

**TEACHERS' MOTIVATIONAL STRATEGIES IN EFL CLASSROOM: AN
OBSERVATIONAL STUDY**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the Bachelor of Education Degree
in English Language Education**



Conveyed By:

Nur 'Aini (19322032)

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCE**

UNIVERSITAS ISLAM INDONESIA

2023

APPROVAL SHEET

**TEACHERS' MOTIVATIONAL STRATEGIES IN
EFL CLASSROOM: AN OBSERVATIONAL**

By

Nur'Aini

19322032



Approved On 16th March, 2023

By

Supervisor

(Banatul Murtafi'ah, S.Pd., M.Pd.)

NIK: 193220102

RATIFICATION SHEET

**TEACHERS' MOTIVATIONAL STRATEGIES IN
EFL CLASSROOM: AN OBSERVATIONAL**

By

Nur'Aini

19322032

Defended before the Board of Examiners on 30th March 2023 and Declared

Acceptable

Board of Examiners

Chairperson : Banatul Murtafi'ah, S.Pd., M.Pd.

First Examiner : Nizamuddin Sadiq, S.Pd., M.Pd., Ph.D

Second Examiner : Anandayu Suri Ardini, S.S., M.A

Yogyakarta, 30th March 2023

English Language Education Department

Faculty of Psychology and Socio-Cultural Science

Universitas Islam Indonesia

Head of Department



Puji Rahayu, S.Pd., MLST., Ph.D

NIP 053310402

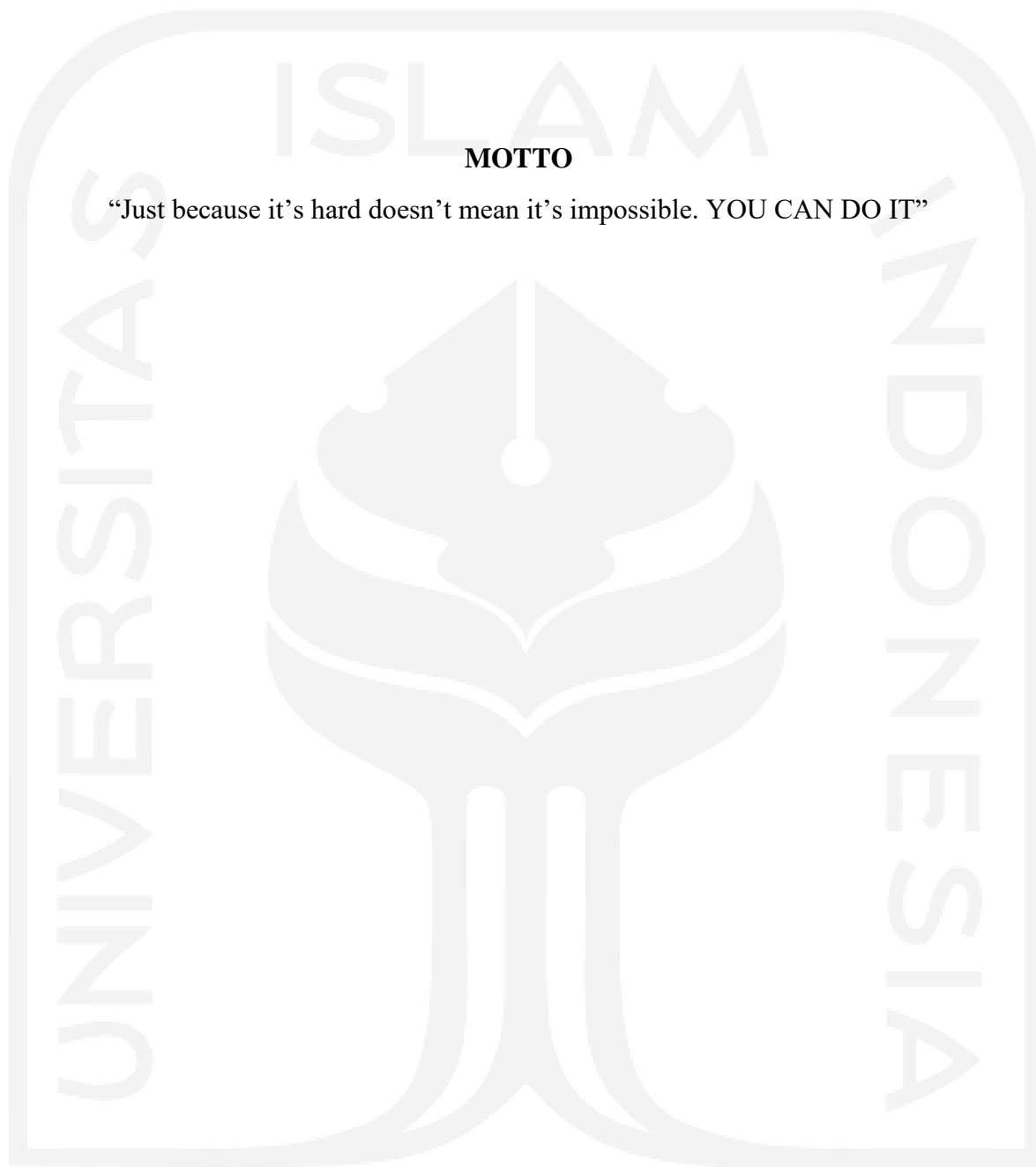
STATEMENT OF WORK'S ORIGINALITY

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 scientific papers should.

Yogyakarta, March 2023



(Nur'Aini)



الجامعة الإسلامية
الاستد بالاندية

ISLAM

DEDICATIONS

This thesis I dedicate gratefully to myself, my parents, my grandmother, my sister and my friends, who have supported me during this process. I hope that this is a good start to my learning journey in the future.

