulis di surat Mereka itu sukanya belajarnya apa Sukanya dengan gaya seperti apa Yang dia tidak suka itu apa Nah dari situ kita bisa menyaring nih Dan jadi pembelajaran untuk tahun berikutnya Untuk kita sendiri

T: Awal-awal mula kita membaca feedback itu memang tidak gampang lah Membuka diri terhadap masukan itu kan tidak gampang Tapi kalau kita sudah terbiasa Ya kita sadar diri aja gitu Kita kan guru juga tidak sempurna. Jadi masukan siswa itu berarti untuk perubahan kita Karena kan siswa ini berubah nih Jadi dia merasa masukan dia didengarkan Jadi pada saat kita memberi masukan mereka juga mendengarkan. Nah itu Untuk menciptakan Supportive classroom antara guru dan siswa Itu dari Dari Pian baca feedback dari bawahnya lah

R: Komentar, feedback ataupun kritik dari siswa itu tuh Seberapa besar pengaruh terhadap gaya belajar ustah?

T: Sangat berpengaruh, Jadi kayak misalkan Anak-anak itu kan misalkan dia bilang Apalagi putra lah Saja kami bosan di kelas taruh sepanas Jangan misalkan atau Saja kami Kebetulan kan Hilya liat lah di kelas itu kan siswa putranya banyak Lebih banyak daripada putri Putri cuma 27 Siswa putra 35 Itu lumayan banyak dengan badan yang besar-besar Jadi biasanya mereka memberi masukan Usah aja sekali-sekali kita belajar di luar Nah itu Bisa jadi ikut memotivasi siswa Misalkan diajak berkeliling sekitar sini Atau misalkan Mengubah biasanya cuma reading satu persatu Kita ubah jadi reading dictation yang sambil berbicara Sambil mereka lari-lari Jadi kan kita tempel kertasnya dimana Dia berkelompok dia lari kesana Membaca kemudian memberi tau ke temannya apa yang dia baca

T: Jadi Itu tuh perubahan Kemudian sikap kita pun dalam menanggapi siswa Misalkan “ustadzah suara Pian terlalu kencang Ulur menggitir” Nah itu kan kita berarti berarti ada siswa-siswa yang Tidak semua siswa itu bisa menerima kalau misalkan kita keras. Ada siswa yang Tidak bisa dilembuti, ‘Ustadzah suara Pian terlalu lemah’ Jadi kan itu bisa pembelajaran kita Oh berarti kalau di kelas ini aku Jangan yang marah-marah teriak ke anaknya Cukup sampaikan pelan-pelan aja mereka sudah bisa Nah jadi itu besar pengaruhnya terhadap Gaya mengajar kita di kelas masing-masing Pertanyaan ketiga

R: Bagaimana cara Pian manage kelasnya Apakah teacher center Atau Pian lebih banyak berdiskusi atau student center

T: Ya untuk saat ini Kita banyak menggunakan diskusi. Banyak diskusi cuman ada beberapa materi itu yang seperti mengharuskan Teacher center Karena mungkin susah di sini kan siswa tidak diperbolehkan membawa gadget. Kemudian kita pun tidak ada PR disini jadi kayak misalkan untuk materi-materi yang seperti Grammar Itu mengharuskan Saat ini kebanyakan Teacher center cuman kita juga melibatkan siswa untuk berdiskusi Kayak gitu misalkan siswa Memperhatikan contoh Kemudian dia menjelaskan nih Dari sepemahaman dia Apa kayak gitu setelah siswa Menyampaikan sepemahamannya apa Baru kita benarkan kalau ada yang salah Nah jadi kalau ada benar Kalau yang

disampaikan siswa benar Kita terima tapi kalau ada yang salah Kita benarkan tanpa menyebut Yang disebut siswa itu salah Jadi langsung dikoreksi aja Yang benarnya seperti apa

T: Nah itu tapi kebanyakan Saat ini Siswa itu berkelompok sesuai dengan Duduknya kan juga berkelompok ya Jadi banyak kolaboratif Learning strategi kita banyak pakai CLS Kan juga pas angkatan dulu Kami kan duduknya berkelompok, mungkin melihat Pian ngajarnya Kerjakan kelompok sesuai tempat duduknya Nah itu Pian menyesuaikan Tempat duduknya itu. Terserah ini anak milih kawannya atau kayak apa saja Nah itu tergantung Biasanya kan setiap bulan Diacak lah tempat duduk itu Cuman Seringkali kalau dalam bahasa Inggris itu Kalau misalkan cuma mengerjakan Kayak Membaca atau lain-lain itu bisa Tinggalin kelompok duduknya yang sudah ada

T:Tapi kalau misalkan kayak proyek besar Kayak misalkan membuat map Siswa dipersilahkan memilih sendiri Karena kan kalau proyek besar Itu kan Agak susah Jadi dipersilahkan siswa Memilih kelompoknya sendiri Jadi tergantung kadang memilih sendiri Kadang guru yang memilihkan Tergantung kebutuhan Tapi kalau siswa memilih sendiri itu ada Syarat dan Ketentuan yang berlaku Misalkan Kalau misalkan Kalau misalkan Terlalu ribut Maka akan dipertimbangkan Kelompoknya atau kalau misalkan Ada penilaian Antara teman kan Kalau misalkan dipikirkan guru Kalau misalkan ada salah satu Di kelompok itu yang tidak bekerja Maka namanya jangan dicatat Jadi supaya semuanya Terlibat Itu lanjut ke Tanya yang keempat

R: Bagaimana Pian ketika ingin memberikan kritik Atau saran atau feedback Ke students Pian

T:Itu tadilah kritik Jaman sekarang itu kan disebut Generasi strawberry Jadi tidak semua siswa itu Gampang menerima kritik Nah kalau pribadi Ada yang kritik itu Disampaikan langsung ke siswanya Tapi mengusahakan sebisa mungkin Tidak dihadapan temannya Biasanya Kalau misalkan kritik yang benar-benar Harus dikritik siswa itu Biasanya Dipanggil siswanya saja kita bicara berdua Itu di luar kelas. Di luar kelas biasanya Apa sih masalahnya Dalam bahasa Inggris Kenapa sih Pian bersikap seperti itu Di pembelajaran bahasa Inggris Atau ada kesusahan apa Atau bosankah pembelajaran Atau dan lain-lain Pada saat disampaikan

T: Yang berdua itu menghindari siswa sakit hati Biasanya kan Kalau dikritik dihadapan kawan-kawannya Siswa sakit hati Sama ini juga Kadang-kadang kan yang namanya Siswa dan guru itu kan sama-sama manusia Kadang kita itu guru Itu bisa berprasangka yang tidak-tidak Ternyata kenyataannya tidak seperti itu Jadi Memberikan kritik berhadapan berdua Itu menghindari Salah paham Dan menghindari sakit hati Dari siswa Menghindari menyakiti hati siswa Kemudian Kadang kalau berduaan Siswa itu lebih menerima masukan atau kritik kita Nah untuk feedback tadi kan Ada yang via surat

Ada yang via chat siswa minta feedback Ada yang Siswa itu minta feedback secara langsung Ada Siswa itu yang Melihat feedbacknya dari catatan-catatan Di tugasnya itu Jadi feedbacknya beragam

R: Ulun sudah lanjut ke pertanyaan Tentang gender-gender Biasanya di kelas pian Lebih rancak bepandir Di kelas putra atau di putri saja?

T: Dua-duanya sama Cuman memang untuk Speaking itu Lebih banyak di putri Jadi untuk berbicara Atau berdiskusi Itu biasanya siswa putri itu Lebih aktif Putra itu mereka juga aktif berdiskusi Cuman kadang-kadang Tidak Seintens putri Jadi biasanya dia Seadanya ngobrolnya itu Dan biasanya sisanya Dia akan terdistract dengan hal lain Nah jadi Putra itu banyak berdiskusi Biasanya kita Berdiskusi dengan putra itu lebih ke Memancing perhatiannya misalkan memperlihatkan tokoh gambar idolanya Putra itu kan

biasanya suka olahraga Nah kalau misalkan kita Ganti nih Teks itu ganti dengan Yang idola-idola kesukaannya Misalkan pemain bola kesukaannya mereka akan Excited kayak gitu Jadi putra itu lebih banyak Berdiskusi tentang hobinya

Sedangkan putri itu lebih banyak Tentang isu-isu sosial Nah isu-isu yang lagi ngetrend Tapi sejauh ini memang lebih banyak lebih sering itu Berdiskusi tentang hobinya Berdiskusi di kelas putri Karena lebih intens

R: Menurut Pian Kalau menurut Pian di kelas putra itu lebih gampang terdistract

T: Iya lebih gampang terdistract Kalau putra itu Apalagi dia kayak gini Putra itu fokusnya itu Singkat Kalau putri itu bisa bertahan Satu jam itu dia bisa fokus Kalau putra tidak bisa Putra itu kadang-kadang Untuk yang angkatan ini Untuk yang angkatan ini Kadang-kadang 15 menit Sudah terdistract Jadi Jadi kayak Ritme pembelajaran kita harus cepat Harus cepat Jadi misalkan dari menjelaskan Kita jangan banyak-banyak menjelaskan Sudah paham? Paham, oke sekarang silahkan berdiskusi Berdiskusi sama Waktu itu harus kita batasi di putra Kalau tidak kita batasi Itu tadinya terdistract

Misalkan berapa menit Berapa menit minta waktu untuk mengerjakan Misalkan jadinya minta waktu 15 menit saja Oke 15 menit selesai tidak selesai harus dikumpul Dan kita harus komitmen. Dengan kata-kata itu Kalau kata kita 15 menit harus dikumpul Memang selesai tidak selesai harus dikumpul Meskipun Banyak yang masih kosong Pokoknya kumpul saja dulu Karena kalau tidak seperti itu putra itu terdistract 15 menit Kadang banyak itu ngobrol dengan kawannya Mengerjakan soalnya Akhirnya tidak selesai Jadi kalau kita komitmen 15 menit harus selesai nih Jadi karena dia tahu pasti dikumpul Jadi dia akan fokus 15 menit itu Kemudian kita beri waktu 1 menit, 2 menit, 3 menit Kita diam Biarkan dia dulu Biarkan dia memuaskan Memuaskan Kedistract-an nya itu dulu Baru nanti kita mulai lagi Itu untuk putra

