TEACHERS' MOTIVATIONAL STRATEGIES IN AN ENGLISH

CLASSROOM IN AN ISLAMIC JUNIOR HIGH SCHOOL

An Undergraduate Thesis

Presented to the Department of English Language Education as a Partial Fulfillment

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Language Education

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TEACHERS' MOTIVATIONAL STRATEGIES IN AN ENGLISH CLASSROOM IN AN ISLAMIC JUNIOR HIGH SCHOOL

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that this thesis was originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 24th December 2022

Author,

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MOTTO

The best work is work at the beginning time because by starting activities from the scheduled time, our work will be faster and can replace other jobs.

~Malik Fajar~

DEDICATION

I dedicate my thesis to several people I love and respect. First, I dedicate myself to always work with my full sweat in completing the Final Project. Second, I dedicate it to my parents who have supported me and facilitated me in completing this final project. Third, to my friends who have always been there to help me from the beginning of writing this Final Project until now. Fourth, to the women I love who have provided support and means not to give up in completing this Final Project. Hopefully the completion of this final project can be a good start for my next life in the future. Amin.
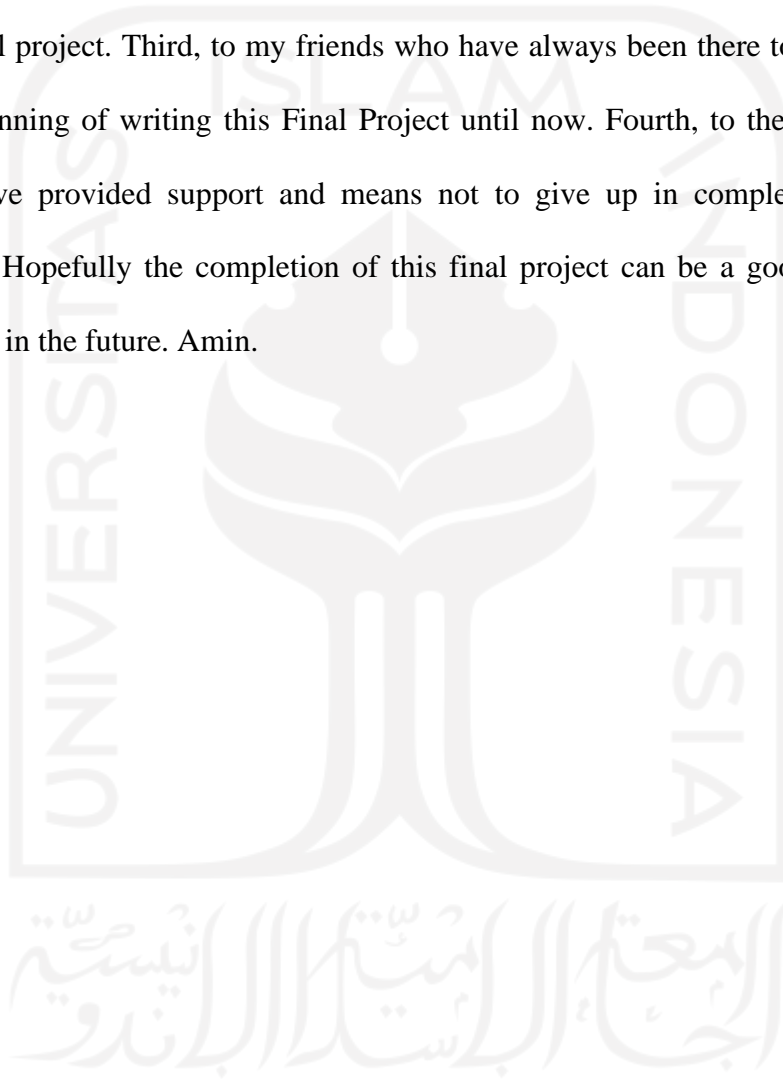
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Alhamdulillahirabbil'alamin, all praise to Allah SWT, the Lord of the worlds who has bestowed His mercy and guidance on all of us. By His will, I can complete this task. May we always get His help and guidance. Shalawat and greetings may always be bestowed upon the Prophet Muhammad, his family, and friends who have fought for Islamic teachings from the jahiliyah era to the Islamic era so that they cannot know what is good and what is bad. Hopefully we can imitate him and carry out his sunnah in everyday life.

This research is structured to fulfill one of the tasks in carrying out course learning, namely Final Project/Skripsi:

I said thanks for;

1. My parents always give their love so that I can work hard.

2. Lecturer Adam Anshori S.S as my supervisor who has given permission to conduct this research can provide lessons as well as new directions and insights. There are so many challenges in the preparation of this Final Project. This research was proposed in stages to determine the teacher's strategy in increasing student motivation to learn.

3. To Lecturer Puji Rahayu, S. Pd., MLST., Ph.D. as a supervisor who replaces Adam Anshori S.S, I can apply the suggestions and inputs properly so that this research can be completed on time.

4. To my friends who have given encouragement and assistance in doing the

Final Project/Thesis, either looking for articles, documents or lending me a laptop so that I can complete this research.

Of course, this final project/thesis is far from perfect. Therefore, we expect criticism, suggestions and input for the improvement of this paper. Also, I would like to thank all those who have helped in the preparation of this thesis.

Yogyakarta, 24th December 2022

Malik Fajar

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ABSTRACT

The purpose of this research is to identify English teacher's motivational strategies in an Islamic junior high school in Madura. A qualitative method with an interview as the data collecting technique was used to describe motivational strategies used by the teacher in his English classroom. A teacher whose teaching experience was more than three years participated in this study. His three years' experience was expected to reflect his expertise with ample knowledge in teaching. An audio-recorded interview was used to collect the data, which then transcribed verbatim using voice typing. A thematic analysis was then applied to analyze the data based on Dörnyei's theory of motivation (2008). The result of the study showed that teacher used five of the six Dörnyei's theory of motivation (2008). Teacher is expected to increase student learning motivation, it is expected that teachers have a friendly attitude, empathize, adapt and accept all the unique characteristics of students. The teacher must be good at creating a fun learning atmosphere by choosing the right learning method along with giving various assignments. In addition, it is necessary for teachers to provide motivating feedback to students.

Keywords: motivational strategies, interview study, teaching English

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In English learning, students' low motivation is one of the obstacles that they need to overcome in order to master the English language. Moreover, the limited facilities and media make the learning process very boring and also contributes to decreasing students' motivation. Although the students are still obedient to the teacher's instructions and pay attention to learning material, some students are hyperactive that it takes more time and effort to make them follow the teacher's instructions. McEown & Takeuchi (2014) explained that the achievement possessed by each student is different which requires more attention in increasing the intensity of student learning motivation. They also explored and investigated the causes of problems experienced in class rules that become obstacles in improving student's learning motivation strategies.

In addition, Fau, Firman, & Mudjiran (2016) stated that supporting factors in improving student achievement are determined by how high students desire to learn. The performance results as well as the possibility of successful learning is determined by the magnitude of student motivation. This is reinforced by Salikin, Bin-Tahir, Kusumaningputri, & Yuliandari (2017) stated that motivation is defined as power, push, need, enthusiasm, pressure, or a psychological mechanism which encourages

people or group to increase certain achievement according to what they need. In short motivation is very influential in learning success. If students have low learning motivation, the learning outcomes will be different from students who have high learning motivation. Students who have high motivation generally have better grades than students who are low in motivation. This can happen because students who have high learning motivation are more enthusiastic, study hard, and focus when learning. Thus it can be concluded that learning motivation has a very important role in encouraging student achievement.