الجامعة الإسلامية
الاستدراك الباندو

ACKNOWLEDGEMENT

Alhamdulillah rabbil' alamin, all praises to Allah SWT who is the Merciful and the Powerful for all the blessings that have been given to me. May peace be upon our prophet Muhammad SAW who has brought us from ignorance to full knowledge. All my gratitude to Allah SWT who had given me a blessing of health, enthusiasm, and patience to complete this thesis as a partial fulfillment of the requirement to obtain a Bachelor of Education in English Language Education.

Big thanks to my beloved parents Abdullah and Mas'uda, especially to my sister Fradila (Aa) and to my grandmother Rawiya for supporting and always praying for me so that I can be who I am now. In addition my honorable indebted to my lovely supervisor, **Banatul Murtafi'ah, S.Pd., M.Pd.** Who also support me and guided me in accomplishing my thesis, and also I would like to give my special thank to these following people:

1. The deepest gratitude goes to myself and my beloved parents, Mr Abdullah and Ms. Mas'uda for the great support both morally and financially.
2. All of the lecturers and staff of the English Language Education Department who always assist me during the college.
3. All my friends in the English Language Education Department who have fought together during college.

4. My dearest friends, Millenia Dian Satriani, Jumi'atul Arpian, Aulia Fachriany, Prihatini Ajeng, Fawwas Dhea and Antika Sari who have beautifully coloured my study journey.
5. K2Y as my family members in Yogyakarta who have supported me and sincerely care

I send my prayers and blessings to Allah SWT for all of the people that I mentioned above or not mentioned. However, this research still has a lot of improvement, so this research needs any suggestion and recommendation from the readers. Besides that, I hope that this research can be more beneficial to the readers. Amin.

Yogyakarta, March 2023



(Nur'Aini)

الجمعة الاستاذة
الجمعة الاستاذة
الجمعة الاستاذة

TABLE OF CONTENTS

COVER.....	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO	v
DEDICATIONS.....	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF FIGURES	xi
LIST OF APPENDICES.....	xi
ABSTRACT.....	xii
CHAPTER I.....	1
INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Identification of the Problems	3
1.3. Formulation of the Problems.....	3
1.4. Objectives of the Study	4
1.5. Significances of the Study.....	4
CHAPTER II.....	5
LITERATURE REVIEW	5
2.1. Theoretical Review	5
2.1.1 Motivational Strategies.....	5
2.2. Review of Relevant Studies	8
2.3. Theoretical Framework	10
CHAPTER III	12
RESEARCH METHOD.....	12
3.1. Research Design.....	12

3.2. Data Preparation.....	12
3.2.1 Setting and Participant.....	12
3.2.2. Types of data	13
3.2.3 Consent form	13
3.2.4 Data sources.....	13
3.3. Data Collection Technique.....	13
3.4. Data Analysis Technique	16
3.5. Trustworthiness	18
CHAPTER IV	21
FINDINGS AND DISCUSSION.....	21
4.1. FINDINGS	21
4.2. DISCUSSION	29
CHAPTER V	32
CONCLUSION AND SUGGESTION.....	32
5.1 Conclusion.....	32
5.2 Suggestion.....	33
REFERENCES	34



LIST OF TABLES

Table 3.1 Observation Instrument.....	14
Table 3.2 Observation checklist.....	15
Table 4.1. Motivational strategies in EFL classroom used by Teacher 1.....	20
Table 4.2. Motivational strategies in EFL classroom used by Teacher 2.....	21
Table 4.3 The Result of Teacher 1 Data Observations.....	22
Table 4.4 The Result of Teacher 2 Data Observations.....	24
Table 4.5 The Result of Teachers Data Observations.....	26

LIST OF FIGURES

Figure 2.1. Type of motivational strategies by Keller (2010)	11
---	-----------

LIST OF APPENDICES

Appendix 1 Consent Form.....	38
Appendix 2 Research Completion Form.....	39
Appendix 3 Thematizing Matrix.....	41
Appendix 4 Observational Transcript.....	47

TEACHERS' MOTIVATIONAL STRATEGIES IN EFL CLASSROOM: AN OBSERVATIONAL STUDY

ABSTRACT

This research aims to investigate motivational strategies used by junior school English Teachers in Yogyakarta. This is an observational study which is qualitative in nature. The primary data were obtained from classroom observation. Two English teachers from different classrooms in junior high schools participated in this study. They were recruited because they have taught the English language. The result of this study shows that both Teacher 1 (T1) and Teacher 2 (T2) used some motivational strategies such as: *Attention* (e.g. Teacher used more friendly greetings with friendly intonation, Teacher used ice breaking), *Relevance* (e.g. Teacher gave students assignments based on materials given, Teacher created a comfortable learning environment) *Confidence* (e.g. Teacher explained the learning expectation, Teacher challenged the students to do the task) and *Satisfaction* (e.g. Teacher praised the students, for example: by saying good job). Furthermore, the most frequently used strategies from Teacher 1 are *motive matching* where she often created a comfortable learning environment for students while *inquiry arousal* becomes the most frequently used strategy by T2. T2 always asks a lot of questions as open-ended questions to attract students to focus and review the last meeting materials. The result of this study suggests further research to conduct another type of qualitative studies involving interviews to get rich data and explore more about the motivational strategies in English class.

Keywords: EFL classroom, motivational strategies

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Motivation is one of the essential issues in learning a language, especially for learners who learn English as their foreign languages. By learning English, you develop good interpersonal skills and it builds up your understanding Mahu (2012). This skill to motivate learners is vital for language teachers. The ways to motivate learners can be done through several strategies by the teachers. Teacher motivational strategies refer to tips and tricks that teachers use to inspire learners (Hornstra et al., 2015). Teachers are the role models for their students to encourage their motivation in learning (Eccles & Roeser, 2011) and it is very essential to build a comfortable learning environment to develop and immerse students' motivation in learning. Teachers could provide strategies to motivate their learners to learn English. Empirically, teachers' motivational strategies have significant influences on students, such as: it could enhance their motivation in L2 learning (Moskovsky et al., 2012); and initialize and nurture students' internal motivation to learn English both inside and outside the classroom (Vibulphol, 2016).