Apalagi kalau misalkan kelas itu campuran Putra-putri biasanya itu ada istilahnya jaim Putra-putri biasanya itu ada istilahnya jaim Tapi kalau misalkan kelas monogami Seperti kita putra Jadinya tidak ada kata jaim. Jadinya sefrekuensi ke kelas Jadi lebih challenging Jadi lebih challenging

R: Kalau menurut ulun melihat Pian Di kelas putra itu, pian lebih banyak menegur berkali-kali Harus memberikan instruksi itu berkali-kali

T: Kalau di putri cukup berapa kali Sudah paham. Putri itu cukup angkat tangan Dia sudah paham. Effortnya lebih kalau di kelas putra

R: Pian ada perbedaan tidak dalam motivasi siswa perempuan atau laki-laki

T: Iya beda Tapi rata-rata kesamaan putra-putri itu adalah Mereka suka dipuji Mereka suka pujian Kalau putri. Dia suka fisiknya dipuji Jadi oh You look great today Cantik, botol minumannya cantik Dia suka hal-hal yang seperti itu Kalau putra itu Lebih suka pekerjaannya yang dipuji Jadi misalkan oh Your handwriting is very good Tulisan tangan kamu bagus ya Jadi dia rajin menulis Wah kalau misalkan dia ter-distract Sambil menggambar Gak apa-apa kita puji saja Oh bagus gambarannya kenapa catatannya tidak Sambil dikasih gambar Biar semangat Jadi pujian itu Sangat membantu

T: Reward chart putra juga suka Dengan sticker itu Jadi dia kalau misalkan Dapat sticker dia semangatnya tinggi Kemudian putra Kalau putra itu tadi. Seperti yang ulun ceritakan putra itu suka Kalau kita membahas tentang Hobinya Nah itu kalau putra itu Hobinya kan game Kalau kita misalkan, kalau kita memberi hewan yang imut-imut Itu putra tidak tertarik Tapi kalau kita memberi Kita mencari hewan yang mukanya aneh-aneh Agak baas. Yang mukanya aneh-aneh Itu dia lebih bersemangat Mengerjakan yang heran Jadi

kayak misalkan yang Ada kan hewan-hewan itu yang mukanya aneh Giginya kayak apa Dia itu sambil ketawa-ketawa mengerjakan Dia senang gitu sedangkan kalau Diputri kalau misalkan Animal description Dia justru lebih suka Hewan yang lucu-lucu jadi Hewan itu berbeda kayak gitu Kita cari gambar hewan yang Imut-imut Jadi disitu agak perbedaannya Maskulinitas dan femininitas

T: Di kelas itu Kerasa bedanya jadi Disitu tuh motivasinya Kita bedakan Mungkin Gampangnya perbedaan kelas Itu disitu ya karena Siswa itu kan rata-rata kayak putra Kesukaannya mereka itu rata-rata akan sama Kalau tidak game Bola basket Musik itu kalau putra Kalau putri Pokoknya lihat yang cantik-cantik Warna yang lucu-lucu Jadi biasanya kalau ulun pribadi Powerpoint itu juga berbeda Powerpoint di kelas putra misalkan Isinya sama Cuma backgroundnya beda Kayak gitu jadi Effortnya itu sih Membedakan kayak gitu Cuma biasanya kalau kita kasih gambar-gambar yang menarik Untuk putra dia tertarik Dan putri kalau melihat yang Lucu-lucu warna pink Warna ungu itu dia Semangat kalau yang warna-warna pastel Yang ada gambar-gambar Lucu, stiker pun dibedakan Iya stiker reward chart Kalau putra itu Stikernya gambar Avenger Kemudian Kayak gambar Apalah super hero-super hero Itu untuk kelas putra Kalau putri dia suka yang Estetik-estetik kayak gitu Gambar-gambar lucu Jadi stiker itu berbeda Disediakan kayak gitu

T: Untuk yang putra sama yang putri Putra Nah ini untuk putra nih khusus nih Nah kayak Batman Itu yang ngasih rewardnya langsung tuh Biar langsung stiker saja Iya jadi misalkan Kelompoknya itu doing good job Misalkan mengumpul pertama Jadi Masing-masing anggotanya Dapat 4 kelompok ini dapat 3 Yang ini dapat 2 sisanya Dapat 1 kayak gitu Masing-masing per orang jadi Untuk memberi stiker ini diusahakan Semuanya dapat tapi jumlahnya Berbeda gitu Misalkan yang Paling cepat misalkan dapat Masing-masing Masing-masing member group itu Misalkan dapat 4 Yang berikutnya itu dapat 3 Berikutnya dapat 2 Sisanya tetap dapat tapi cuma 1 Supaya dia jangan Jangan merasa tersingkirkan

T: Dan sekarang kan gampang kan Tinggal cari di pinterest Di print pakai kertas stiker Sudah begitu tinggal dipotong Itu aja Berarti Karena beda Laki-laki untuk dominan kayak apa Jadi memotivasi juga beda lah Sesuai interest mereka Iya betul Nah ini menurut Pian Kayak apa saja Kalau misalnya dalam Apa Memahami bahasa inggris itu Female atau male Yang lebih bisa Dalam acquire english language

T: Entah ini Entah ini Sekedar..Apa sih Entah ini memang kebiasaan kita Menilai atau seperti apa Berapa tahun mengajar Entah kenapa putri itu Lebih bagus dalam speaking Jadi putri itu dia Kemampuan bahasa inggrisnya itu Lebih baik daripada putra Ya gitu Cuma Untuk gampang memahami Sebenarnya putra itu gampang juga memahami Cuma tidak sebagus putri Ya gitu Jadi putra itu Lebih bagus di part tertulis Misalkan Menjawab soal teka-teki Siswa itu putra lebih baik Kita kan ada kan kadang-kadang Pembelajaran itu yang ngasih riddle untuk siswa Nah kayak riddle-riddle kayak gitu Yang lebih gampang memahami Itu adalah putra Tapi sisanya kayak kemampuan Listening

T: Kemampuan speaking dan lain-lain Putri biasanya lebih unggul Especially Pronunciation Nah ini untuk yang di angkatan ini Cuma beberapa angkatan tahun lalu Itu justru kemampuan putranya yang lebih baik Jadi Kayaknya setiap angkatan itu Berbeda-beda Ada yang putranya itu jauh lebih baik Ada yang putrinya itu lebih baik. Kayaknya ini dipengaruhi oleh Learning loss Waktu SD Masa covid kan Jadi ada yang di SD nya itu Dia tidak tuntas dalam belajar bahasa inggris. Ada yang di SD nya sama sekali Tidak pernah belajar bahasa inggris Jadi Bisa benar-benar dalam kenyataannya Tidak bisa benar-benar ditentukan Siapa yang lebih baik tergantung angkatannya Kayak gitu

T: Kalau biasanya di angkatan kita ini Biasanya lebih banyak Dari siswa internal Putri misalkan Yang lebih gampang itu Biasanya putri karena di SD dia sudah pernah belajar Bahasa Inggris Nah kalau di SMP Itu berasa sekali Perbedaannya itu di kelas 7 Jadi kalau misalkan Dia bukan dari SD swasta Biasanya tuh Kemampuan bahasa Inggrisnya kurang Karena dia sama sekali tidak pernah belajar bahasa Inggris Tapi dari segi penangkapan Putra itu kalau misalkan Yang tadi kalau misalkan dia ada Teka teki sesuatu yang menantang Dia cepat memahami Tapi kalau kemampuan bahasa standar kayak listening speaking itu putri lebih baik Jadi ada positifnya

T: Ada negatifnya kayak gitu dari putri dan putra Dua-duanya tuh Baik cuman Beda Tergantung Partnya masing-masing Jadi putra Lebih harapnya di aspek yang mana Putri di aspek yang mana Iya betul Khususnya dalam belajar angka Jam, tanggal Menghitung Harga barang Putra lebih baik entah kenapa Gitu Jadi kayak yang Riddle teka teki itu putra lebih baik Tapi kalau misalkan kayak memahami teks panjang Memahami Tontonan dan lain-lain Itu putri lebih baik Oke

R: Ini pertanyaan terakhir saja Ini menurut Pian ada Perbedaan Kah Antara Apa sih kemampuan mereka atau kapasitas mereka Antara Pian mengajar di kelas Pian Dan di perempuan dan kelas laki-laki

T: Iya, berbeda lah. Khususnya dalam proyek. Kalau putra, biasanya kalau mengerjakan proyek, seadanya. Jadi untuk yang berhubungan dengan kreatifitas, kayak misalkan membuat peta dan lain-lain, putra itu tidak sebagus putri. Kalau putri, itu kreatifitasnya tinggi. Mereka suka sesuatu yang estetik, yang bagus, yang cantik. Jadi pada saat pengerjaan proyek, itu putri lebih baik. Kalau putra, biasanya bukannya tidak bagus. Dia sesuai yang kita minta. Sesuai yang kita minta. Harus ada ini, harus ada ini. Cuma mungkin mereka mengerjakannya lebih seadanya, kayak gitu.