As a consequence, teachers who classify different styles are teachers who have interpersonal and motivating styles (Black & Deci, 2000; Deci & Ryan, 1987). The motivating teacher's style to classify is with autonomy to support or control. An autonomy-supportive teacher as one person that gives the choices to student's work and listens to student's perspectives carefully, teacher handle to take an authority directed approach and giving knowledge to them that have to do and how to do without making an offer that benefit only one side (Deci & Ryan, 1985; Ryan & Deci, 2002). Moreover, the teacher's autonomy is to control and support interpersonal style which can affect student motivation (Deci & Ryan 2000; Reeve, Jang, Hardre´, & Omura, 2002; Williams & Deci, 1998). As a result, teachers can greatly influence students' motivation in learning.

The teachers' influence and the student motivation characteristics are required to promote and support student motivation (Linnenbrink & Pintrich, 2002). This research explores that teacher's beliefs should predict the strategies used to intervene

in cases where a student's learning motivation decreases. The teacher analyzes students' characteristics and the situation that encourages them, and explains what are the interventions that might occur, then the strategy must be matched or adjusted properly for students. (Hardré & Sullivan, 2008; Linnenbrink & Pintrich, 2002).

Based on the observations of Islamic Junior High School located in Madura, there are inadequate facilities and infrastructure in learning. This is evidenced by school facilities that only use traditional media during the learning process in schools because the location is in remote villages. The school does not have a library that plays an important role as a learning resource. The school only facilitates a book as the student worksheets, but there are still some subjects that do not have worksheets. When learning on subjects that do not have worksheets, the teacher needs to rewrite the material on the blackboard and the students can copy the subject contents in their books. The handbooks are the first and crucial resource for students here in learning. This means that this school has very limited facilities and infrastructure which makes students less motivated to learn.

1.2 Identification of the Problem

Based on the explanation above, it describes several problems related to teachers' motivational strategies. Student's low motivation, limited facilities and media make the learning process less comfortable. However, the participation of students in English classes shows that they are willing to learn English on their own. Therefore

this study aims to identify teachers' motivational strategies in an English classroom in an Islamic junior high school in Madura.

This study observed the English teaching and learning process at Islamic junior high school in Madura and then interviewed the English teacher. The teacher is the factor that contributes to motivating student learning because the strategies that they used to conduct learning and the steps in delivering lessons are indicators that affect learning motivation. The reasons students do not want to study such as laziness to study, lack of concentration, lack of intention and effort to achieve their learning achievements, sleepiness, and lack of attention to teacher and/or subjects they do not like which make them often skipping class (Fau et al., 2016). As a result, students have no intention of learning or are not motivated. Furthermore, the results obtained from the information regarding the learning steps in the process of motivating students were considered less good. This is reviewed based on the ideal sequence of learning motivation strategies. The teacher gives roles or strategies to students who are chosen as models before further discussion about learning. However, in this school the teacher does not provide a motivation model. He just simply delivers the material but ignores the factors that make student's low learning motivation.

1.3 Limitation of the Problems

This study includes limitations on teacher strategies to motivate teaching and learning activities in the classroom because there are still many students who lack their interest in learning due to certain facts that make students unmotivated. The

appropriate strategies are needed in dealing with low student interest in learning, especially in this Islamic junior high school that is located in Madura.

1.4 Formulation of the Problems

The following research questions guided our inquiry:

What are the teacher's motivational strategies in an English classroom in an Islamic junior high school in Madura?

1.5 Objective of the Study

The main aim of this study is to identify a teacher's motivational strategies in an English classroom in an Islamic junior high school in Madura.

1.6 Significance of the Study

This study aims to provide benefits and expectations for researchers, teachers/prospective teachers and students by adding suggestions and direct experiences in increasing student's learning motivation with the strategies applied. This study also aims to increase knowledge and contribute ideas about increasing student motivation through creative teaching methods from teachers. Students as research subjects are expected to get direct, active, creative and fun learning experiences through learning methods that are integrated with Islamic values, they can improve student's creative thinking skills.

CHAPTER II

LITERATURE REVIEW

2.1 Teachers Motivational Strategies

Dornyei & Otto's (1998) define motivation for learning a second language (L2) is dynamic stimuli. This means that it can change for each individual according to their desire and determination. They want to make sure that the expected achievements or goals can be carried out according to the expected plan. To complete the definition of motivation, Dörnyei & Ushioda (2011) stated that motivation is human behavior that involves physical or psychological self-regulation that is centered on the environment and affects student cognition, behavior, and achievement. This understanding is chosen because the attitude of self-regulation can help teachers to improve student's affective, cognitive and psychomotor abilities. Dahlan (2008) describes that someone will be motivated if what is done will be of benefit to him. Although the perception that motivation provides benefits for students, everything will return to the students themselves.

Moreover, Dörnyei (2008) explains that the main aspect of improving a student's foreign language learning achievement is motivating L2. There are a large number of studies examining and playing a direct role in the process of learning a second language. The use of theoretical definition from Dörnyei (2008) as a reference in this research was because this theory is an international theory and many other researchers related to learning motivation strategies have adopted this theory.

This study explains that there are some general theories about the motivation that have been applied to consider a teacher's teaching experience. The teacher that applied motivational strategies such as bringing humor into the classroom, displaying enthusiasm in teaching, and performing a friendly manner in the classroom can improve students' motivation to get a better result (McEown & Takeuchi, 2014). Therefore, it shows as a teaching activity in improving student achievement. Furthermore, Idzhar (2019) claims that a teacher can play the role of a motivator in the teaching and learning process if the teacher masters the social dynamic of the classroom and carries out didactic and methodical skills that are relevant to the situations and conditions of the students. This theory explains the role of a teacher who is a motivator in the classroom.

Giving motivation to students is one of the methods to improve their ability and willingness to learn. A method to increase student learning motivation is integrating learning experiences with student learning motivation. Teachers as educators need to pay attention to this phenomenon to be able to maximize the learning process through efforts in increasing student learning motivation. This has been stated by Dörnyei (2008) who explained that in order to become Teacher-specific motivational components, there are the following criteria; First, empathy, adjustment, and acceptance. The principle of a teacher in education is that there are three basic characteristics to improve the learning process. a) Empathy; sensitivity to student's feelings, needs, and perspectives. b) Adjustment; act according to one's position. c) Acceptance. Second, teachers as facilitators. Third, giving students a policy to

achieve purpose learning. Fourth, creating an atmosphere of learning as a meaningful experience. Fifth, provide varied tasks to increase learning motivation. Sixth, using motivational feedback.

The learning motivation according to Sanjaya (2009) which is derived from Dörnyei (2008) explains; First, teachers clarify the goal. The second, student's motivation. Third, a pleasant learning atmosphere. Fourth, reasonable praise. Fifth, give an assessment. Sixth, comments on the result. Seventh, create competition and cooperation.

This research chooses to focus on Dörnyei's (2008) theory of motivation, the reason being that the theory has been proven by many researchers to make the basis of their theory. The results of this study are following the concept of Dörnyei's (2008) theory of teacher's motivational strategies.

2.2 Implementation of Teacher's Motivational Strategies

Suprihatin (2019) proposes that to strive for high student motivation, a teacher should be able to optimize the application of learning principles, in principle, it must be seen that the presence of students in class is a learning motivation that comes from students. Teachers can optimize dynamic elements in learning because, in the learning process, a student can sometimes be hampered by various problems. This can be caused by the physical or mental fatigue of students. Thus, the teacher must try to revive the desires of students in learning. Achievement motivation in independent learning students can control personal awareness and are free to regulate motivation

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and competence, as well as the skills they will achieve. This argument shows that cognitive skills are very influential in problem-solving in the tasks given by the teacher. Students can learn from a certain subject by reading books or viewing and listening to audio-visual media programs without assistance and or with limited assistance from others (Mulyaningsih, 2014).