Beforehand, there has been a study conducted in connection to teachers' motivational strategies, such as the Attention, Relevance, Confidence, and Satisfaction

(ARCS) model proposed by Keller (2010). The four components of the circular segments demonstrate the major variables that impact learners' inspiration to memorize (Keller, 2010). Consideration includes motivational factors associated with motivating and protecting learners' interests (Min & Chon, 2020). In the EFL context, the concern is how to handle and coordinate students' consideration. The other step is to guarantee that the learner accepts that the learning involvement is by and by pertinent (Min & Chon, 2020). However, according to Lee and Lin (2019), English tutors need to consider many factors in selecting and applying their strategies, such as considering learning experiences and teaching English, personality, and style, while also considering the skills of students, class conditions including class size, course content, assessment, and institutional requirements. Thus, to select the motivational strategies teachers should consider students' backgrounds. In order for them to have a running energy to learn, they must have feelings of satisfaction with the method or comes about from the learning experience.

A number of studies have been conducted to investigate the motivational strategies (i.e., Min & Chon, 2020; Hapsari 2016); to achieve success in language learning, a sufficient motivational strategy is needed; students will not be motivated without having a motivated teacher, also the effectiveness of motivational strategies is about the perspective from the entire participant in the classroom that is teacher and students' (Hapsari, 2016). Thus, involving students in every class activity is very necessary for the effectiveness of motivational strategies and can have a positive effect on student success in learning languages. However, to the best of the author's knowledge, there has been limited study focusing on motivational strategies in the form of qualitative observational research in the

context of EFL classrooms. Therefore, this present study aimed to investigate motivational strategies in EFL classrooms is urgent to be conducted.

1.2. Identification of the Problems

Based on preliminary observations, secondary school students in EFL classrooms often encounter a number of problems, such as: motivation, proficiency, comprehension as well as fluency in speaking up. Specifically on motivation, teachers could have several ways to deal with, for example by giving motivational strategies for the students. Then, due to practical constraints, this present study will only focus on investigating motivational strategies conducted by the teachers in the classrooms.

1.3. Formulation of the Problems

Regarding the issues above, this present study attempts to answer the following question:

What kind of motivational strategies were practiced by the English teachers in EFL classrooms?

1.4. Objectives of the Study

Based on problems formulated above, this research aims to investigate the types of motivational strategies given by the English teachers in EFL classrooms.

1.5. Significances of the Study

The result of this study is expected to contribute to the English teacher as well as pre-service teachers/English Education students. This observational study is very essential for the English tutors as well as pre-service teachers/English Education students. Through the motivational strategies contained in this research, the teachers may imitate, upgrade and develop their motivational strategies in teaching as one of the techniques in teaching English in the classroom. Likewise, teachers can control the upcoming environment and develop their motivational strategies in learning English education.

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Review

2.1.1 Motivational Strategies

Motivation is a key that is relevant to the human mind set; this motivation is essential in pursuing whether the learning process is successful or failed (Dornyei, 2001). To boost students' motivation in learning, teachers need to give motivational strategies. Motivational procedures allude to directions intercession connected by the educator to inspire and fortify understudy inspiration and self-regulating methodologies that are utilized intentionally by person understudies to oversee the level of their claim motivation (Guilloteaux & Dörnyei, 2008). Teachers are the role model of their students to encourage their motivation in learning (Eccles & Roeser, 2011). Motivation strategies are characterized according to individual wishes to cooperate within the training preparation; it includes the factors or objectives that control their association or non-association in educational development Dev (1997). Therefore, it can be concluded that motivational strategies are tips and tricks to boost students' development in learning.

According to Dornyei (2001), there are several examples of motivational strategies given by the English teachers in EFL classrooms. First, teachers build a comfortable environment between teacher and students that involves applicable teacher behaviors,

engaging and enjoyable, a positive classroom atmosphere, a united learner's group with applicable groups norms. Second, teachers form the fundamental motivation by developing students' second language, related values, and demeanors, developing the students' anticipation of victory, expanding the students' goal oriented Ness, making effective material for students, making the learners convince of the materials Third, teachers keepup as well as ensuring motivation focused by assembly knowledge inspiring and pleasant, showing assignments in a motivating way, setting learner objectives, ensuring the learners' self-esteem and increasing their self-confidence, permitting learners to preserve a positive social picture, making learner independence, advancing self-motivating strategies, advancing participation among the learners. Last, teachers empower positive reflection of self-evaluation including advancing motivational attributions, giving motivational input, expanding learner fulfillment, offering rewards and grades in a propelling way.

In terms of motivational strategies, Keller (2010) also proposes another model of motivational strategy namely ARCS. According to Keller (2010), ARCS stands for Attention, Relevance, Confidence and Satisfaction. In the ARCS model, attention, relevance, and confidence are the essential components and are considered to be the spine of the hypothesis, while fulfillment is subordinate to the other components and is the combined result of the others (Min & Chon, 2020).

To get the interest of students and stimulate their curiosity, attention is needed. There are various activities to attract students' attention such as *perceptual arousal*, *inquiry arousal* and *variability*. The first one is *perceptual arousal* which refers to reflexive reactions to stimuli. *The second sub aspect is Inquiry Arousal*. Teachers frequently use this as a warming up activity by providing open-ended questions to engage students' problem-solving

experiential Keller (2010). The third sub aspect is *Variability*. Variability is to maintain the attention towards students. The letter R in ARCS stands for Relevance. Relevance is defined as “meeting the personal needs/goal of the learners to effect positive attitude” (Keller, 2010 p.45). Relevance has three sub aspects namely *goal orientation*, *motive matching* and *familiarity*. The first sub aspect is *goal orientation*. It is recognizing students’ ability and talent. The second sub aspect is *Motive matching*. Understanding the purpose of students can help an efficient learning atmosphere Keller (2010). The third sub aspect is *Familiarity*. It is an event that has relation to their goal and passions.