T: Kemudian, pihak mana yang lebih berkontribusi ke kelas, biasanya putri. Putri itu, karena mungkin dia lebih suka bicara, ya. Jadi dia dalam diskusi dan apapun, dia semangat. Nah, kalau putra ini kan, dia bertanya. Kalau ada orang bertanya, dia menjawab, ya seadanya, kayak gitu. Karena itu tadi. Cuma kalau misalkan dari segi pemahaman, ya paham aja. Cuma kalau ditanya mana yang lebih berkontribusi di kelas, itu adalah kebanyakan putri yang lebih banyak berkontribusi di kelas. Entah itu tugas dan lain-lain. Putri itu kayaknya selalu lebih semangat. Engaging in all activities, itu di seluruh aktivitas itu putri lebih banyak. Cuma ada satu putra itu yang semangat. Yang semangat kalau kegiatan fisik. Nah, itu dia.

T: Kalau lari-lari, putra itu lebih suka daripada putri. Kayak misalkan belajar di luar kelas, makanya kalau putri kebanyakan lebih suka belajar di dalam kelas. Kalau putra, sepanas-panasnya di luar, dia lebih suka di luar. Nah, itu tadi perbedaannya itu. Jadi kalau mau engage siswa putra biar lebih aktif, kita cari kebanyakan kegiatan fisik.

R: Itu contohnya apa aja usth yang kegiatan di luar kelas

T: Iya, Running Dictation itu. Atau cuma sekedar ini. Kalau misalkan mati lampu kan, karena kelas kita ber-AC panas loh. Kalau misalkan mati lampu, cari suasana baru. Kayak gitu dah. Duduk di luar atau duduk belajarnya di resepsionis. Mungkin karena laki-laki itu gampang bosan mungkin lah. Jadi, gampang terdistract tadi. Jadi, dia suka tempat-tempat baru. Atau kalau misalkan dia... Kita bikin... Pernah waktu itu kami bikin di semester 1 itu Treasure Hunt. Jadi, mereka mencari harta karun. Mencari harta karun. Harta karunnya sebenarnya cuma boleh istirahat lebih awal. Itu aja. Dia cuma mencari kata-kata itu. Cuma kan dia mencari letak kata itu di mana. Nah, waktu itu Treasure Hunt kan pakai aktivitas fisik dia suka. Itu di kelas? Bukan, di luar. Keliling. Atau dodgeball. Lempar-lemparan bola. Nah, cuman itu risikonya besar. Kadang mereka itu... Apa sih? Pownya

tidak terkontrol. Jadi, kan kayak misalkan kita mutar musik. Mereka lempar-lemparan bola. Siapa pada saat musiknya mati. Dia jawab pertanyaan. Nah, itu cuman karena kelas putra ini banyak tadi. Risikonya lebih besar. Pernah kemarin itu sampai LCD-nya itu bergoyang. Gara-garanya bertawakan. Nah, itu. Itu sih.

T: Jadi, kalau putra dia agak kurang untuk menikmati aktivitas. Tapi kalau misalkan kita membacakan aktivitas fisik. Dia lebih tertarik. Kalau putri, dia lebih suka yang duduk-duduk di kelas.

R: Biasanya pas di kebelajaran kan ada menjelaskan learning objective. Itu biasanya di awal, kah ustadzah?

T: Iya, di awal. Kita misalkan untuk semester 2 ini kan cuman ada 2 bab. Satu, tiga bab dengan listening music. Kenapa? Karena di semester 2 ini. Waktunya lebih singkat. Kita terpotong bulan puasa. Kemudian kan. Bulan puasa 1 bulan. Setelah bulan puasa cuma tinggal 2 bulan. Jadi. Learning objective itu biasanya disampaikan di awal. Di awal bab. Diberitahu nanti kita. Dalam bulan ini. Belajar ini dan ini dan ini. Hari ini kalian belajar. Untuk memahami tentang. Apa sih namanya. Penggunaan simple present tense. Misalkan. Atau. Nanti setelah belajar ini. Diharapkan kalian bisa memahami teks. Atau bisa membaca teks. Nah itu biasanya di awal.

T: Tapi kan kita biasanya satu lesson itu bisa untuk. 3 kali, 4 kali pertemuan. Nah cuman. Objective nya itu cuman disampaikan 1 kali. Di awal pembelajaran. Biasanya di awal bab itu sih. Di awal bab. Oke. Habis itu. Kita selanjutnya. Pian biasanya anak ada.

R: Antara materi itu apakah pian bikin relate dengan kehidupan?

T: . Harus ada. Kalau kita kan disini. Harus relate dengan kehidupan sehari-hari. Dan harus relate dengan pembelajaran agama. Ya kan karena kita. Sekolah Islam terpadu. Jadi misalkan. Kayak misalkan kita menjelaskan tentang hewan. Biasanya. Kita. Kita mengaitkan tuh dengan kehidupan sehari-hari. Kayak misalkan. Hewan yang kalian lihat di kehidupan sehari-hari. Apa pets yang kalian punya. Apa kemudian. Perlu tidak sih bisa mendeskripsikan hewan. Kenapa? Harus perlu. Misalkan kan untuk berkorban. Kita kan harus bisa nih mendeskripsikan. Atau harus bisa mengenali ciri-ciri hewan. Kayak gitu. Nah itu kan. Di apa namanya. Dikaitkan dengan agama. Atau misalkan. Kita sebutkan hadis. Sayangilah yang di bumi. Maka yang di langit akan menyayangimu. Bagaimana mencintai binatang.

T: Jadi selain. Merilaskan dengan kehidupan sehari-hari. Kita juga rilaskan dengan. Keagamaan. Kayak gitu. Atau misalkan. Kita rilaskan dengan. Yang disukai anak-anak putri.

Biasanya tuh dengan gosip terkini. Nah. Ada nonton gak ini? Misalkan. Iya ceritanya apa. Nah nanti mereka bercerita. Baru. Kira-kira pembelajaran apa yang diambil. Kayak misalkan. Atau lagu yang lagi ngetrend. Biasanya kan. Wah kami tau lagu ini. Kami tau lagu ini. Tapi ternyata dia tidak tau. Lirikanya apa. Kayak gitu. Jadi misalkan. Kita kasih satu lagu. Oh ini liriknya yang bagus. Tapi kalian tau tidak. Lagu ini yang viral-viral. Oh lagu ini ternyata. Artinya apa. Ini-ini ternyata tidak baik. Jadi seperti itu. Ada gak dosa. Jepian.

R: Pas pembelajaran apakah pian menjelaskan atau mention 'kenapa sih belajar bahasa Inggris itu penting atau apa gitu'

T: Iya. Itu ada. Ada. Biasanya itu salah satu. Engaging motivation. Untuk siswa. Selain mempertanyakan kenapa belajar bahasa Inggris yang penting. Siswa itu suka mendengar pengalaman pribadi kita. Nah jadi kan. Kita menjelaskan tuh bahwa. Dulu pun. Ustazah

itu tidak jago bahasa Inggris. Kayak gitu. Sampai suatu ketika. Keadaan yang memaksa. Kayak gitu. Akhirnya harus berbicara bahasa Inggris. Sampai akhirnya lancar. Kayak gitu. Jadi dia. Suka tuh mendengar pengalaman-pengalaman kita. Kayak gitu. Kemudian. Kita berikan pengalaman-pengalaman baru juga. Kayak misalkan. Kami itu pernah. Mengadakan kelas kolaboratif dengan negara lain. Jadi. Terakhir itu dengan apa ya. Dengan Gaza kami pernah. Dengan Jepang. Dengan Palestine ya. Bukan Gaza. Lupa tinggalnya dimana itu mereka itu. Kemudian dengan Ukraina pernah. Dengan Brazil pernah. Jadi via Zoom. Jadi siswa kita menyiapkan presentasi. Menceritakan tentang negara Indonesia. Siswa mereka. Menceritakan tentang negaranya. Baru nanti mereka saling tanya jawab. Eh mau bertanya. Di Indonesia itu katanya ada hewan namanya. Ini katanya hewan furba. Itu ceritakan dong. Nanti siswa itu akan menceritakan. Atau misalkan. Oh di tempat tinggal kalian. Pakaian tradisionalnya seperti apa. Atau bahasanya bahasa apa. Nanti siapa yang mau menjawab. Dia akan menjawab. Kayak gitu. Jadi. Itu tuh. Jadi. Siswa merasakan langsung. Bahwa. Penting kan bisa bahasa Inggris. Kalau bisa bahasa Inggris. Dia akan membuka. Wawasan globalnya. Dia punya teman baru. Punya relasi baru. Nah itu. Jadi menghadirkan pengalaman.

T: Jadi. Kita kan ada komunitasnya tuh. Komunitas guru bahasa Inggris. Kebetulan kan. Ulun tuh pernah tergabung di. Waktu itu. Pelatihan Cambridge kan. Nah disitu. Bertemu dengan orang-orang. Guru-guru bahasa Inggris dari seluruh dunia. Yang. Inggris. SEFL. L. Inggris as foreign language. Gitu. Jadi kan. Istilahnya. Siswanya itu pun. Tidak. Terlalu. Siswanya itu. Tidak terlalu lancar bahasa Inggris. Jadi kan. Mereka ini sama-sama pede. Kayak gitu loh. Oh dia juga gak terlalu lancar bahasa Inggris. Tapi dia paham. Kayak gitu. Jadi lebih ke. Pengalaman. Langsung memberikan pengalaman.

Ke siswa. Kenapa pentingnya bahasa Inggris. Sama pengalaman. Jangan. Terlalu lancar bahasa Inggris. Jangan. Jangan ini loh. Jangan malu. Bicara bahasa Inggris. Kayak gitu. Pede aja. Kenapa. Karena. Sesalah-salahnya kalian. Mereka juga salah. Atau sesalah-salahnya kalian.

Mereka bisa paham. Kayak gitu. Nah itu. Itu dari studentsnya. Kenapa saja. Buannya. Merasa pede kah. Atau merasa. Iya. Pede aja. Kadang tuh. Kita tawarkan. Siapa yang mau presentasi. Kayak gitu. Ulun mau.

Ulun mau. Ulun mau. Mereka melist. Siapa yang mau. Siapa lagi yang mau. Ulun. Ulun. Kayak gitu. Atau.