Munthe & Panjaitan (2016) in research about the achievement motivation relationship, mention there are nine achievement motivation indicators such as having a high spirit to achieve success, having a responsible person, confidence in yourselves, challenging task, showing hard and diligent efforts in achieving better goals, cultivating the courage to take risks, having the desire to always be superior to others, creating and always setting realistic goals, having motivation itself arises because there is a motive or a driving force.

Manizar (2017) explains that this element of teaching is very important in giving motivation, encouraging, and giving a positive response in awakening the spirit of students who fall. Teachers do things as a motivational generator (motivator) for students. Teachers as motivators should show the following behavior attitude such as first, having behavior open, a teacher must be able to encourage students to dare to express opinions and respond positively. Teachers must also be able to accept all the strengths and weaknesses of each student. In certain limits, the teacher tries to understand the possibility of personal problems from students, believes in paying attention to the problems which are faced by students, and shows a friendly and understanding attitude towards students. Second, helping students to be able to

understand and utilize the potential that they have in themselves optimally. It means that in the process of finding talent sometimes it is not as fast as imagined. Must be adapted to the innate character of each student. Talent is like a plant because developing student's talents needs fertilizer as a plant that must be treated carefully with patience and attention. In this case, motivation is needed for every student to develop or increase their talents. Therefore, they can achieve proud achievements. This is useful for helping students to have confidence and the courage to make decisions. Third, creating a harmonious and passionate relationship in teaching and learning interactions in the classroom. This can be shown among others, by handling student's behavior that is not wanted positively, showing enthusiasm in teaching, smiling, being able to control emotions, and being able to be proportional to which various personal problems from the teacher themselves can be placed in their place. Fourth, Instilling in students that learning is aimed at getting high achievements or easily getting a job, or the desire to please parents, or the sake of worshiping Allah, and many other things that can be used as motivation for the growth of student interest in learning. Fifth, An active attitude toward the subject of learning (students) is necessary because interest in learning should be able to grow from within the subject of learning alone with or without the help of others, through emphasizing the understanding that learning has benefits for him. Growing student interest in learning, teachers also need to create a conducive learning environment. The learning process in the classroom can run according to the desired and enjoyable goals. In other words, students will have been creating motivation in participating in the teaching and

learning process in the classroom. The intended conducive learning environment is: A relaxed and comfortable atmosphere, Interacting with the surrounding environment, Developing and maintaining a positive attitude (Manizar, 2017).

Shalihah (2013) there are several ways teachers motivate students, namely by giving numbers, praise, prizes, group work, competition, sarcasm, assessments, and educational films. The teachers not only increase student's motivation but also must be able to find, ignite, and maintain motivation to learn and engage in activities that produce learning. Several motivational strategies could be done in learning like as having a verbal statement of appreciation, using test scores as a success driver, having curiosity, making the early stages of learning easy for students, using material known to students as examples in learning, requiring students to use things that have been learned previously, using simulations and games, allowing students to demonstrate proficiency in public, reducing unpleasant consequences and student involvement in learning activities, combining strong motives, clarifying the learning objectives to be achieved, notifying the work that has been achieved, creating an atmosphere of healthy competition among students, developing competition with yourself, and setting a positive example.

McEown & Takeuchi (2014) argued that definitions of motivational strategies according to various opinions are (a) instructional intervention stimulated by teachers to motivate students and (b) self-regulation strategies that are consciously and intentionally carried out by students themselves to manage their motivation. Masni (2015) gives motivation to students, which means moving students to do something

or they want to do something. Initially, it will cause students to feel there are some needs and want to do learning activities. Motivation holds a very important role in learning activities in higher education, and motivation is influenced by the destination which will be achieved with learning. The higher the learning destination, the greater student's motivation, and the greater student's motivation to learn will be stronger in learning activities. Learning behavior is related to making a unity that is known as process learning motivation.

2.3 Motivational Strategies Applied in the EFL Classroom

The following is a collection of previous research which is one of the references for writing innovations to conduct further research:

In Astuti (2016) research which aimed to understand the impact of teachers' motivational strategies on student's learning motivation, four English teachers used Dörnyei's (2001) phases of motivational strategies; creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and encouraging positive retrospective self-evaluation. From semi-structured interviews, classroom observations, stimulated recalls, and focus group interviews, those motivational strategies helped boost their motivation. More specific strategies were identified. In creating the basic motivational conditions, some strategies were identified: 1) teachers' classroom behaviors (being friendly and easy to approach) and 2) classroom atmosphere (creating a relaxed atmosphere). In generating initial motivation, several strategies were used: 1) a variety of learning resources and

activities (use of varied learning resources and learning activities) and 2) the usefulness of English (communicating in English). In maintaining and protecting motivation, some strategies were done: 1) group-work activities (building group work and group competition). 2) Opportunity to practice English (getting students to practice communicating in English). 3) The use of l1 (the teacher explains in English). In encouraging positive retrospective self-evaluation, the strategy used was learning assessment (providing an assessment of student learning activities).

In addition, Kakar & Pathan (2017) whose aims were to determine the motivational strategies used by EFL teachers to motivate Quetta secondary school students in learning English, and to determine whether there were statistically significant differences in the use of motivational strategies by male and female EFL teachers. To motivate Quetta middle school students to learn English involving 96 EFL teachers. Based on the results and discussion, it was concluded that the value of promoting the student autonomy strategy, the habit of students learning L2 values, and the percentage of student assignment scores obtained. From these values it is concluded that motivational strategies in the classroom need to be practiced so that students are enthusiastic when learning.