The letter C in ARCS stands for Confidence. Confidence helps students to believe that they can take control of their own success. There are certain concepts and strategies that boost in developing confidence. In terms of confidence, there are three sub components, i.e., *learning requirements*, *success opportunities*, and *personal control*. The first sub aspect is *learning requirements*. It is to build students’ confidence by letting them know what they expected in the learning process. The second sub aspect is *success opportunities*. It is to understand the purpose of students. The third sub aspect is *personal control*. In order to increase students' confidence, teachers should provide comments on their mistakes and how to improve it Keller (2010) Last but not least, the letter S in ARCS stands for satisfaction.

Satisfaction defined “reinforcing accomplishment with rewards (internal and external)” (Keller, 2010 p.45). There are also three sub dimensions for satisfaction, namely *natural consequences*, *positive consequences*, and *equity*. The first sub aspect is *natural consequences*. Those are developing students ‘motivation by praising. The second sub aspect is *positive consequences*. Those are the outcomes that would give satisfaction.

Praising students for doing great work. The last sub aspect is *equity*. Equity is feeling proud of his or her achievement until he finds out what others received

2.2. Review of Relevant Studies

Mahrooqi, Hassan and Asante (2012) investigated the use of specific strategies for motivating students learning English among EFL teachers in Omani schools. The finding of this study ranked the most to the least important motivational strategies from the teacher's perspective. In order to motivate students, teachers have to provide a role model for them. In addition, shows students that the teachers care about them. Then, we have to share with students the value of English as a meaningful experience. *Promote learners' self-confidence*. In order to help students to try harder, teachers should provide students with positive feedback. *Recognize students' effort and celebrate their success*. A teacher's recognition of students' effort and celebration of their success shows how much she/he cares about their progress and helps establish good rapport and it helps them to build their self-confidence and motivate them to improve more. *Present tasks properly*. Presenting tasks in a meaningful and appropriate way plays an important role in how students will tackle them. *Make the learning task stimulating*. Stimulating assignments take students' interests, which are directly related to their daily life. *Create a pleasant and relaxed climate in the classroom*. Making sure they are aware of their progress toward their objectives, ensuring the classroom is enjoyable, and providing courses that are applicable to their daily life are all ways to motivate students. *Familiarize learners with L2-related values*. *Increase the learners' goal-orientedness*. *Promote group cohesiveness*. A group can help learners adjust their behavior and attitude by serving as a frame of reference

and by providing guidelines and standards against which group members may assess their beliefs and actions. *Promote learner autonomy*. Autonomy is related to student-centeredness where the teacher plays the role of facilitator and the learner is responsible for her/his own learning.

In another study, Moskovsky (2012) investigated the impacts of motivational strategies utilized by Saudi English as a remote dialect (EFL) instructor (N = 14) on Saudi EFL learners' (N = 296) self-reported learning motivation. The investigation was aimed at capturing as much variance as conceivable in terms of school levels, the teachers' age, capability, and direction experience, the learners' age and learning inclusion, and the social and regional establishments of both educated and learners. The analyst conducted the assessment of English instructors and assessment of the EFL gather of learner's scales. It demonstrated that assessment of English instructors comprises two components. The primary calculation (49.53% fluctuation clarified) stacked on things like "organized," "intelligent," and "competent," and we labeled it instructor educating fashion and competence. The moment calculated (7.77% fluctuation clarified) stacked on things such as "trusting" and "lenient," and we labeled it the teacher's personality.

Furthermore, Min and Chon (2020) investigated 242 high school EFL learners and 23 teachers in South Korea to show their benefit of motivational tactics or tricks. The motivational strategies mentioned in their research were attention, relevance, confidence, satisfaction (ARCS). The findings revealed that the four motivational strategies predictors together contributed to 35% of learners' EFL proficiency. Among the four motivational methodologies, attention-getting procedures and confidence-building methodologies essentially anticipated

EFL learners' capability. This implied that more utilization of the two motivational procedures was likely to result in learners moving forward their EFL capability. Relevance-producing techniques and satisfaction-generating methodologies did not appear to have any impact on EFL learners' capability. It was decided that confidence-building strategies, which can offer assistance to learners in building a positive want for triumph, were found to have a greater effect on EFL capability than attention-getting strategies. Comes around and expansive illustrates that the learners were able to overhaul their EFL capability when there were constant endeavors by the teachers to back perceptual-inquiry energy (i.e., attention) and conviction in competence and hope for victory (i.e., confidence).

2.3. Theoretical Framework

The ARCS model originated in the macro theory of motivation and instructional design developed by Keller (1987). Subsequently, the original version of the ARCS model was conceptualized as an illiberal system of four main dimensions – attention, relevance, confidence, and satisfaction (Keller, 2010). In the ARCS model, attention, relevance, and confidence are the primary components and are considered to be the backbone of the theory, whereas satisfaction is dependent on the other components and is the combined outcome of the others. The four components of the ARCS model encompass the major factors that influence learners' motivation to learn (Keller, 2010).

After having conceptual literature review, the researcher applied a theoretical framework from Keller (2010), because it presents the kind of motivational strategies. There are four fundamentals of motivational strategies in the classroom Keller (2010). The theoretical framework is displayed below.