Kalau untuk bertanya itu. Kita bebaskan. Siapa saja yang mau bertanya. Tapi. Kalau misalkan presentasi. Itu biasanya. Siswa akan menyiapkan sendiri. Sampai powerpoint. Powerpointnya pun. Mereka menyiapkan sendiri. Kayak gitu. Dan mereka excited.

R: Apakah kegiatan itu pas pembelajaran usth?

T: Pas di luar pembelajaran.

R: Soalnya kan menyesuaikan waktu.

T: Iya. Biasanya itu kita malam. Supaya di sana. Kita malam di sana. Pagi banget. Atau sore di sana. Kita malam. Kayak gitu. Kita kan sekolahnya sampai sore. Jadi biasanya itu malam minggu. Atau malam sabtu. Pas jam-jam siswa libur itu loh. Itu tiap bulan. Dulu tiap bulan. Tapi sekarang. Karena kesibukan. Kita off dulu. Udah serba yang mana kegiatannya saja. Iya. Lu ingat sekali. Lu membayangkan P5 tuh. Sudah banyak nih kegiatannya.

R: Setelah pian berapa tahun ngajar nih. Dari pilihan sendiri. Itu tuh. Lebih baik binian atau lakian itu. Tergantung ya usth saja?

T: Iya. Tergantung. Karena. Setiap angkatan tuh berbeda. Setiap angkatan pun kemampuannya berbeda. Jadi. Jujur. Setiap angkatan pun. Memberikan pelajaran baru. Kayak gitu gagasan kita. Bahwa. Kita itu tidak bisa mengajar kayak gitu. Kayak gitu saja. Pasti harus berubah. Karena setiap tahun. Berbeda siswa. Maka berbeda gaya mengajar. Meskipun. Meskipun materinya pun sama. Apalagi ini kan beda kurikulum lah. Awalnya dulu K13. Terus kurikulum. Yang apa sih? Yang covid-covid itu. Kurikulum apalah. Lupa. Sebelum kurikulum merdeka. Kemudian baru kurikulum merdeka. Itu kan berbeda kurikulum. Kurikulum merdeka juga. Cuma kayak sekolah itu. Bebas menentukan. Nah itu kan waktu itu yang jaman-jaman covid. Terus sampai merdeka belajar.

T: Bukan cuma berbeda kurikulum. Berbeda angkatan pun. Akan mengharuskan kita berbeda gaya mengajar. Kayak gitu. Karena. Itu tadi. Apalagi bahasa ini kan selalu berubah kan. Kadang. Kita ada bahasa-bahasa baru. Yang dulu tidak ada dikenali. Kayak gitu. Jadi kita pun dituntut untuk selalu belajar. Aduh. Apa tadi ya? Kalau pembelajaran itu. Language is arbitrary ya. Iya kan? Bahwa bahasa itu kan berubah. Iya gitu. Tapi saja. Ini misalnya angkatan ini. Lawan angkatan sebelumnya.

R: Itu contoh Pian perbedaan gaya mengajar Pian itu apa saja? Contoh lah. Dulu awal masuk. Harus sistem militer.

T: Yang kita itu kalau kada bawa tongkat. Siswanya tuh. Kada mendang lari. Kayak gitu. Nah. Terus. Misalkan kayak angkatan 15 itu. Kita cuman berdiam aja. Dia paham. Kayak gitu. Bahwa dia harus diam. Kayak gitu. Kemudian angkatan yang sebelum ini. Kita angkat tangan aja. Dia langsung paham. Dia harus diam. Kayak gitu. Kalau yang angkatan ini. Kita angkat tangan. Dia diam. Bisa jadi. Beberapa detik kemudian. Dia kayak gitu lagi

T: Atau angkatan-angkatan terdahulu. Itu kalau misalkan kita keras. Mereka masih. Ada respect. Enggak. Kalau kita keras. Mereka masih. Oh. Ya sudah. Kayak gitu. Berarti aku salah. Tapi kalau angkatan yang sekarang. Kalau kita keras. Dia bisa menangis. Bisa merasa bersalah, beda. Jadi kadang. Kita bisa keras. Tapi. Kita kontrol. Kerasnya itu dimana. Kayak gitu. Nah. Atau. Kalau misalkan yang tahun lalu itu. Mereka banyak kegiatan. Banyak tugas. Banyak ini mereka kuat. Cuman kalau tahun ini. Mereka. Agak lambat. Proyeknya. Jadi ya kita. Mengikuti ritme. Kayak gitu. Nah. Sama kayak misalkan. Beberapa tahun yang lalu. Kan kita banyak proyek. Kalau yang tahun ini. Jarang proyek. Kayak gitu. Lebih banyak. Kayak. Kelompok. Kegiatan tertulis. Dan lain-lain.

R:Baik, ulun rasa sudah cukup ustadzah, terimakasih banyak ustadzah

T: Inggih Hilya

Appendix 5.1

TRANSCRIPT 30 APRIL 7D

T: Good afternoon everyone

S: Good afternoon ma'am

T: I'm going to call your name one by one, usth akan memanggil nama kalian satu per satu, when I mention your name, raise your hand. Kalo masih banyak yang bicara usth tidak melanjutkan. Yang tidak mendengar ustadzah dianggap tidak hadir.

T: Today we're going to have movie class, kita akan nonton film,

S: Anime

T: yang jelas bukan nonton anime, bukan nonton Indonesia vs Uzbekistan

T: Rafi duduk nya dimana Rafi, eh Arif. Duduk di tempat duduknya masing-masing. Sudaah? Simpan dulu, pian yang simpan datau ustadzah yang simpankan, Ini pelajaran Bahas Inggris.

T: So, when you watch the movie, usth pilihkan film nya yang pronunciationnyagampang.

S: Yess

T: Kalian ada tugas saat kalian menonton, tugasnya adalah, you listen to the pronunciation kalian pilih 3 kata, 4 kata, ustadzah tambah 5 nah. Four phrase, bukan kata ya, tapi phrase, yang kalian pikir kalian bisa mengucapkan, yang kalian bisa meniru. Misalnya 'you're marvelous'.

T: Yang bisa kalian tiru yang bisa kalian ucapkan. Yang di belakang jelas?

T: Misalkan kalian tidak tau tulisannya apa, gapapa sebisanya aja, Yang bisa kalian tiru yang bisa kalian ucapkan

T: Jadi nanti, at the end of the no, nanti pada saat usth panggil nama kalian. Misal Azzam, Azzam harus mengucapkan phrase itu yang sudah dicatat

S: Yang disambat apa kena usth

T: Pian kan nonton film, difilm nya kan ada dialognya misal 'good morning' "Ah aku bisa ni mengucapkan good morning" nah good morning pian catat

S: Satu kata boleh lah usth

T: Jangan satu kata, phrase itu minimal dua kata.

T: Itu yg dibelakang sudah 4 kali ustadzah tegur ya, kalo sampai 5 kali usth kasih tugas tambahan. Do you have any question?

T: Ditonton aja jangan berkomentar jangan berbicara, itu yang duduk di belakang, tidak ada, tidak ada yang duduk dibelakang, duduk di depan atau di mejanya masing-masing

Masa usth harus menjelaskan berulang ulang terus

S: Naa habis waktunya

Appendix 5.2

TRANSCRIPT 7C 2 May 2024

T: Good morning everyone

S; Good morning usth

T: Hari ini, sebelum usth menjelaskan materi, usth akan menampilkan a warm up video, video untuk pemanasan supaya kita sadar belajar tentang apa, animalia atau mamalia, kingdomnya

T: Speakernya bisa kan? Why it doesn't work? Ohh belum dicolok

T: Ko tidak bisa muncul ya, okey. Take alook at the video, kira kira adakah hewan yang ti ak pernah kalian liat sebelumnya. What kind of animal that u havent see in real life

----Students get anthusiasm as they watched the video----

T: Kira-kira animals that you want to see in real life apa?

S: Alpaca

S: Ga ada usth, karena nggak suka hewan.

U: Ohh, kamu Nggak suka animal?

S: Ulun kada suka animals bukan berarti ulun benci animals

U: Listen listen Nak, ada hadits yang mengatakan

S: MasyaAllah

T: 'Sayangilah apa yang di bumi maka yang di langit akan menyayangimu'

T: We are going to continue, we are going to describe the animals. Ustadzah masih mendengar ada suara suara

T: I'm going to give you the paper, you do it as a group, ini dikerjain secara berkelompok ya based on your seat.

T: Alright, All of you please now write down full names of the members, nama lengkap ya, and tuliskan nama lengkap ya not nickan me lalu tuliskan kelas 7C.

S: dimana nulisnya usth

T: Diatas kertas

T: Are you done guys? Oke, now please take a look on the whiteboard, no one writing tidak ada yang menulis lagi

T: Ingat, If you want to describe animals , you have to know the subject, harus tau dulu subjeknya., siapa yang masih ingat subjek? Ada apa aja?

S: I, you, they, we,

S: Her

T: I, you, we they, he, she, it. Okay now, let's take a look

T: Nak pian lihat dulu ke depan nak.

T: For the animals what can we use?

S: They

S: Itt usth, it

T: Oke, sekarang if you want to describe animals, kalian haru memperkenalkan dulu hewannya apa. This is a...?

S: A panda

T: Oke, sekarang take a look at your paper. We have some information about size shape color speed, itu bebrapa adjective we can use when describing animal

T: Sshh jangan bicara dulu. we can use size shape color speed. Itu beberapa contoh yang bisa kalian pakai. Size, what it size?

S: Ukuran

T: Shape?

S: Bentuk

T:Color?

S: Warna

T: Speed?