Finally, Nugroho & Mayda (2015) identified teachers applied motivational strategies in teaching EFL and to identify the students' attitudes toward motivational strategies applied in EFL classrooms. Three second language teachers used Dörnyei's (2001) phases of motivational strategies; creating good emotional relationships between teachers and students, creating good emotional relationships between
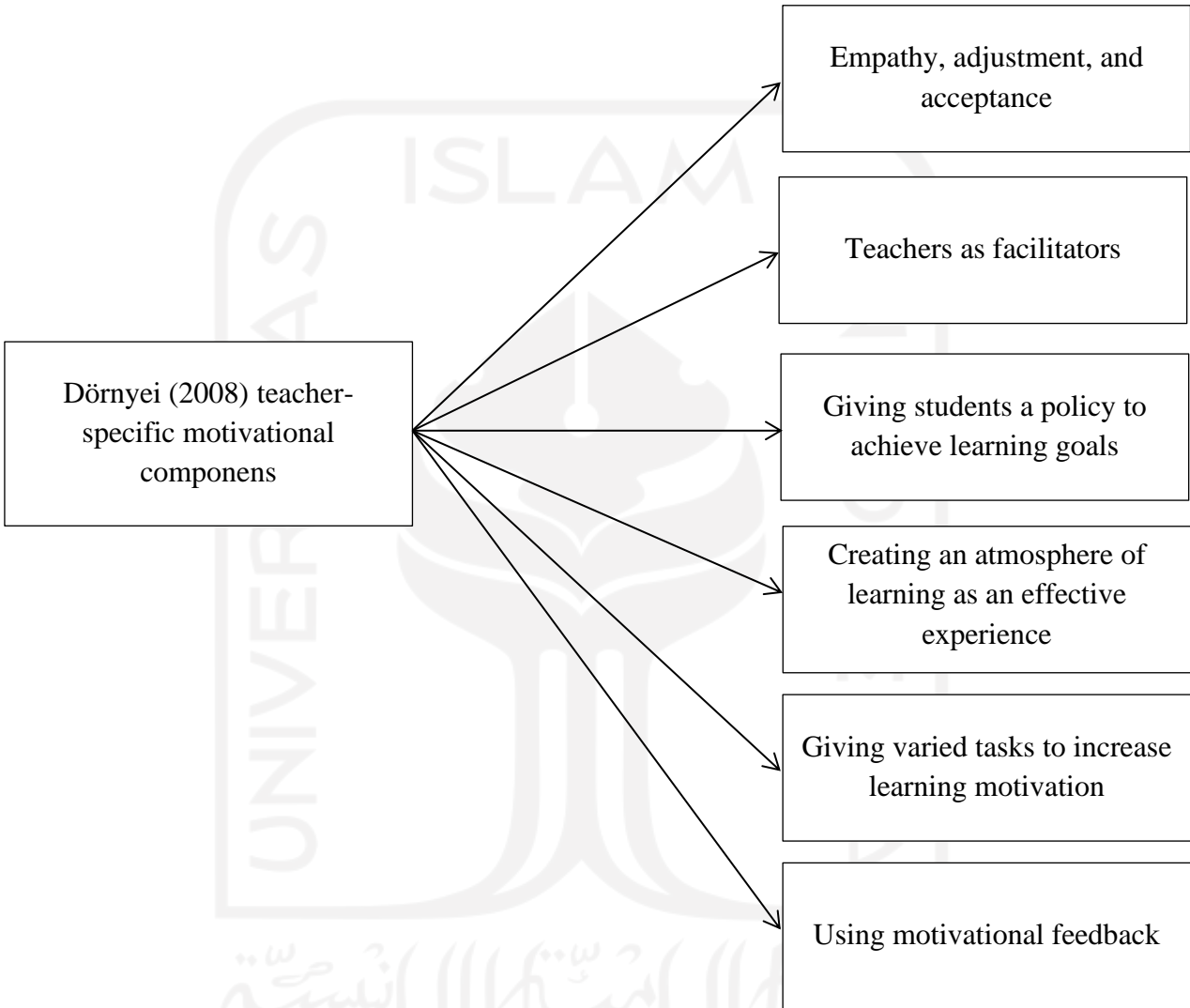
teachers and students, creating a pleasant classroom atmosphere. 2, the teacher integrating learning material with everyday experiences. 3, the teacher to protect student self-esteem and give confidence in the abilities of each student. 4, the teacher provides positive motivational feedback and appreciates students' work, answers or opinions.

All of these studies are related to this study because they all have the same variables, namely teacher's motivational strategies. The teacher's strategy in increasing learning motivation has been applied by previous research to improve achievement in front of the class. This explains the purpose of motivating learning. However, it has not been identified that there is research on teaching strategies to motivate student learning in Islamic Junior High Schools. The research needs to be done to find the result of how effective it is in motivating student learning, exactly in Madura.

2.4 Theoretical Framework

This research consists of some Key-Components related to the Teacher's Strategies to motivate learning in the classroom. According to Dörnyei (2008), students who have a low level of motivation always experience limitations in learning, it is necessary for a teacher to make more efforts to increase student motivation (Dörnyei, 2008). In this research, we focus on six aspects of Dörnyei (2008) in increasing learning motivation because to maximize and focus the research

process on these aspects, it is very fundamental to investigate its effect in motivating learning.

Figure 2. 1 theoritical framework: teacher-specific motivational componens

CHAPTER III

RESEARCH METHODS

3.1 Research Design

This study is qualitative research with an interview to collect data about teacher's motivational strategies for a deeper data. The researcher needs to explore directly related to the teacher's motivational strategies. This is also supported by the statement of Cresswell (2012) that Qualitative study is appropriate research in overcoming the problems faced by researchers to find variables and reveal them. The purpose of research is to describe teacher's motivational strategies in increasing student's motivation.

3.2 Setting and Participant

This research was carried out in an Islamic Junior High School in Madura. The interview was conducted during the break time that took place in the teacher's room and at the participant's home.

This study participant was an English teacher whose teaching experience was more than three years. The teacher's name is Yani and he has three years experience was expected to reflect his expertise with ample knowledge in teaching. He teaches grade 9 at the Islamic Junior High School every Tuesday besides his contract with another school.

3.3 Instruments

To obtain reliable data on teacher's motivational strategies, the research used an interview instrument. The interview questions were developed based on Dörnyei (2008)'s motivational constructs. Firstly, the construct of empathy, adjustment, and acceptance were represented by five interview questions. Secondly, the construct of teachers as facilitators had one interview question. For the third construct of giving a policy to students regarding alternative ways to achieve learning objectives, there were three interview questions. The fourth, fifth and sixth constructs on creating an atmosphere of learning as a meaningful experience, providing varied tasks to increase learning motivation, and using motivational feedback were represented one interview question each. The blueprint of interview questions can be accessed in table 3.1

Key-Components	Interview Questions
Empathy, Adjustment, and Acceptance	How do you show sensitivity to a student's feelings?
Teachers as Facilitators	How do you facilitate your student's learning process?
Giving Students Policy to Achieve Purpose Learning	How do you minimize punishment so that students are not depressed but still meaningful?
Creating an Atmosphere of Learning as a Effective Experience	How do you create classroom atmosphere?
Giving Varied tasks to increase Learning Motivation	How do you give a variety of tasks to increase motivation to learn?
Using Motivational Feedback	How do you give feedback that motivates students?

Table 3. 1 Instrument Interview Question

3.4 Data Collection Techniques

The data collection technique of this research was an interview. This interview was aimed to gather data on teacher's motivational strategies in the classroom. The Interview was conducted to explore the real practice of motivational strategies applied by the participant. The interview was carried out twice from August 23 at around 10:00 in the Islamic junior high school environment and on September 6 at 13:00 at the participant's residence. The interview was audio recorded with Samsung J5 Prime mobile.

3.5 Data Analysis

Thematic analysis was used to analyze the data. The themes were determined based on Dörnyei's (2008) constructs of motivational strategies, namely trying empathy, adjustment, and acceptance, teachers as facilitators, giving students policy to achieve purpose learning, creating an atmosphere of learning as a effective experience, giving varied tasks to increase learning motivation, using motivational feedback. Before coding was done, the researcher transcribed the data using the verbatim method. Verbatim transcription captures spoken words in an interview recording, including crying, coughing, and sighing (Poland, 1995). The voice typing in google docs was used to automatically write the interview results. After that, the researcher checked every word from the voice typing results to make sure the type data is the same as the interview recording.

3.6 Trustworthiness

To ensure the quality of a qualitative research three criteria of trustworthiness were normally used. They are credibility, dependability, and reflexivity. The credibility Strategic used in this study is a member check to determine the validity of the analyzed data and represent information from the data collection. While dependability uses an audit trail that applies from the beginning of the data collection steps to the report (Korstjens & Moser, 2018).

From the three characteristics mentioned in the first paragraph of this study using a member check of credibility. The researcher contacted the participant by chatting WA and provided his findings to ensure that the findings were valid. Credibility is used as a form of proof of trust, as the findings of a researcher who was represented through the same information as the interview data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is made from the results of the data obtained through interviews. The data used is applied to findings, thematizing and coding, and discussion.

4.1 Findings

The researcher found that there were five themes of motivational strategies for students learning used by the teacher in Islamic Junior High School in Madura. They are; empathy, adjustment, and acceptance (EAA), giving students a policy to achieve purpose learning (GPAPL), creating an atmosphere of learning as a effective experience (CALEE), giving varied tasks to increase learning motivation (GVTILM), using motivational feedback (UMF). The blueprint of themes can be accessed in table 4.1

This researcher could not obtain data to motivate students on the following theme teacher as facilitator and sub-theme group assignment presentation, because the teacher did not answer the questions appropriately. The two themes are not included. The teacher's role as a facilitator should show that the teacher provides services including the availability of facilities to provide convenience in learning activities for students. Then the group assignment presentation is not in accordance with the notion of construct theory, therefore it is not necessary to be discussed in this study.