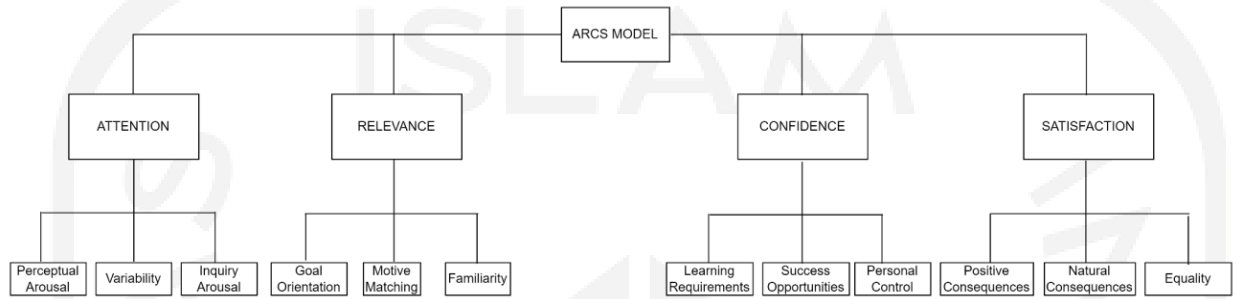


Figure 2.1. Type of motivational strategies by Keller (2010)

CHAPTER III

RESEARCH METHOD

3.1. Research Design

The objective of this study was to determine teachers' motivational strategies in the EFL classroom. This is an observational study which is qualitative in nature (Creswell, 2012). The researcher chose an observational study since this instrument assisted the researcher to investigate motivational strategies in the EFL classroom (Min & Chon, 2020).

3.2. Data Preparation

There are some points that researchers need to consider in data collection such as, setting participant, consent form, types of data, and data sources.

3.2.1 Setting and Participant

Two English teachers were recruited as participants in this research. The participants are the teachers at a junior high school in Yogyakarta. From this, the participants can provide rich data about motivational strategies in English class for Junior High School context. The teachers had been teaching English since 2019 in one of the junior high schools in Yogyakarta. The thing that makes the school different from other schools is, they set more technology equipment with digital as their

learning tools. Based on self-observation, compared to grade 9, grade 7 as well as grade 8 they are having low motivation in learning English. Therefore, they need a lot of motivation from the teacher. Based on preliminary observation, the English teacher applied some motivational strategies to these grades. This research was to dig more about the motivational strategies that are used by the teachers.

3.2.2. Types of data

The type of data used in this research is qualitative data from observation which were collected from recording. The data were in the form of text instead of numbers.

3.2.3 Consent form

In order to demonstrate teachers' willingness and agreement to participate in the study, participants signed a consent form prior for data collection. An explanation of the research procedures must be included in the consent form.

3.2.4 Data sources

The source of the data in this research was collected through video recordings of English teachers' teaching process in high school through observation.

3.3. Data Collection Technique

The researcher used an observation method to collect data. The researcher used video recordings to record all activities and events that occur in the classroom during the learning and teaching process through observation as the main source. The recording contains the teachers and their lesson material as well as the engagement between students and teachers during the class session.

a). Research Instrument

In this study, an observation study was used to observe the teachers’ motivational strategies in teaching English in the EFL classroom.

Table 3.1 shows observation research instruments based on Keller (2010).

Table 3.2 shows an observation checklist

Table 3.1. Observation Research Instrument

Motivational Strategies Components	Sub-components	Symbol	Definition
Attention	Perceptual arousal	PA	Perceptual refers to reflexive reactions to stimuli.
	Inquiry arousal	IA	Inquiry is as a warming up activity by providing open-ended questions to engage students’ problem-solving
	Variability	VR	Variability is to maintain the attention towards students.
Relevance	Goal orientation	GO	Goal orientation is recognizing students’ ability and talent.

Confidence	Motive matching	MM	Motive matching is understanding the purpose of students.
	Familiarity	FM	Familiarity is an event that has relation to their goal and passion
	Learning requirement	LR	Learning requirement is to build students' confidence by letting them know what they expected in the learning process
	Success opportunity	SO	A Successful opportunity is to achieve the learning objective.
Satisfaction	Personal control	PC	Personal control is increasing students' confidence. By giving feedback.
	Natural consequences	NC	Natural consequences are developing students' motivation by praising.
	Positive consequences	PC	Positive consequences are the outcome that would give satisfaction. Praising for doing great work.
	Equity	ET	Equity is feeling proud of his or her achievement until he finds out what others received

Table 3.2. Observation checklist

Components	Sub-components	Tally	Total (N)
1. Attention	<ul style="list-style-type: none"> a. perceptual arousal b. inquiry arousal c. variability 		

2. Relevance

- a. goal orientation
 - b. motive matching
 - c. familiarity
-

3. Confidence

- a. learning requirement
 - b. success opportunity
 - c. personal control
-

4. Satisfaction

- a. natural consequences
 - b. positive consequences
 - c. equity
-

3.4. Data Analysis Technique

The data obtained in this study would be analyzed through a qualitative descriptive method from (Lambert & Lambert, 2013). Therefore, in conducting this study, there were steps followed that need to be considered in analyzing the data, including the following:

1. Identification and Delimitation of the Problem

In this study, the researcher would investigate the teachers' motivational strategies in teaching English Language. This analysis will be carried out in the classroom by involving the teacher as a participant in this study. Moreover, the main research question in this study is What kind of motivational strategies were practiced by the English teachers in EFL classrooms?

2. Development and Construction of Instruments

After the researcher determined the problem that would be analyzed, the researcher determined the instrument would be used to collect data to be analyzed using descriptive qualitative

3. Observation and Data Recording

In this step, the researcher began to observe and record the activities in the classroom as data that would be analyzed and then showed the results at the end of this study.

4. Decoding and Categorization of Information

At this step, the researcher began decoding and categorizing the information according to the data. The researcher must ensure that the information from collected data was coherent and consistent.

5. Analysis

After being categorized and disorganized appropriately, the researcher analyzed and interpreted the data that had been obtained through the observational data that had been done

6. Report

In the last step, the researcher had determined the data in the right way, involved the final analysis and write-up of the report. The themes written must be in accordance with the analysis obtained by the researcher. Furthermore, the researcher also needed to arrange the data in a brief, coherent, and rational way.