S: Kecepatan

T: Very good, okay you can use size shape color and speed. Adalagi nggak selain iu? Yang bisa kalian gunakan dalam describing animals

S: Anggiota badan

T: Yes, very good

S: From

T: From! From itu origin

S: Kingdom

T: Oke, kingdom! Bisa

S: Musim

T: Musim? Bisa! Kan ada tuh hewan yang hibernate pas lagi musim dingin. Boleh, in English musim itu apa in English?

S: Season

T: Apa bedanya season dengan weather?

S: Kalo season itu musim kalo weather itu cuaca usth

T: Yes, betul. Weather itu cuaca, cuaca itu ada hot, cold Kalo musim itu ada winter, spring, autumn.

T: Oke, sambil jalan. It is a panda. Kita gunakan body dulu ya, kita gunakan size dulu. What is the size of a panda?

S: Big

T: It has a big body. Very good. Oke, ingat, nanti kalian UKD nya kalian membuat paragraf. Jadi usth sekalian mengajarkan kalian membuat paragraf

T: This one, one sentence period and then capital letters. Satu kalimat titik. Kalo sudah selesai apa? Titik. Ingat, tanpa ada titik usth salahkan Satu kalimat satu titik.

S: Kaya bahasa Indonesia

T: Ya ialah sama. Okay because this is not enough space. To make a paragraph, harus kalimatnya men jorok ke dalam, bukan jorok jorok, tapi ini berarti baris dari baris ke duanya lebih ke depan.

It has, selain size apa lagi.

S: It has black and white color

T: Very good. It has black and white color. Color, you have two kind of color. Ada yang color ada yang colour ini dari UK, British. Artinya sama, penyebutannya sama, tulisannya aja yang beda. Apa lagi?

S: Shape oval

S: Square

T: Okay daripada bentuknya kaya straight dan lain lain, blobby. Oh jangan blobby, it so pluffy. Empuk

T: Any else?

T: Okay speed, dia itu bergerak seperti apa? Gini ya, saat kita describe animal kita harus jelas, kalo menjelaskan badan berarti fokus di satu paragraf menjelaskan badan aja. Kalo menjelaskan selain badan, nanti dibikin di paragraf baru.

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Okay, now, take a look. So, if..

T: Moves. I move. What is the difference?.

S: Itu inya ada yang pake s ada yang kada pake s

T: Ada S ada yg tidak pakai s. Sekarang, artinya sama sama bergerak, can you see the difference? Bedanya apa this one using s and the other sentence without s.

S: Karena itu kaya, lain inya.

T: Good ini karena di dalam Bahasa Inggris ini namanya Simple present tense, rumusnya itu Subject + verb + s/es,

T: Sudah pernah ustadzah ajari, Jadi ya nak bukan hanya matematika yang punya rumus bukan Cuma IPA yang punya rumus Bahasa Inggris juga punya rumus. Tapi supaya pian jangan terlalu pusing menghafal rumus, sampai akhirnya pian tidak bisa Bahasa Inggris, ini tidak ustadzah jelaskan, cuman usth beritahukan saja.

T: Kalo subjectnya I, you, we, they Itu without S. Kalo subjectnya he, she, it itu pake s.

T: Untuk describing animals, describing person, describing place semuanya itu menggunakan simple present tense. Ya, ingat, kalo describing berarti nanti saat pian UKD, yang dipakai adalah rumus simple present tense.

Rumus bahasa Inggris itu disebut kalimat kalau dia ada subject ada kata kerja. Sekarang kita liat, it is a panda..ada kata kerja tidak?

S: Ada

T: Apa

S: is

T: Very good, disini kata kerjanya is. Yang ini?

S: Has

T: Good

T: ini sengaja usth tulis seperti ini supaya it is bisa disingkat menjadi it's

T: kemudian, ini verb nya apa? Jadi yang ditambah s adalah verbnya. karena disini sudah pakai is has has berarti dia tidak perlu pakai s dibelakangnya kalo yang ini dia karena dia kata kerja ditambah s dibelakangnya tapi dia tidk pakai is tidak pakai has

S: Ooooh

T: Oke sekarnng kita practice, misalkan...cry ..it..jadi apa

S: It cries

T: Ya Good

T: Pernah tidak kalian bingung 'aduh kenapalah katanya jadi keini' Iyakan, itu bukan typo. 'Ustadzah kenapa tulisannya berubah sedangkan artinya sama?' iya karena tadi karena berubah rumus lah, tapi kada usah dipikirkan rumus nanti kalian bingung. Yang penting kalo I, you, we thy, tidak pakai s. Kalo he, she, it pakai s.

T: Misalkan, panda walk = panda walks. Bisa dipahami? Oke we continue

T: oke tadi kita describe body, mau apa lagi? Oiya satu lagi jangan kebanyakan nyebut nama, guakan kata ganti. Misal panda has..panda has.. jangan, cukup satu kali aja di depan. Silahkan gunakan kata ganti biar tidak boros kata kata

T: Panda, hbitnya apa.

S: Suka makan bambu

T: Panda eatt

S: Bamboo

T: Panda eatt..Panda eatt?, pake s Panda EATS a lot. Diakan makannya banyak, apa yang dia makan?

S: Bamboo

T: OK, Very good. Kemudian apa lagi?

S: Eee itu yang

S: eat..sleep

S: Panda sleeps

S: Panda bisa tidur sepanjang hari

T: Apa? Panda sleeps all day. Jadi panda itu kerjanya cuman 3, makan, tidur, main

S: Berkembang biak

T: Itu cuman side effectnya aja wkwkwk

T: Kemudian dia kan suka main, berarti gimana Bahasa Inggrisnya

S: It..

S: It play

T: It is..suka main. It is playful titik. Apalagi?

S: Origin

T: How? How to make the sentence

S: From Hong Kong

T: Ko Hong Kong sih

S: Kan sama

T: Noo beda, China, Hong Kong, Taiwan itu semuanya dipisah. Kalo China itu ibukotanya di Beijing, correct me if I/m wrong ya. Hong Kong itu benderanya ada bintangnya, Taiwan juga beda. Ok, my question is, does Indonesia have panda?

S: Diimpor

S: Di rumah ulun

S:Di Jatimark

T: It has, Indonesia punya panda di taman Safari. Seluruh panda di belahan dunia selain di China itu bukan milik negara baik itu Indonesia, bukan milik Korea, Inggris, Amerika bukan diimpor tapi itu semuanya disewakan.

T: Jadi untuk dapat panda it's really hard to get panda. Karena alah satu syaratnya adalah harus ada perjanjian bilateral antara kedua negara boleh itu soal ekonomi, investasi, boleh soal

S: Militer

T: Iya, bisa militer. Jadi China itu seperti ini 'ah aku akan bekerja sama dengan negara ini, jadi dia menawarkan.'Kalo seingat ustadzah, Indonesia sudah lama apply proposal mau minta panda ke China tapi tidak dituruti, sampai ada IKM nah disitu China invest besar besaran di IKM itu. Karena nanti di IKM itu kan dibangun banyak perusahaan

S: Apa itu IKM?

T: Masa pian kada tau IKM?

S: Ulun taunya IKM

T: oke apa?

S: Ibu Kota Nusantara

T: Very Good

S: IKM IKM ustadza

T: Ustadzah tadi bilang apa?

S: IKM

T: wkwkwk bukan salah ya usth maaf, IKM maksudnya

S: Makanya ulun bingung

T: Nah akhirnya China mengizinkan ya, kita bayar tiap tahunnya

S: Berapa?

T: I don't know. Usth tidak tau itu ya. Yang jelas, kalo panda di Taman Safari itu nanti menikah dan punya anak, anaknya itu dikembalikan ke China

T: Karena itu milik China, bukan kita, have you ever watch Kubau? Jadi itu di zaman 2019, salah satu taman wisata di South Korea itu mengupload video soal panda, mulai pandanya lahir, si Kubau itu mulai dari sampai besar dan akhirnya saatnya sudah menikah itu harus dikembalikan

S: Perhitungan banar

T: Jadi itu syaratnya, kalo di Indoneia kan ada tuh yang membunuh kera, Di China kalo ada yang membunuh panda itu kena hukuman mati

Wilayah konservasi Panda tidak sembarang orang bisa masuk

S: Usth Panda adalah warnanya coklat

T: Ada, warnanya coklat. Have you ever watched the Guardian of Galaxy, coklat coklat kemerahan. Mekipun, even though the name is red but the color is brown, coklat-coklat kemerahan

Kira kira bisa tidak kalian kalo ustadzah minta kalian mendiskripsikan hewan?

S: InsyaAllah bisa

T: Sekarang, we practice first. Sebelumnya kita practice dulu. Usth minta kalian mendiskripsikan hewan ini dengan kelompok kalian. Disini ada guidelines, shape size

color speed. Tapi terserah, if you want to use your own language boleh, kalo kalian mau melihat contoh yang ini boleh.

T: Before we begin, let's take a look of the animals. Number one what kind of animal is this

S: Dog

T: Good, number 2

S: Snake

Snack or snake?

S: Snake

T: Number 3

T: Number 5

S: Elephant

T: Elephant or eleven

Kalo eleven apa?

S: Sebelaas

T: Number six

S: Rabbit

T: Number 8

S: Squidward

T: Aduh kebnayakan nonton Spongebobs

Squid itu apa?

Racoon

T: Nak, kalian tau ga berapa tingginya Nabi Adam? Usth pernah berceramah soal ini

T: Oke nak, pian ini nanti setelah meninggal dan semua akan dibangkitkan sama tingginya dengan Nabi Adam. Tingginya adalah 60 siku ke langit atau sama dengan kita semuanya tingginya adalah 27,5 meter tinggi Nabi Adam.

T: 271cm nanti tinggi pian, Jadi yang badannya pendek jangan sedih nanti pas dibangkitkan badan buhan pian jadi tinggi. Jadi animals, itu berevolusi, entah bisa mengecil bisa membesar

T: Take a look at the picture, itu bukan turtle. Hat's the difference between turtle dan tortoise. Kalo turtle harus hidup di air, kalo penyu apa bahasa Inggrisnya?... sea turtle, Kalo tortoise ini pian cemplungkan ke air, maka innalillahi wainna ilaihi raji'un karena dia tidak bisa berenang.