4.1.1 Empathy, Adjustment, and Acceptance

Student's feeling

In implementing the learning process, a teacher not only delivers the material, but the teacher also knows the student's mood. Because basically if the teacher knows the student's mood, the teacher can follow up on the actions taken by the students.

> We as educators greet, then ask how students are doing, for example how are you children (EAA/01/Yani).
>
> We do a deal or deal a mutual agreement regarding the learning system that we will hold during the next semester (EAA/01/Yani).
>
> We do it by approaching students who have low concentration (EAA/01/Yani).\
>
> We approach students who are quite naughty by asking them what they don't understand by getting closer (EAA/01/Yani).

Based on the interview, the teacher showed sensitivity to student's feelings by 1) conducting an orientation, 2) making a learning contract, and 3) approaching them one by one. Conducting an orientation was shown by asking how the students are doing, which aims as a prelude to learning. The teacher believed that this technique could make students relax and ready to start learning. Making a learning contract was done by the teacher to make an agreement between students in the learning process and avoid problems that discriminate against students. Approaching them one by one was done while asking "*do you understand or not?*" Or also ask "*what's the problem?*" They felt cared for by the teacher.

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The steps taken by the teacher were believed to be able to finish problems of internal and external demotivation. The internal factors were personal problems brought by students into the classroom where students looked gloomy, and were not enthusiastic about learning and easily offended. Then family problems burdened student's minds which made study concentration decrease. Then external factors were interference from friends, often invited to talk or joke when the teacher explains learning, making noise, students who want to learn are disturbed and cause learning to focus on decreasing and the students were sleepy during the learning process.

> We give them the task of writing 1000 word or memory vocabularies (EAA/06/Yani).

The researcher also found that the interview about students who disturbed their friends while studying would be given a punishment in the form of writing 1000 vocabularies. The goal was for students to obey the learning process listed in the learning contract procedure. In addition, giving assignments in the form of punishments could make students deterrent and could improve student's cognitive abilities.

The solution believed by the teacher to overcome students who had these unique characteristics (naughty) was by giving punishment in the form of additional tasks such as memorizing vocabulary. The meaning that the punishment given by the teacher was not only a punishment that hurts him physically, but a punishment that could increase intellectual intelligence. After the students received the punishment,

students felt afraid or deterred and accompanied by the student's cognitive abilities toward the English material, they experienced an increase.

The teacher had to be professional and firm in addressing the unique behavior of students. The teacher needed to provide punishment or sanctions for students who were naughty, did not behave well in class or students who interfered with their friends studying. However, in following up on students who needed more attention, the teacher had not to show rough behavior. The rough behavior was like a teacher hitting a student, a teacher pulling a student, a teacher slapping a student etc. It was necessary for the teacher to avoid rough behavior and was expected to be able to maintain good relations between teacher and student. To make students always comfortable during class, not to make them afraid and hate the teacher.

Student's need

The teacher should be able to analyze a student's needs before learning begins. This is necessary to streamline the learning process in accordance with the interview which reveal the following;

> We analyze when making lesson plans models and learning methods that we will use in the material (EAA/07/Yani).

Based on the interview, it could be understood that a student's learning needs could be fulfilled from how professional the teacher analyzes the student's need as the basis lesson plan. In the lesson plan, the teacher determined the learning model and method according to the level of complexity of the subject matter and the

analysis of the student's needs. Besides that, the teacher prepared teaching aids, learning media, and learning resources that was also a student's need.

> I have a problem when using this model, namely adjusting the time with the delivery of learning material (EAA/09/Yani).

The interview explained that the difficulty in implementing the learning model lies in time management. The teacher sometimes had difficulty in adjusting the time in the design of the learning process because of the lack of facilities available in schools as the lack of teaching material facilities and the unavailability of a library, projectors, LCD and speakers were also not yet available in schools. They could worsen the situation in the learning process. No wonder sometimes in one meeting it was used to write material without any direction or explanation from the teacher. As a result, the teacher was forced to explain the material or even combine the material at the next meeting. The educator to analyze the learning model before it was applied considering the facilities available at the school.

> I have a problem when using this model, namely adjusting the time with the delivery of learning material (EAA/09/Yani)

Based on the interview, the teacher always implemented the learning process in accordance with the lesson plan that was made before the learning took place. However, sometimes the targeted time in the lesson was not appropriate for its implementation. It could be caused by the majority of students who needed more time to understand the material presented by the teacher. Besides, additional time and the need for a teacher was sudden, resulting in the teacher being late in entering the

classroom. The teacher's delay in entering the classroom was equal to reduced time in teaching and learning activities. The impact of failing to allocate time due to these factors was that sometimes teachers skip learning evaluation activities that were often carried out by every teacher before ending class. In addition, the division of tasks that the teacher wanted to do could not be done.

The teacher could still implement the design of the learning process in accordance with the expected allocations and targets, the teacher could outsmart it by continuing to evaluate learning together with students at the next meeting. The evaluation was carried out aiming to increase student's understanding and ensure students could understand well the material that had been delivered by the teacher. The teacher needed to carry out a question and answer process to test student's understanding and find out where students did not understand the material. Besides, the teacher also continued to distribute the assignments as homework to be done at student's homes.

Student's attitude

To maintain calm in the classroom the teacher needs to be friendly towards students and avoid bad attitudes. This is necessary to maintain comfort during the learning process as explained by the teacher from the interview;

> We have to communicate that the student asks why he can't, he's lazy, he can't want to be enthusiastic about learning later depending on what he answers (EAA/16/Yani).

The teacher also believed that there was not one student who did not want to learn English because students followed English learning well. Sometimes they were not interested in learning English. It could be known by the teacher by how long students understood the material. The possible cause was because the teacher's learning was not interesting to them and the students do not like the English material. The solution offered by the teacher for students who were interested in the English lesson was to approach students and communicate to find out the problems faced by students. If students feel that the material conveyed by the teacher was too boring, then the teacher must be able to master the class in order to make the atmosphere more lively. and the ways that the teacher did were using the method, puzzle, telling stories, and making jokes.

Acceptance

Every student activity in the classroom wants to be appreciated, given attention, and praised. However, not all teachers can do this in the learning process. As a result, there are still students who feel discriminated against and the students express themselves by making noise in class to attract the teacher's attention. The following are the interviews about teachers in respecting students not to discriminate;

> We don't take sides, whether it's the students of the school principal, the children of officials, the children of scavengers or even the children of farmers, all of them get the same treatment from us (EAA/26/Yani).

Based on the interview, the teacher should not side with smart students or exclude students who had substandard intelligence. examples of favoring the children

of the principal, children of officials, looking down on scavenger's children or farmer's children, and other students. Teachers had to embrace and provide equal learning opportunities to students in proving their abilities. Thus none of the students felt social jealousy.

The interview revealed two teacher attitudes that were recognized by students as being fair to them, namely; 1) the teacher positioned himself in being like an educator or became a parent who gave affection to his child. 2) the teacher was always fair to every student without discriminating against family background. The teacher needed to provide equal opportunity and good behavior to students who were smart, naughty, quiet, hyperactive and students who have limited abilities.

The interview showed that two things were used to get closer to students. 1) Taking the initiative to get closer. 2) Replacing study time by chatting, telling stories, and asking things that were not liked in class. The aim was to find out the desire and showing the teacher's concern for students. It could be used as a reference for the teacher to plan appropriate learning methods and avoid misunderstandings between teachers and students. With that students feel open minded and tell their hearts and re-evaluate the learning process.