3.5. Trustworthiness

We examined the study's four components to determine its trustworthiness. These are as follows: Credibility, verifiability, portability, and reliability according to Lincoln and Guba (1985).

Credibility

To ensure the credibility of this study, the researcher guarantees that data collection, particularly during the observation, is correctly observed, with the researcher avoiding making assumptions from the recording and instead relying solely on factual data obtained explicitly from the participants. To support this Suter (2012) said that the belief in the veracity of the findings is referred to as credibility, which is reinforced by evidence such as verifying appraisal of conclusion by study participants, convergence of different sources of evidence such as transcription and reflective field notes. These enhanced the research.

Confirmability

To address the research's confirmability, the researcher pushed aside personal views, preconceptions, and judgment to avoid data distortion. One method of establishing confirmability is to record the audio from the observation, take notes, and keep a diary throughout the investigation. This is significant because, according to Shenton (2004), it is critical to attain confirmability in qualitative studies. Measures should be taken to ensure the results are the outcome of the participants' experiences and thoughts rather than the researcher's qualities and preferences.

Transferability

To resolve transferability, the researcher defined in full the research setting and essential assumptions, as well as displayed all data as transparently as possible by transcribing the video recording. Shenton (2004) defines transferability as, the supply of background data to set the context of the research and a clear description of the phenomena in issue to allow for comparisons.

Dependability.

To ensure the dependability of the research, the researcher used the coding system throughout data reduction and elevated the data obtained and processed to assure consistency during data collection and analysis. This increased the study's credibility.

Dependability, according to Sandelowski (1986), relates to the consistency and dependability of the research findings, as well as the extent to which research techniques are recorded, enabling someone outside the study to track, audit, and criticize the research process.



الجامعة الإسلامية
الابستد الاندونيصة

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. FINDINGS

The finding of this study was obtained by the research from the observations of the two junior high school English teachers' motivational strategies. The data were gained by the researcher by conducting direct classroom observations and simultaneously recording teacher activities while teaching English. The findings can be seen in the table below

Table 4.1. Motivational strategies in EFL classroom used by Teacher 1

Teachers' motivational strategies in EFL classroom		
Dimension	Sub-dimension	Example of Activity
Attention	perceptual arousal	Greetings.
	inquiry arousal	Ice breaking.
Relevance	motive matching	Negotiating the rules.
Confidence	learning requirement	Explained the learning expectation.
	success opportunity	Challenged to do the task.
	personal control	Giving feedback.
Satisfaction	natural consequences	Praising.

Table 4.2 Motivational strategies in EFL classroom used by Teacher 2

Teachers' motivational strategies in EFL classroom		
Dimension	Sub-dimension	Example of Activity
Attention	perceptual arousal	Greetings
	inquiry arousal	Ice breaking
	variability	Gave exercises
Relevance	familiarity	Check students' understanding.
Confidence	learning requirement	Explained the learning expectation.
	success opportunity	Challenged to do the task.
	personal control	Giving feedback
Satisfaction	natural consequences	Praising

4.1.1. Motivational strategies from JHS English Teachers

a. Teacher 1 (T1)

The result of the observation video shows that T1 used some strategies in teaching English in one meeting. This can be seen from the results of the data class observation in the classroom. The results from the seventh grade by T1 showed the manifested motivational strategies instruction as in the table below.

Table 4.3 The Result of Teacher 1 Data Observations

Components	Sub-components	Tally	Total (N)
Attention	a. perceptual arousal	8	10
	b. inquiry arousal	2	
	c. variability	-	
Relevance	a. goal orientation	-	9
	b. motive matching	9	
	c. familiarity	-	
Confidence	a. learning requirement	6	10
	b. success opportunity	3	
	c. personal control	1	
Satisfaction	a. natural consequences	6	6
	b. positive consequences	-	
	c. equity	-	

It is shown from the result of T1, the data observation above identified that *motive matching* in excerpt 1 became the most-used strategy in motivational strategies, where she often created a comfortable learning environment for students which then attracted students to focus on instructions and improve concentration and relaxation. This was proven by the sample from the video transcript below.

Excerpt 1

T1: "It's up to you, which one you would like to do first. The important thing is you do 3 of the assignments given. You can discuss in only in pairs" (OBS/V/T1/RV/MM/098)

Besides, *perceptual arousal* in excerpt 2 was secondly often used by T1 where she always greeted students with a friendly tone of voice.

Excerpt 2

T1: "Good morning!" (OBS/V/T1/ATT/PA/003)

However, in terms of attention, there was a strategy that was not manifested in her teaching, i.e., *variability*. It might be because the learning took more time at ice breaking to attract students' attention. In terms of relevance, there were several strategies that were not manifested in her teaching, i.e., *goal orientation* and *familiarity*. It might be because the teacher checks students' understanding by challenging them by giving them a task. In terms of satisfaction, there were several strategies that were not manifested in her teaching, i.e., *positive consequences* and *equity*. It might be because the lesson happened only in daily learning activities, not special events where students were required to achieve big accomplishments for teachers to give gifts.

b. Teacher 2 (T2)

The second data from T2 that were taken from eighth grade showed different results as shown in Table 4.4

Table 4.4 The Result of Teacher 2 Data Observations

Components	Sub-components	Tally	Total (N)
Attention	a. perceptual arousal	7	23
	b. inquiry arousal	11	
	c. variability	5	
Relevance	a. goal orientation	-	1
	b. motive matching	-	
	c. familiarity	1	
Confidence	a. learning requirement	3	16
	b. success opportunity	3	
	c. personal control	10	
Satisfaction	a. natural consequences	1	1
	b. positive consequences	-	
	c. equity	-	

As seen from the result of T2, the data observation above identified *inquiry arousal* in excerpt 1 became the most-used strategy that T2 used in motivational strategies. In motivational strategies, T2 often created a comfortable learning environment for students which attracted students to focus on instructions and improved concentration and relaxation. This was proven by the sample from the video transcript below.