S: Kaya di video Irfan Hakim

T: Iya very good, kaya yang di vlognya Irfan Hakim. Yang kura kuranya bisa diduduki. Jadi ini ukurannya pasti besar ya, kecuali yang masih baby.

T:Oke silakan berdiskusi dengan kelompoknya, yang paling kompak dapat bintang

T:Oke nak, disini ada 1 2 3 4 5, kalo bisa diisi semuanya boleh, kalo tidak bisa ya paling tidak pian isi sampai 3. Selesai tidak bisa usth minta dikumpul, yang paling kompak kelompoknya usth kasih bintang

T:Sambil kalian mengerjakan, Rabu depan kita akan melaksanakan UKD, minggu depan UKD kalian cuman mendeskripsikan hewan. Silakan pian bawa kamus, tidak boleh berdiskusi dengan teman tidak boleh bertanya dengan teman, dengan usth tapi boleh liat kamus.

T:Kalo di kelompoknya ada yang tidak bekerja, tidak ustadzah beri nilai.

S: Ustadzah, yang ini bisakah katanya fleksible?

T: Apanya yang fleksibel? Kalo misalkan badannya kaya lentur bergerak itu flexible, kalo yang dipencet pecet itu squishy.

S: Ustadzah, flexsible itu gmana tulisannya?

T: F-L-E-X--I-B-L-E

T: Waktunya sudah habis nak, ayo dikumpulkan. Selesai tidak selesai kumpulkan saja ya

Appendix 5.3

TRANSCRIPT 7D 7 May 2024

T: Kalo masih ada yang bicara ustadzah tidak bicara ya, ini kemaren sudah ustdzah jelaskan atau belum? Sudah ya?

T:Oke usth review sedikit. If we want to describe animal what you can use? Apa yang bisa digunakan?

S: Color ustdzah

T: no kalimatnya pakai it. It apa?

We will learn about describing animals. So, if we want to describe animal first we have to describe the name of the animal. cara mendeskripsikan hewannya, we can use, it is a....

Ingat subject, what are the subjects in English?

We have I, you,

S: They

T: Good job Rafi, what else

T: I, you, we, they, he, she, it

T: Sekali lagi ya usth tegur. Karena pian UKD ny tertulis, bikin teks, tidak ada soal. Setelah ini yang membuat keributan kalo sampai 3 kali silakan keluar, biar tidak mengganggu temannya.

T: Perhatikan dulu, nanti dulu menulis

T: So if we want to make the sentence about the animal we can use it is or it has, simplenya seperti itu ya. it is artinya apa? what does it mean?

T: Kemaren bikin Animal encyclopedia apa aja yang didiskusikan di dalamnya?

S: Color

T: Color very good

S: Shape

S: Kebiasaan

S: Umur

S: Eat eat eatt

S: Food

T: Oke makanannya apa

T: Very good,

T: Kalo asal?

S: From from

T: Asal itu kita sebut origin

T: Oke, sekarang kita coba deskripsikan hewannya. Kita perkenalkan dulu ini hewannya apa?

S: Panda

S: the body is big

T: Belumm

T: What to describe in the sentence. It is...a panda. Ingat ya satu kalimat, kalimat awal itu langsung menggunakan capital letter. Apa itu capital letter?

S: Huruf kapital

T: Iya benar, setelah selesai kalimatnya diakhiri dengan titik. Meskipun kalian membuat 5 sampai 6 baris ke bawah tidak pakai titik usth hitung satu kalimat, bukan satu paragraf. Ya

T: Sekarang kita coba pakai ini, yang dijelaskan dulu apa?

S: Body

T: perhatikan badannya,. It has..apa?

S: It has a big body

T: Dia dibadannya itu, what does it has?

S: Color

S: Buntut

T: Masih di badan. How many legs? Oke untuk paragraf, untuk line atas itu menjorok ke dalam. Line ke dua itu agak lebih ke depan dari line pertama. It has four legs, what else?

S: Tail

T: Tailnya,

T: Satu kali tegur ya Aal ya, disini kita tidak bicara tentang vespa

T: Ok, it has tail. Now we put adjective,the tail is short or long?

S: Long

S: Short

T: Short. It has short tail. Oke, kemmudian ini apa ini ada yang masih ingat?

S: Paw paw

T: Very good. How many paws.

S: Four

T: What color?

S: Black

T: It has black paws. Oke sekarang we use this one, what color?

S: Black and white color.

T: OK, shape nya sudah ya bodynya sudah, sekarang Now let's take a look. Habit, what is its habit?

S: guring

T: Sleep

T: Have you ever watched Kungfu Panda?

S: Fight

S: Bekelahi

S: Fighter

T: Biasakan menjawab sesuai apa yang ditanyakan, ustadzah tanya sudah pernah nonton kungfu panda belum? --

S: Pernaah

T: Biasanya pandanya ngapain?

S: Guring

S: Berguling

T: Very good, berguling bahasa Inggrisnya apa?

S: Rolling

T: Iya rolling. So, it likes to sleep and rolling. Panda itu really likes rolling, dia jalan berapa langkah..rolling..jalan berapa langkah..rolling. Coba aja kalian tonton videonya di youtube

T: Dia juga suka clinggy, so cliingy. Kalo ada nanny nya dia suka peluk kaki nanny nya, ga mau dilepas.

S: Nanny itu apa usth'

T: Nanny itu sama kaya penjaga bayi. Panda nanny jaga panda, it has a very expensive income, mahal banget bayarannya., Karena Panda itu national treasure nya China, dijaga sekali

T: Ok, now let's take a look, I have 3 different sentences, di 3 sentences ini apa bedanya? Can you tell me the different? Apa bedanya?

S: Yang itu kebiasaan

S: Banyak

T: Very good, ya, itu benar, Habit. Jadi in describing text we have to use simple present tense. Rumusnya adalah s + verb. Tapi kalo subjectnya he, she, it verb nya ditambahkan s/es

T: Sekarang kita liat yang ini subjectnya apa?

S: It

T: Karena subjectnya tadi it maka verb nya harus ditambah s. Yang ini karena dia sudah pakai s maka tidak perlu ditambahkan s

T: Ini sudah dua kali, pian beapa?

S: Tebalik usth

T: iya tebalik karena pian mainkan.

T: Aal, kenapa ini ditambahkan s

S: Karena likes

T: Nah kan tidak mengerti. Karena subjectnya it. Sekarang yang ini, kata kerjanya apa? Verb? Disini tidak ada verb, karena tidak ada verb we put has as a verb.

T: Kalo yang ini apa verb nya?

S: Has

T: Very good, this one?

S: Has

T: What is the verb?

S: Like

T: Now, do you have any question? Sekarang, because you have no question, silakan dicatat.

T: Silakan dicatat dulu. Waktu mencatatnya 15 menit harus selesai.

T: Guys, I'm going to give you exercise. You do it in a group. Ok, attention, karena habis ini usth ada gladi wisuda, ini dikerjakan bersama teman duduknya, but kalo temannya tidak membantu, jangan ditulis namanya

T: Pay attention, dengarkan dulu, sebentar. Nama lengkap yang ditulis, full name.

T: So what you have to do. All eyes on me, ada 16 gambar hewan, you put the number on the picture ased on the description. Let's take a look, 'I like cold climate, I'm black and white' what is the animal?

S: Pinguin

T: Ya jadi tuliskan nomornya sesuai angka disini. Silakan dikerjakan, ingat kalo temannya tidak membantu jangan ditulis namanya.

Appendix 5.4

TRANSCRIPT 7C 15 May 2024

T: Coba aja pian jawab sebisa buhan pian. Are you ready After I play the voice of animals tapi jangan sampai berdiskusinya kedengaran sama kelompok lain

T: Are you ready? OK, Number 1 (animal sound)

T: Number 2 (animal sound) What animal is that? Ada yang tau? Lagi ya

S: Apa ituu usth?

T: Kelompok yang paling banyak benar nama hewan dan nama suaranya will get 2 stickers

T: Number 3, ok listen

S: Kaya suara gergaji

S: Megalodon

S: Tapi itu kaya suara dino

T: Done?

S: Done

T: Number 4, listen carefully

S: Apa yo kada ingat namanya

S: Aku tau nama hewannya tapi kada tau nama suaranya

T: Number 5, usth kasih yang pling suash, the hardest one ever

S: Oohh susah banget

S: Pasti buaya

T: Number 6

S: Lagi pang usth

T: Ok, number 7

S: Lagi usth

(Animal sound)

(Animal sound)

T: Number 9

S: Kada ingat

T: Okay for number ten, there are 2 animals that has similar voice, yang jawab keduanya atau salah satunya usth benarkan.

T: Ok, now, usth minta perwakilan kelompoknya untuk maju ke depan menuliskan jawabannya. Write number 1 until number 10 ya

T: Maju perwakilannya nak, 1 sampai sepuluh ya

T: Ini samping Shainna siapa yang belum?

T: Ok, yang sudah pls sit down. Shakira please sit down

T: okay, I'm going to show you the answer. Number 1 is, dog-barking

S: guk guk

T: Itu kalo di Indo guk guk, kalo di luar negeri, woof woof

S: oh jadi kalau beda negara beda juga sura hewannya lah usth

T: Of course!Hewan itu beda negara suaranya juga beda. Mislnya kaya ayam, di Indo kukuruyuk, kalau di Amerika cook a doodle doo

T: Pernah tidak dengar suara kucing kaya gini

S: Pernaah

T: Itu kapan kucingnya bersuara seperti itu?