4.1.2 Giving a Policy to Students Regarding Alternative Ways to Achieve Learning Objectives

Minimize punishment

Penalties are given based on the behavior of students who do not obey the rules in the classroom such as making noise, not doing assignments, joking and others. The teacher wants to teach students without any disturbance the usual learning process is carried out correctly. Then in what way a teacher gives a punishment commensurate with the actions of students and does not make the punishment a criminalization, the following is the explanation;

> We as educators minimize or avoid violence in physical form (GSPAPL/40/Yani).

> An educator should also avoid forms of punishment in verbal violence (GSPAPL /40/Yani).

Based on the interview, the teacher believed using physical and verbal punishment would result in a strain on the relationship between the teacher and students and it was appropriate for the teacher to avoid it. Examples of physical punishment as pinching, hitting, and others. While examples of verbal punishment as scolding students, saying harshly, bullying students. The impact of verbal violence on students could affect psychology and reduce student's self-confidence. A good teacher would never use harsh words and look at the student's background. students had equal opportunity to show their abilities.

> We give additional assignments to write vocabulary 100 or memorize 20 (GSPAPL/41/Yani).

The solution was believed by the teacher to punish students by giving meaningful punishments Example giving additional tasks, writing vocabulary and

memorizing vocabulary. The meaning was the teacher did not need to use violence to punish students, but provided additional tasks to deter students and not repeat acts of violating class rules. Meanwhile, the provision of additional assignments can indirectly improve student's cognitive abilities and students who are naughty can get better grades.

> I always follow up on the students so that they remember the tasks they are doing (GSPAPL/45/Yani).

To make sure students did their assignment, the teacher's punishment used the follow-up method to remind them because some students were pretending to forget the assignment. And for students who did not do their assignments on time the teacher used threats as the last method used for students. The threats used by the teacher was reducing value and adding new assignments.

> One way to motivate students to do their assignments is by giving rewards or rewards. Now these rewards can be in the form of points or grades or in real physical form (GSPAPL/58/Yani).

The teacher believed giving rewards would motivate students to learn. The award made by the teacher was in the form of giving values and in hard. This is evidenced by the teacher giving an English dictionary to students who got the highest score. This method was able to provoke student's motivation to compete for higher values. It was concluded that giving gifts could increase intense competition between friends.

The teacher also carried out evaluation and discussion methods to motivate students by giving values. The teacher believed that this method was able to improve understanding and evaluate student mistakes. It was concluded that giving feedback could work for students who were still confused about the location of the problem.

Manage time in the learning process

The activities carried out in the classroom are not only teaching for teachers but students are educated to become agile individuals and can be responsible for the time. It is important for teachers to teach students from an early age to understand the responsibility to be disciplined students on time. This is as conveyed in teacher interviews about training students to be responsible for time as follows;

> I personally make sure students are responsible for their time by setting time limits or timings (GSPAPL/43/Yani).

Based on the interview, the teacher believed that giving a time limit on each task was able to increase student responsibility. The teacher also emphasized that time limits could make students disciplined and improve their memory. The provision of time limits was given to each task, both the type of homework, groups or questions in class. The teacher also gave sanctions in the form of punishment for students who did not do their job or exceeded the deadline in a way as not getting values or giving punishment. The purpose was to motivate learning and make them aware of their responsibilities.

The teacher set time limits and gave punishments to ensure students did their assignments. But some students still did not do their assignments which punishment needed to be done to make students not repeat their mistakes. The student's factor was not doing assignments because of a learning environment that was not supportive, for example students did not get support from their families and did not have the facilities to support their achievements.

> I use pearls of wisdom or a motivation in the form of words where successful people are people who are responsible for their duties (GSPAPL/45/Yani).

The teacher believed that giving time limits and punishments would increase student responsibility. Giving a time limit of 1-2 weeks for students who were not depressed. During the time limit, the teacher reminded students not to forget to do assignments with the teacher's unique methods, like using motivational sentences, for example a successful person is someone who is responsible for their work meaning that someone who wanted to be successful had to try hard, be honest and good. The teacher believed that using the method would be effective for the student's growth period.

The fact of giving motivational sentences could be seen from the attitudes of students before and after. The Changing in attitude could be seen from studying diligently, reducing delinquency, and being responsible for their duties even though their assignments were not in student expectations and for the teacher the most important thing was that students have a high learning enthusiasm.

4.1.3 Creating an Atmosphere of Learning as an Effective Experience

Teacher innovation strategies carried out to deliver interesting learning are shown from the interviews as follows;

> I give entertainment in the form of singing, or songs, if it's entertaining and guesswork (CALLEE/39/Yani).

Based on the interview, the teacher believed using puzzle strategy, using song, and incorporating hand on activities can also make the learning atmosphere more interesting. In active communication classes, teachers also believed that they were able to make the learning process more interesting. The teacher also proved that the method was effective by experiencing for himself that the atmosphere in the class was more active.

> I use it to get students excited in class when delivering material, namely by using a talking stick (CALLEE/54/Yani).

Based on the interview, the talking stick method was often used in class activities because it was believed that the students were more enthusiastic when the teacher used this method. This was evidenced by how the teacher did the method with the following steps. The teacher held a stick in his hand and walked to each side of the students accompanied by a song by the students. When the teacher signaled to stop the song, the teacher gave the stick to a student next to him and asked a question.

The difficulties that the teacher believed when in class were 1) it took too long a time to make students understand the teacher's explanation. 2) some students did not listen to the teacher's voice during the delivery because of the noise in the class.

4.1.4 Giving Varied Tasks to Increase Learning Motivation

An assignment is an important factor that could not be separated from learning. The teacher gives assignments aiming to improve their knowledge and skills. The interview showed that the teacher gave various assignments, both the types and the nature of the assignment.

> Students are assigned to work on questions in this worksheet book with the aim that students are able to understand the questions so that they are able to answer correctly and be able to improve students' cognitive (GVTINLM/57/Yani).

The types of the assignments included speaking assignments, reading narrative texts and making conversational dialogues. In the teacher's opinion, giving various assignments can increase a student's learning motivation. The nature of the assignment included individual assignments and group assignments. Individual assignments were usually carried out in the form of homework assignments. Group assignments had two types; 1) group assignments carried out in class. 2) group assignments that are carried out outside the classroom (tasks were done outside of learning time).

4.1.5 Using Motivational Feedback

The interview revealed that the teacher used motivational feedback by discussing the feedback with the students as follows;

> I delivered earlier the way to correct or provide feedback is by having discussions with students, so that students know where their mistakes

are so they don't experience misconceptions about learning material (UMF/60/Yani).

Based on the interview, the teacher believed the use of a discussion method during the feedback session was able to provide suitable learning. The benefits of using the method were being able to break the same problems carried out by students and add insight, knowledge, and understanding. The discussion method was often used by the teacher because it was believed to improve the delivery of material and increase student motivation. The discussion method could restart the student learning process following the suggestions of the teacher. The teacher also proved that the discussion method was able to direct students to positive things from the teacher's experience. Every time the discussion was carried out students observed and received ideas from various directions, and not only from the teacher but their classmates.

4.2 Discussion

In general, before the implementation of the new school year, teachers and students make an agreement on the learning process in the form of a learning contract. Previous research has shown the importance of learning contracts for student motivation, this is evidenced by their findings Abdullah & Yih (2014) and Ibrahim & Eldemerdash (2018) that this study explains the application of learning contracts is an effective strategy in improving student's attitudes and intentions to learn, but at the same time the decrease in student's learning intentions also decreases because of their lack of confidence in their abilities and goals of their performance.

Thus it can be understood that the provision of learning contracts is a form of teacher empathy for student learning needs.