Excerpt 1

T2: “*Our focus is only on 2 points. The first one is asking and for giving information about the presence of things, people and animals. What is presence? Does anyone know?*” (OBS/V/T2/ATT/IA/027)

Besides, *personal control* in excerpt 2 was secondly often used by T2 where she often gave feedback on students’ mistakes.

Excerpt 2

T2: “*the correct pronunciation is the letter h must be silent. It's pronounced ‘our’ not ‘hower’.*” (OBS/V/T2/CNC/PC/053)

However, in terms of relevance, there were several strategies that were not manifested in her teaching, i.e., *goal orientation* and *motive matching*. It might be because the learning process was dominated by the teacher. in terms of satisfaction, there were several strategies that were not manifested in her teaching, i.e., *positive consequences* and *equity*. It might be because the lesson happened only in daily learning activities, not special events where students were required to achieve big accomplishments for teachers to give gifts.

According to the observational video data of teachers’ motivational strategies in two classes, *motive matching* is the most frequently used strategy that T1 used compared to other strategies. It showed that the T1 used a strategy by creating a comfortable learning environment by asking

students' opinions in the learning session. T1 conveyed the material by discussing with students to create a comfortable learning environment to block out negative thoughts and focus more effectively on instructions, which is why the teacher used a lot of *motive matching* strategy. Meanwhile, T2 used *inquiry arousal* as a dominant strategy, and it can be seen in the observation video when T2 asks a lot of questions as open ended questions to attract students' focus and review last meeting materials, where the teacher is more proactive and always asks questions about the materials and content of the materials. Thus, the students understand the materials given. However, the researcher found several strategies were not included in Attention, Relevance, Confidence, Satisfaction (ARCS) that the teacher used in the learning session.

4.1.2. Emergent Findings

In addition to the motivational strategies proposed by Keller (2010), the researcher also found three emergent findings when observing the two teachers. The results are described below.

Table 4.5 The Result of Teachers Data Observations

Components	Teacher 1	Teacher 2
Giving challenges	2	-
Asking students to seek for another reference	-	1
Asking students to review the lesson	-	3

The table above shows the emergent finding of T1 and T2. The data observation above identified that *giving challenges* in excerpt 1 were used by the T1 for 2 times, while T2 identified that *asking students to seek for another reference* in excerpt 2 for one time and *asking students to review the lesson* in excerpt 3 for 3 times. This was proven by the sample from the video transcript below.

Excerpt 1

a. Giving challenges

Students may develop their creativity when the teacher gives challenges to them. The objective is to encourage students by discussing and applying their knowledge.

T1: *Secondly, we use the verb. All of these verbs are in questions or integrative. it will return to their original form, without any additions. Yes, because it only affects the two tasks at the beginning. Can you do that? Let's prove it!*

(OBS/V/T1/GC/114)

Excerpt 2

b. Asking to seek for other reference

Another strategy that the researcher found in this research was to help students to acknowledge that they were capable of self learning by seeking other resources other than those given by teachers.

T2: *Does anyone want to share about uncountable nouns? I have already explained this*

before.. Can anybody explain once again? As you know, or maybe you can look for other learning sources.” (OBS/V/T2/AS/092)

Excerpt 3

c. Asking to review the lesson

Having a quick recap of the lesson is very important. It refreshes students' memories and reminds them about content and topic by asking students to review the lesson.

T2: *What have we learned from today's meeting ? Abyan, what have you learned from this meeting?” (OBS/V/T2/AE/114)*

4.2. DISCUSSION

4.2.1 Motivational Strategies Manifested from EFL Junior High School English Teachers

As mentioned in the literature review, motivational strategies from Keller (2010) include four components, such as *Attention, Relevance, Confidence, and Satisfaction*. Throughout the teaching of English in two classes of junior high school, the teachers used several combinations of motivational strategies in their teaching in one meeting. They used more than one strategy and it helps students to understand the material easily. T1 combined several strategies including *Perceptual Arousal* (teacher changed the voice to more friendly intonation), *inquiry arousal* (the

use of ice breaking), the aspects of *Attention, Motive matching* (creating the comfortable learning environment), the aspect of *Relevance, learning requirement* (telling the learning expectation), *success opportunity* (challenge the students to do the task), *personal control* (giving feedback to students' mistakes) as the aspects of *Confidence* and *natural consequences* (praising students) as the aspect of *satisfaction*. T2 used more strategy compared to T1, including *Perceptual arousal, inquiry arousal, the aspects of the Attention, familiarity* (provide the task related to learning goals) the aspect of *Relevance, learning requirement, success opportunity, personal control* as the aspects of *Confidence* and *natural consequences*, as the aspect of *satisfaction*. Thus, T2 used more various motivational strategies than T1.

Last but not least, both T1 and T2 did not use *positive consequences* and *equity* from *Satisfaction strategies* when teaching English. It is also clarified by the results of the previous study from (Min & Chon, 2020) that *Relevance strategies and Satisfaction strategies* did not seem to have any effect on second language learners' proficiency. It might be because the lesson happened only in daily learning activities, not special events where students were required to achieve big accomplishments for teachers to give gifts. Teaching has become progressively understood as the support of learning rather than as a process where teachers have something to give to their students Biesta (2013). When the teachers have nothing to give, they can give their students time to think about their interactions and space to make themselves different in the light of their interactions. Getting rid of penalties and rewards is almost a necessity for helping kids to like reading, to get problem solving, and to care about one another, even when there's no superior in the room Bryner (2005). However, teaching cannot be considered as an act of gift giving where education takes place in an exchange economy Blake, Smeyers, Smith and Standish (2000).