S: I know usth, pas dia merasa nyaman

S: Pas handak bekelahi usth

T: No, ini suara kucing pas dia lagi feel comfortable ya, namanya purring

T: Elephant, what does the voice of elephant, thee voice called trumpet

T: Number seven is frog, the name is croak. Disini ada yang punya sendal crocs? Tapi itu crocodile ya bukan croak

T: What animal for number eight is ...?

S: Pig

S: Pig-oink

T: Number 9, wolf

T: The last one, there are two animals: tiger or lion, the voice is: roar

S: wihh bujur ulun usth

T: (sambil menghitung jumlah skor) each of you will get 2 stickers, after this

S: yeayy

S: Kita dapat sticker

T: After this, I have the missing blank lyrics.

S: Ssshhh

T: All the missing blank mostly are adjective, you do it by yourself, sama seperti tadi, setidak taunya, se salah satunya, kerjakan saja sebisa kalian. Coba aja lah sebisa kalian ya

T: It has 8 missing blank lyrics, number 5 and number 8 are also same, jadi tuliskan saja sebisa kalian. dont forget to write your full name. Jangan berdiskusi dengan teman. Setidak bisa tidak bisanya harus dijawab.

T: Jadi tuliskan sebisa kalian ya, setidak bisa tidak bisanya harus dijawab

S: Ini tuh yang roar itu kada si?

T: Iya, roar itu suaranya siapa?

S: Tiger

T: Are you ready? Kalo masih ada suara tidak usth mulai

-MUSIC PLAYING: KATTY PERRY ROAR-

T: Okay is there anyone who got all the answer? How many how many?

S: 7

S: 5

T: I'm going to replay one more time, because the objective of listening is to know and to practice your skill on listening, meskipun tidak dapat menjawab tidak papa, berarti segitu kemampuan pian, jangan lirik lirik jawaban kawan di sebelah

S: kalo behapal?

T: Iya gapapa, it's okay no problem, tulis aja seapa pian mendengar. Are you ready? Are you ready?

-MUSIC PLAYING-

T: I put my trust on you.

T: I put my story a little bit ya. Waktu usth SD, kaka usth SMA. Nah kakanya usth tuh dulu hobi bnget dengerin lagu lagu band b.Inggris. Nah, di itu awal mula usth belajar Bahasa Inggris.

T: Dulu tidak ada spotify, tidak ada youtube. Kaka usth juga dulu ga tau lyrics lagunya, cuman dia suka banget dengerin. Dulu itu kan kami make CD, jadi dengerin lagu pakai CD, Ga ada lyricnya kan itu. Usth dengerin aja sambil usth catat lyricnya

T: Sampai usth punya buku lyrics, jadi kalo salah ganti lyricnya. Sampai nanti ketemu kawan, kami cocokin lyric, nanti dibetulan sama sama terus nyanyi bareng, Karena dulu kan plajaran seni ujiannya itu nyanyi di depan kelas, jadi biar ga malu salah lyric dengerin lagunya sering sering.

T: Okay number 1

S: Scared

T: Betul scared. Disini bukan takut menggoyangkan batu. Tapi takut untuk mengkespresikan diri, takut untuk melakukan tantangan

S: Kaya kiasan

T: iya betul kiasan ya. 'And make a mess', takut untuk melakukan kesalahan.. Pernah nggak? Have you ever feel like that

S: Inii pas ngerjakan ini

T: Takut untuk mengambil resiko. Iya takut salah, takut menjawab, kalian ini scared to rock the boat

-MUSIC PLAYING-

S: Yah aku quality

S: Samaaa

T: Apa yang benar?

T: Quietly. So I sat 'QUIETLY' What does that mean?

S: Diam kah yo

T: Iya, duduk diam duduk tenang, jadi maksudnya karena dia taku salah dia kalo disuruh kalo dikasih tauiya iya aja, ngangguk ngangguk aja,

S: Hiih hiih aja

T: Kalo kerja kelompok, apa jar kawannya iya iya aja. So I sat quietly

S: Usth ulun mirip mirip aja ujungnya usth

T: Mirip mirip aja, ada yang sama persis nggak?

S: Yeyy bujur

T: I stood for nothing, so I fell for everything. Artinya dia tidak punya pendirian, jadi kalo diajak teman kesini dia mau, dia ikut aja.

T: SO I fell, gampang ditipu orang. ok, we continue

T: Like tunder, ini seperti kita belajar kemaren, Like artinya suka, thunder artinya petir. Disini like nya artinya bukan suka, tapi seperti. Keras seperti petir, Jadi ini juga kiasan ya, dalam bahasa Indonesia disebut majas

T: Oke, sebentar, ini gimana dia pronounciationnya?

T: I see it now, I see it all, gimana bacanya?

S: Disambung usth

T: Iyap, disambung ya, bukan dia baca satu satu I-see-it-now-I-see-it-all, seperti itu bukan ya

-MUSIC PLAYING-

S: Yeayy benar ustdazaah

T: Tau nggak kenapa Katy Perry bikin judulnya roar, karena maksudnya roar itu kan lion, lion itu dianggap puncak predator ya. Jadi dia bilang kalo dulu dia..apa namanya

S: Pemangsa

T:mangsa,

T Sekarang dia mau jadi predator

T: Floating like a butterfly, ini namanya simile, nanti kita belajar ini.

T: Ok, sebutkan jumlah benarnya

S: Satu

T: Belumm, belum ustadzah pamggil. Usth tidak menilai ya, usth cuman pengen tau gimana kemampuan kalian. Diva

S: Four

T: Four, very good. Meisya

S Five

T: Emma

S: 5

T: Okay good

Appendix 5.5

TRANSCRIPT 29 May 7C

T: Alright semuanya sudah dapat paper Okay, have you already write your name? Okay we're going to learn about 'Simple Present Tense' sebelumnya sudah pernah usth jelaskan

T: Present artinya apa present?

S: Hadir

T: The other arti present adalah: saat ini, sekarang. So if you ant to talk about something that happen right now.

T: Okay before we talk about the formula, let's talk about the example, we use present to talk about regular action, routine, habit, repeat action, and general verbs. Regular action apa maksudnya?

S: Yang biasa terjadi

T: Action apa?

S: Kejadian

S: Aksi

T: Iya, aksi, kegiatan, kegiatan yang biasa dilakukan setiap hari. For example, I play soccer by beda lagi ya, every saturday. Biasanya disini ada disebutkan waktunya kapan, ya.

S: Soccer itu apa

S: Sepak bola

S: bola sepak

T: kalo di Inggris mereka bilangya, football. Kalo di Amerika football, yang bolanya seperti ini dibawa lari lari. Rugby beda lagi ya

T: They go to school by bus every morning. Mereka

S: Pergi ke sekolah dengan bu setiap pagi

T: Iya, disana biasanya ada bis sekolah ya warna kuning.

S: Usth, dulu sebelum covid di Ukkhuwah juga ada

T: Iya kita juga ada dulu, tapi karena banyak yang terlambat akhirnya itu ditiadakan

T: I eat breakfast at 7 a.m. Okay, disini ada 3 contoh, can someone help me to give me another example about regular action?

S: ulun

T: Yes, please

S: I read a book every morning

T: Very good, ok. Any else

S: I play game every day

T: Very good, ada lagi

S: I do my skincare routine every night

T: Oke, the second one is kind of similar dengan yang pertama, habit, kebiasaan

T: Ada yang mungkin jam 9 malam udah tidur kaya ustadzah, aduh lawasnya Isya ku kada sabar lagi ingin tidur. Nah itu disebut kebiasaan tidak? Habit

S: Ulun harus sarapan tiap pagi

S: Ulun kada biasanya

T: Iya ada yang tidak pernah makan pagi. Kalo usth tuh harus makan pagi HARUS. Because breakfast is, makan yang paling penting itu adalah sarapan pagi

S: Inggih ulun disariki mama ulun kada sarapan, nanti jadi goblok kata mama ulun

T: Kenapa? Karena makan pagi itu adalah sarapan untuk otak

T: Ada yang mungkin sarapannya susu dan roti, ada yang mungkin sarapannya cuman minum susu, ya itu termasuk breakfast. Ada yg cuman makan buah ya that's also breakfast

T: now let's tke a look of the example, 'She always brushes her teeth before bed'

"She always visits her grandparents on Sunday." Ada tidak yang rajin berkunjung ke rumah neneknya?

S: Kalo ulun, nenek ulun biasanya yang datang, tiap hari

T: Okay, make your own sentence

S: My grandma..visits me every day

T: Yes very good

S: Ulun lagi ustadzah

S: I always play mobile legends at 7 pm

S: Good job, any else? Ada lagi yang lain?

T: Ayo, what habit

S: I always take my medicine every day

S: I always scroll tik tok every day

T: Okay, the lat one, stating facts menceritakan tentang fakta yang tidak bisa dibantah, for example: water boils at 100 degress, ada yang tidak setuju? Air mendidih di suhu 100 derajat

S: Betul

T: Iya betul, Kalo 90 belum mendidih, 'the sun rises from the east'

S: Betull

S: Kalo from the west berarti kiamat

T: Eh you know what the scientists, peneliti bilang, they sun is started moving, arah matahari itu sudah mulai bergeser, sudah mulai bergoyang ke arah barat, bahwa posisi matahari itu udah berpindh tidak 100% di timur lagi

S: Mudahah aku mati sebelum kiamat

S: Mudahah kd tetamu dajjal

T: Karena seburuk buruknya ummat adalah yang pernah bertemu dajjal, buhan pian melihat kpop aja sudah ter oppa oppa apalagi bertemu dajjal, Naudzubillah

T: Okay tadi kita bicara tentang subject + verb. Yang mana verb nya? (menunjuk kalimat di papan tulis) I play soccer every Saturday, She always brushes her teeth

T: Kalo subjectnya I, you, we, they, maka verb nya tidak usah ditambah s, tapi kalo subjectnya he, she, it verb nya ditambah s

T: Verb nya ditambahkan s/es tergantung subjeknya,, misalnya he = he plays

S: Ustadzah, kalo pake nama, misalnya Samira, itu pake s lah?