In addition to making learning contract agreements, teacher motivation strategies for students can be carried out by means of teachers giving policies to students. One form of policy carried out by the teacher while in class is giving meaningful punishment (additional assignment) for students who have problems. Curren (2020) that punishment is a motivator and is important to support asking students for cooperation therefore mistakes made by students are not dangerous or can be properly prosecuted. Said & Khan (2013) physical punishment has an impact on student's mental and trauma. They will think that school is an unsafe place and avoid going to school. Thus it can be concluded that teachers need to give punishment to increase student learning motivation and avoid types of punishment in the form of physical or verbal violence

Even though giving punishment is one of the supports for learning motivation, it is necessary for an educator to be able to create an atmosphere of learning as an effective experience. Based on the research results, one way is applied by the teacher in creating a learning atmosphere as an effective experience by selecting interesting learning methods. The learning process was carried out using the talking stick method in which the subject stimulated student's desire to participate in learning activities. This is evidenced by Stoimcheva-Kolarska (2020) that the learning environment, especially in learning their second language, further enhances learning using games

and gamification as an important means that the learning atmosphere is calm and fun. The atmosphere can also affect student motivation and reduce anxiety in students. From the calculations reported by Santoso & Saragih (2021) on making learning fun on motivation, there are results that say that it is proven from the calculation of the value for the X2 variable (Learning Motivation) of 3.399, while the table value for n = 41 is 2.020. It can be concluded that enjoyable learning can affect student motivation. Thus it can be concluded that teachers need to create a pleasant learning atmosphere so as to create an effective learning experience.

A fun learning atmosphere does not mean not being serious and joking a lot in class. More than that the teacher must be good at managing in the classroom. In addition to choosing interesting learning methods, teachers also need to provide varied assignments to increase student learning motivation. Giving varied assignments is expected to improve students' cognitive, affective and psychomotor skills. This finding shows that high cognitive ability really helps students in increasing student's learning motivation. This is supported by the findings of Setiawan & Wijaya (2018) research which has the results of high scores from the pre-test and post-test indicate that the cognitive level affects student's learning motivation in learning thermal physics, this can be seen from the results of the student motivation questionnaire. Thus it can be concluded that teachers need to provide varied assignments to increase student motivation.

In the learning process it is also necessary to use motivational feedback. One of the feedbacks are done by using the discussion method. The use of the discussion method is a way to solve problems with a group thinking process, it also aims to increase student's knowledge with various inputs from every angle. This is also evidenced from Mubarok (2012) that feedback can increase student motivation in various aspects such as personal aspects, goal setting, learner-centered, creativity, peer-evaluation, self-diagnosis, and cooperative learning and helps students identify which mistakes are made what they made and which part of their writing should be improved. Thus it can be understood that in the learning process it is necessary to carry out discussions as a form of providing motivational feedback.
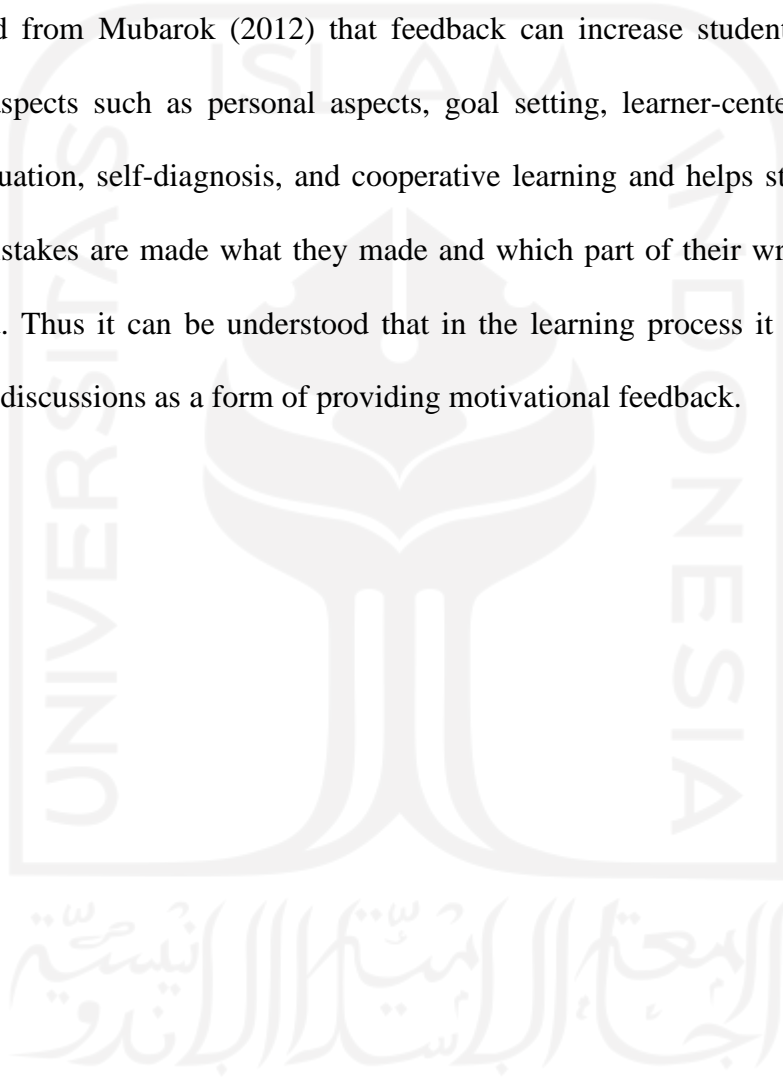
CHAPTER V

# CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The research objective was to identify teacher's motivational strategies in the classroom by using Dörnyei's (2008) motivational construct. The data were gathered from the teachers' answers to the researcher's interview questions. Thematic analysis was used to analyze the data.

To increase learning motivation, the teacher carried out various motivational strategies. The strategy used includes five themes of theories for research, namely 1) showing empathy, adjustment, and acceptance; 2) giving students a policy to achieve learning goals; 3) creating an atmosphere of learning as an effective experience; 4) giving varied tasks to increase learning motivation; and 5) using motivational feedback. For the empathy, adjustment, and acceptance (EAA), the teacher used greetings, making learning contracts, approaching special learners, analyze student's need and being as neutral as possible. For giving students a policy to achieve purpose learning (GPAPL), the teacher chose giving more assignments as punishment rather than physical punishment. For creating an atmosphere of learning as an effective experience (CALEE). The teacher used a talking stick method to stimulate student participation and create a pleasant atmosphere. For giving varied tasks to increase learning motivation (GVTILM), the teacher applied varied assignments. For

motivational feedback (UMF), the teacher uses the discussion method to provide suggestions and criticism to increase motivation.