T: Very good question, Now, Samira, Samira itu masuknya kategori apa? Cewe, kalo cewe dia berarti she, berarti ditambah s. Misal: Samira eats sushi

T: Nah sekarang kalau kalimatnya untuk bertanya. Biar paham kita lanngsung ke contoh, take a look of qustion number 1

T: 'Sarah *like* to play table tennis. yang kalian lakukan adalah dengan mengubah verb nya ke dalam bentuk simple present

T: Sarah *like* to play table tennis' Jawabannya apa kira kira?

S: likes

T: Iya, ditambah s karena Sarah adalah perempuan = she. Okay now, 'they watch a cartoon' Berarti jawabannya??

S: Watch. Ok, bagaimana kalo pertanyaan. Take a look of number 5, subjectnya apa?

S: He

T: Pake do/des?

S: Does

T: Does he...verb nya apa?

S: Studies

S: Study

S: Engga engga berubah

T: Berubah atau tidak?

S: Tidak

T: Tidak berubah, karena diawal sudah pakai s, does, satu aja yang pakai s, jadi study nya tetap study Kira kira bisa dipahami?

T: Kalo sudah dicatat silakan kerjakan sampai nomor 20, Kerjakan sendiri sendiri

(ada siswa yang maju ke depan)

T: ga tau, itu diliat dulu subjectnya apa?

S: ulun takut salah usth

T: gapapa, make a mistake is part of learning

T; Kalian pernah denger lagu ini nggak? (sambil memutarakan lagu)

S; Eh kaya lagu swan lake

S; Ulun udah selesai usth

T; Kokom sudah selesai?

S; Iya usth

T; Oke karena Kokom sudah selesai silakan maju ke depan untuk nari balet

T; Ayo Kokom atau Samira nari balet

S; Ulun suka lagu ini usth, kaya princess princess gitu

T; fans fans barbie semua ini

T: Have u done guys? Oke, kalo belum selesai mari kita dengarkan satu lagu lagi

T: Alright, silakan dikasih kertasnya ke teman di sampingnya. Sudah sudah ditukar semuanya? Kita cek jwabannya sama sama

T: Ingat for this lesson, we focus on simple present tense. Seperti yang usth bilang cuman ditambah s/e tidak ada ditambah d/ed

Okay sudah semua ya, silakan kembalikan kertasnya ke teman kalian

T: Liat dog nya ada berapa? Dogs, berarti dogs nya ada banyak

I do not eat/ I don't eat

The bus arrives

Number 9, he plays

Okay number 10, dogs bark

Number 11, reads

12 very good, do you often

He always forgets

14. the sun rises

15 they usually go

16. I dont lilke

17 cat chase, kalo lebih dari 1 berarti dia they

Itu karena dia dari Barbajos, jadi ada logatnya

19. birds, sing

Sudah usth duuga, di 7b juga paling banyak salahnya garavgara ini

Okay next take a look, jumlah benarnya dikali 5

Nanti banyak ya keluar soal seperti ni sekitar 10

Are you ready?

Belumokay, all of you please be silent, ditahan suaranya, tidak ada suaranya

Tidak ada sura yang lain tolong diam

Nak, dengarkan ustadzah, jumlah benar kalikan 5, tidak perlu berdiskusi

Nak karena tenggorokan usth sedng sakit, biar cepat, jangan ada yang berdiskusi dulu

Kayla/ 55] Mutia salsabila 85 Napasha 80 Najla 95 Sayyida mecca Samira 85

Appendix 6. Documentation during observations



Reward Chart



Appendix 7. Consultation Record



CONSULTATION RECORD
SARJANA THESIS'S THESIS
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS LAMBUNG MANGKURAT




Student Name : Hilyatul Atqiya
NIM : 2010117120017
Sarjana Thesis Entitled : Teacher's Strategies in Motivating Students in Learning English in Gendered Environment High School at SMPIT Ukhuwah Banjarmasin
Adviser 1 : Dr. Cayandrawati Sutiono, MA
Adviser 2 : Dr. Novita Triana, MA





Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Lambung Mangkurat
Banjarmasin


Sarjana Thesis Consultation Record

Students enrolled in Sarjana Thesis Writing are expected to meet with their adviser several times. Please bring this sheet to the meeting with the adviser and have them sign it to acknowledge the meetings. Additionally, request the adviser to sign the form after he or she receives a draft of the report.

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 Sarjana Thesis Entitled : Teacher's Strategies in Motivating Students in Learning English in Gendered Environment High School at SMPIT Ukhuwah Banjarmasin
 Adviser 1 : Dr. Cayandrawati Sutiono, MA

Date	Consultation Concern	Agreement / Suggestion	Date of Next Consultation	Adviser's Signature
23 November 2023	TOPIC I (Pre-service Teacher Challenges in Teaching English during a Short Term International Program in an ESL Country)	-Data tidak cukup -Subjek penelitian tidak relate dengan ELT		
30 Januari 2023	TOPIC II (Illocutionary Speechs Acts Analysis)	-Please consider again of your topic		
10 Februari 2024	Chapter I	-Just focus with your topic, discuss your background about the teachers' strategies		

26 Februari 2024	Chapter I-II	<ul style="list-style-type: none"> -Revise the research question -Revise the significances -Revise the objective, scope and the definition of key terms -Pay attention on quotation 		
14 Maret 2024	Chapter I-III	<ul style="list-style-type: none"> -Rapikan penulisan key terms -Masukkan sources di table -Revise the previous studies 		
2 September 2024	Chapter I-V	<ul style="list-style-type: none"> -Focus with the topic, -Perbaiki significance of the study -Clarify of the intrinsic energy in definition of key terms - Dont use a very old book as sources - Direct or indirect quotation? Follow the right format. - How could strategies suddenly become teaching practice? -Use the right space for quotation -Be careful with your statement in the research gap - add the evidence/fact to support your findings 		
24 September 2024	Chapter I-V	<ul style="list-style-type: none"> -Add abstract -Be consistent with the tenses -Why only one subject - rewrite your findings. Focus on the research problem/question and answer with facts Not with quotation from theory. 		

21 November	Chapter I-V	-Perbaiki typo -Konsisten dalam pemakaian istilah -Perjelas dengan jumlah subject -Hapus kutipan di classroom discussion		
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
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
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 Adviser 2 : Dr. Novita Triana, MA

Date	Consultation Concern	Agreement / Suggestion	Date of Next Consultation	Adviser's Signature
24 April 2024	Chapter I-III	<ul style="list-style-type: none"> -Add more relevant previous studies -Clearly Identify the subject -Elaborate the phenomena of the study -Elaborate the setting of research -Provide the blueprint 		
7 Juni 2024	Chapter I-III	<ul style="list-style-type: none"> -Align the research objective with the research question -Include examples of how teacher's strategies in motivating the students -Title of previous studies do not need to be written -Include the reason why the subject was chosen -Organize the blueprint table -Interview questions do not need to be included in the blueprint, put in the appendix 		

23 September 2024	Chapter I-V	<p>Chapter I</p> <ul style="list-style-type: none"> -Background: State aim, not the title -Key terms disesuaikan dengan judul <p>Chapter II</p> <ul style="list-style-type: none"> -Make a conclusion based on previous studies <p>Chapter III</p> <ul style="list-style-type: none"> -State the argument followed by citations. -Use smaller font size and single space for tables. -Consistent with the singular term for referring the subject <p>Chapter IV:</p> <ul style="list-style-type: none"> -State documentation in the instrument section <p>Chapter V:</p> <ul style="list-style-type: none"> -state the research question -Do not use numbering for the conclusion. -Provide the summary of your findings. 		
6 Oktober 2024	Chapter I-V	<p>-Perbaiki Judul</p> <p>Chapter I</p> <ul style="list-style-type: none"> -Masalah/fenomena yang - melatarbelakangi penelitian belum ada) -Add more discussion about male - female motivation in learning language -mention the objective; not the title <p>Chapter II</p> <ul style="list-style-type: none"> -perbaiki penulisan sitasi -Bentuk penomoran harus konsisten -Tambah previous studies <p>Chapter III</p> <ul style="list-style-type: none"> -Use smaller font size for the title and the table. -Use single space for the table. <p>Chapter IV</p>		

		<ul style="list-style-type: none"> -Perhatikan penomoran -Semua kutipan langsung ditulis dengan ukuran font lebih kecil dan spasi tunggal -Put picture in the appendix -References: Pakai spasi tunggal. Cantumkan doi untuk sumber berupa artikel jurnal 		
12 oktober 2024	Chapter IV-V	<p>Chapter IV</p> <ul style="list-style-type: none"> -Perbaiki numbering-nya. -Konsisten dalam memakai istilah atau bentuk. -Jangan menutup paragraf hanya dengan kutipan. Beri kalimat penutup. -Perbaiki typo <p>Chapter V</p> <ul style="list-style-type: none"> -The paragraph is too long. Consider to divide it based on its main idea. 		
29 Oktober 2024	Chapter IV-V	<p>Chapter IV</p> <ul style="list-style-type: none"> -Give a brief introductory paragraph <p>Chapter v</p> <ul style="list-style-type: none"> -The conclusion is too long. Use effective sentences to state your conclusion 		

Appendix 8.**CURRICULUM VITAE**

Hilyatul Atqiya was born in Tanjung, South Kalimantan on September 24, 2002. She completed her elementary school at SD Muhammadiyah 9 in 2014. Then, she completed her junior high school at SMPIT Ukhuwah Banjarmasin in 2017. After that, she completed her senior high school at SMAIT Ukhuwah Banjarmasin, majoring in MIPA. After graduated from senior high school, she continued her study at English Language Study Program in Faculty of Teaching and Education of Lambung Mangkurat University from 2020-2025. With dedication and high motivation, the author successfully completed her lectures and sarjana's thesis. Alhamdulillah.