5.2 Recommendation

Based on the research results indicate several weaknesses in this study. 1) The research needs more than one participant to expand the research data. 2) The construct teacher as facilitator and sub-theme group assignment presentation still did not get the data results as desired by the researcher. Therefore the researcher suggests setting up more than one participant and ensuring that the construct used in this study is achieved as expected by future researchers.
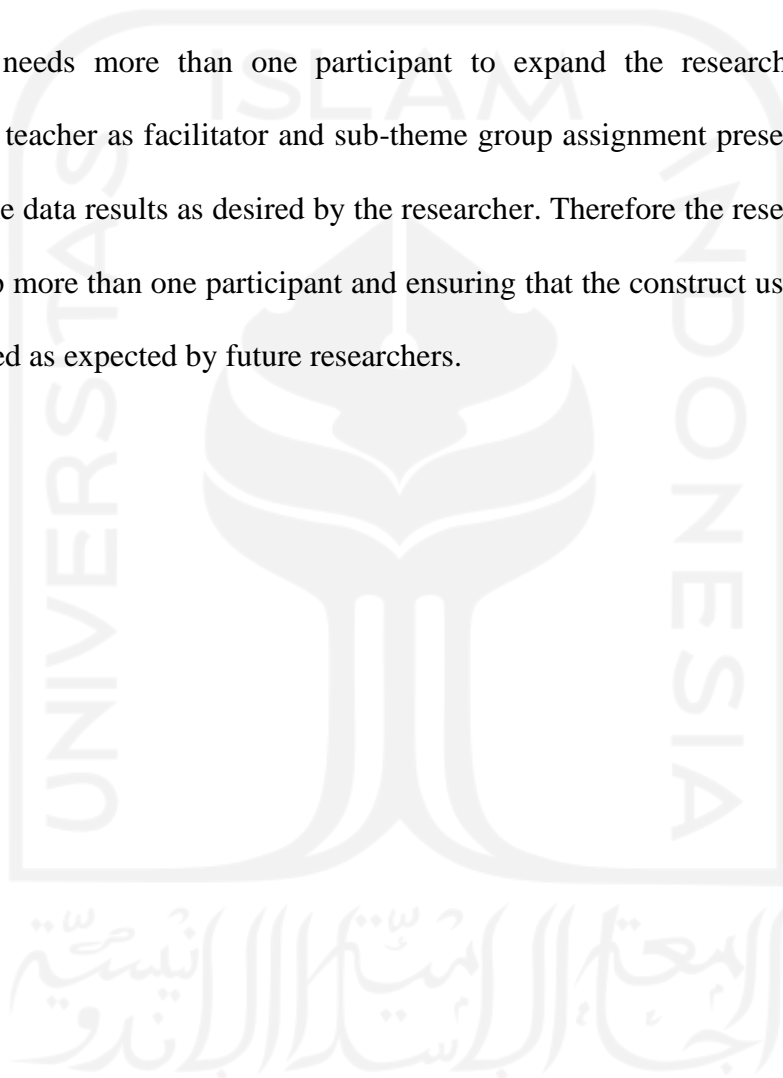
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APPENDICES

A. Consent Form

FAKULTAS
PSIKOLOGI &
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Tanggal   : 14 Desember 2021

Nomor   : 4122/Dek/70/DURT/XII/2021

Hal   : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Kepala Sekolah MTs Darul Ulum Tlagah Galis Bangkalan

Di tempat.

Assalamualaikum Wr. Wb

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa   : Malik Fajar

Nomor Induk Mahasiswa   : 18322064

Program Studi   : Pendidikan Bahasa Inggris

Pembimbing Skripsi   : Adam anshori S.S., M.A

Judul Skripsi   :

   "Teacher's Strategies to Motivate Students Learning in Islamic Junior High School."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

B. Table Interview Questions 3.1

Mains Theories	Key-Components	Interview Questions

Trying empathy, adjustment, and acceptance. a) Empathy; sensitive to a student's feelings, needs, and perspectives. b) Adjustment; act according to one's position. c) Receiving; respect each student by not discriminating and judging and acknowledging each student has diverse or unique abilities (Dörnyei 2008).	Trying Empathy, Adjustment, and Acceptance	a) How do you show sensitivity to a student's feelings? How do you show sensitivity to a student's needs? How do you show sensitivity to a student's perspectives? b). How do you adapt to the various behaviors of students? c). How do you value students to not feel discriminated against
Teachers as facilitators; The teacher is a figure to facilitate students in the learning process (Dörnyei 2008).	Teachers as Facilitators	How do you facilitate your student's learning process?
Giving a policy to students regarding alternative ways to achieve learning objectives; minimize pressure in front of threats or punishment. The teacher gives responsibility to students to manage time in the learning process. Invite students to do peer-teaching so that students are responsible and have a direct role of authority (Dörnyei 2008).	Giving Students Policy to Achieve Purpose Learning	a). How do you minimize punishment so that students are not depressed but still meaningful? b). How do you make sure your students are accountable for their timing? c). How do you invite students to do peer-teaching so that students can take responsibility and have a direct role of authority
Creating an atmosphere of learning as an effective experience; the teacher in	Creating an Atmosphere of Learning as a Effective Experience	How do you provide material that is not monotonous?

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the learning process is not monotonous in giving material alone, the teacher should appreciate learning as an effective active as sharing personal experience with interest in language lesson (Dörnyei 2008).		
Giving varied tasks to increase learning motivation; Giving various assignments is done as a form of learning opportunity to be appreciated. So that if students feel appreciated they will be enthusiastic in doing the task (Dörnyei 2008).	Giving Varied tasks to increase Learning Motivation	How do you give a variety of tasks to increase motivation to learn?
Using motivational feedback; teachers provide positive and informative feedback. The teacher does not show an overreaction to students who have not yet completed learning (Dörnyei 2008).	Using Motivational Feedback	How do you give feedback that motivates students?

C. Table thematizing and coding 4.1

Constructs/Themes	Sub-theme	Example
Empathy	**Greetings**	We as educators greet, then ask how students are doing, for example how are you children
	Making learning contract	We do a deal or deal a mutual agreement regarding the learning system that we will hold during the next semester
		We give them the task of writing 1000 word or memory vocabularies

Acceptance	**Approaching Special Learners**	We do it by approaching students who have low concentration
		We approach students who are quite naughty by asking them what they don't understand by getting closer
		We have to communicate that the student asks why he can't, he's lazy, he can't want to be enthusiastic about learning later depending on what he answers
	Analyze Student's Need	We analyze when making lesson plans models and learning methods that we will use in the material
		I have a problem when using this model, namely adjusting the time with the delivery of learning material
	Positioning as neutral as possible	We don't take sides, whether it's the students of the school principal, the children of officials, the children of scavengers or even the children of farmers, all of them get the same treatment from us.
Giving Students Policy to Achieve Purpose Learning	**Avoid physical and verbal punishment**	We as educators minimize or avoid violence in physical form
		An educator should also avoid forms of punishment in verbal violence
		I always follow up on the students so that they remember the tasks they are doing
		We give additional assignments to write vocabulary 100 or memorize 20
		One way to motivate students to do their assignments is by giving rewards or rewards. Now these rewards can be in the form of points or grades or in real physical form
	Setting a time limit timing	I personally make sure students are responsible for their time by setting time limits or timings
		I use pearls of wisdom or a motivation in

		the form of words where successful people are people who are responsible for their duties
Creating an Atmosphere of Learning as a Effective Experience	**Fun learning methods**	I give entertainment in the form of singing, or songs, if it's entertaining and guesswork I use it to get students excited in class when delivering material, namely by using a talking stick
Giving Varied Tasks To Increase Learning Motivation	**Cognitive level**	Students are assigned to work on questions in this worksheet book with the aim that students are able to understand the questions so that they are able to answer correctly and be able to improve students' cognitive
Using Motivational Feedback	**Discussion of feedback**	I delivered earlier the way to correct or provide feedback is by having discussions with students, so that students know where their mistakes are so they don't experience misconceptions about learning material

Coding	Translate
EAA	Empathy, Adjustment, and Acceptance.
CG	Convey Greetings.
MLC	Making Learning Contract.
ASN	Analyze Student's Need.
PNP	Positioning as neutral as possible.
GSPAPL	Giving Students Policy to Achieve Purpose Learning.
APVAP	Avoid physical and verbal punishment.
STLT	Setting a time limit or timing.
GAP	Group assignment presentation.
CALLEE	Creating an Atmosphere of Learning as an Effective Experience.
ILM	Interesting learning methods.
GVTINLM	Giving Varied Tasks To Increase Learning Motivation.
CL	Cognitive level.
UMF	Using Motivational Feedback.
DF	Discussion of feedback

D. Transcripts Data

The transcripts data can be accessed via the following link;

https://drive.google.com/drive/folders/1_s55nzc1WcYECG8TetL7Yr67W3Yyu7

MX?usp=share_link