According to the observational video data of teachers' motivational strategies, the researcher also found three emergent findings when observing the two teachers. This might happen because the teacher might have different motivational strategies and different styles of teaching to attract students' motivation. T1 used *giving challenges* strategies in order to grow students' mindset in learning the English language. Creating enjoyable learning activities, provide students with interesting and challenging tasks, involve students in every learning activity it can sustain and preserve students' motivation (Koran, 2015). Challenges also provide learning opportunities for students to take them out of their comfort zone and force them to find solutions that they would not have thought of. Intellectually challenging activities can help to increase students' motivation transitively Jones (2019). Meanwhile, T2 used *Asking students to seek for other reference* strategies to push students to discover more information for themselves. Besides, it can help to develop their exploration of broad topics. Growth mindset is one of the strategies that teachers always apply to create a positive classroom environment and increase student motivation Suhr (2018). In addition, it was found that *asking students to review the lesson* was also used by T2. Encourages students to evaluate their own work (Wery & Thomson, 2013). Self-evaluation can instill student responsibility for learning.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In this research, the researcher tried to investigate and identify the motivational strategies in teaching English from the observation. Through direct observation in the classroom, the researcher observes the motivational strategies used by the English teacher. The implementation of motivational strategies showed in this study. In their teaching of English, T1 used motivational strategies include, *Perceptual arousal* (Teacher used more friendly greetings with friendly intonation), *Inquiry arousal* (ice breaking), *the aspects of the Attention*, *Motive matching* (Teacher created a comfortable learning environment, for example: negotiating the rules) the aspect of *Relevance*, *learning requirement* (explaining the learning expectation), *success opportunity* (challenge the students to do the task), *personal control* (giving feedback to students' mistakes) as the aspects of *Confidence* and *natural consequences* (praising students) as the aspect of *satisfaction*. While T2 used more strategy compared to T1, including *Perceptual arousal*, *Inquiry arousal*, *the aspects of the Attention*, *familiarity* (provide the task related to learning goals) the aspect of *Relevance*, *learning requirement*, *success opportunity*, *personal control* as the aspects of *Confidence* and *natural consequences*, as the aspect of *satisfaction*. *Motive matching* becomes the most frequently used strategy by T1. This can be seen in the data that T1 always creates a comfortable learning environment by asking students' opinions in the learning session. Then, *inquiry arousal* becomes the most frequently used strategy by T2. This can be seen in the data that T2 always asks a lot of questions as open-ended questions to attract students to focus and review

the last meeting materials. However, both teachers also used strategies that were not included in previous study Keller (2010), and that *giving challenges* were used by the T1, while T2 used *Asking students to seek for another reference* and *Asking students to review the lesson*.

5.2 Suggestion

This research is limited to investigate the motivational strategies used by the teachers; it might show the different results in other levels of school. Based on this research, the researcher suggests some type of motivational strategies to the English teachers. Thus, the researcher would like to suggest further research to conduct another type of qualitative studies involving interviews to get rich data and explore more about the motivational strategies in English class. Furthermore, the researcher hopes that this research will be useful for pre-service teachers in teaching English so that they can teach effectively and easily understood by students. Besides, the pre-service can know various motivational strategies so that when they become teachers they will be more prepared for knowledge that there various of motivational strategies to attract students' motivation in learning. English teachers can also provide several motivational strategies in teaching English according to students' abilities.

REFERENCES

- Al-Mahrooqi, R., Abrar-ul-Hassan, S. & Asante, C. (2012). Analyzing the use of motivational strategies by EFL teachers in Oman. *Malaysian Journal of ELT Research*. 8 (1), 36-76
- Blake, N., Smeyers, P., Smith, R., & Standish, P. (2000). *Education in an age of nihilism: education and moral standards* (1st ed.). Routledge. <https://doi.org/10.4324/9780203046777>
- Bryner, J. 2005. Rewards not working?. *Instructor*, 155(4): 19–20
- Biesta, G. 2013. Receiving the gift of teaching: from ‘learning from’ to ‘being taught by’. *Studies in Philosophy and Education* 32(5): 449–461..
- Cheng HF, Dörnyei Z (2007) The use of motivational strategies in language instruction: the case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching* 1(1): 153–74
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 4th ed. Prentice Hall
- Dev, P. C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? *Remedial and Special Education*, 18(1), 12–19. <https://doi.org/10.1177/074193259701800104>.
- Dörnyei Z (2001) New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics* 21: 43–59.
- Eccles, J. S., & Roeser, R. W. (2011). Schools as developmental contexts during adolescence. *Journal of Research on Adolescence*, 21, 225–241. DOI:10.1111/j.1532-7795.2010.00725.x
- Guilloteaux, M.J & Dörnyei Z (2008) Motivating language learners: a classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly* 42(1):55–77.
- Hapsari, W. (2016). Teacher’s perceived characteristics and preferences of motivational strategies in the language classroom. *TEFLIN Journal*. 24(2), 113-130.
- Jones, M. (2019). The impact of EFL teacher motivational strategies on student motivation to learn English in Costa Rica. *UGA Working Papers in Linguistics*. 4, 15-33.
- Keller JM (1987) Development and use of the ARCS model of instructional design. *Journal of Instructional Development* 10(3): 2–10.
- Keller, J.M (2010) *Motivational design for learning and performance: The ARCS model approach*. Boston, MA: Springer.

- Koran, S. (2015). Motivational strategies in EFL classroom and their feasibility in Iraqi context. *International Journal of Applied Linguistics & English Literature*, 4(3), 45-52. Doi:10.7575/aiac.ijalel.v.4n.3p.45
- Lincoln, Y.S. & Guba, E.G., (1985). *Naturalistic Inquiry*. Sage Publications Inc., Newbury Park, London, New Delhi.
- Lambert, V. a., & Lambert, C. E. (2013). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16(4), 255–256. <http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>
- Liu, W., Wang, C. K., Reeve, J., Kee, Y., & Chain, L. (2019). What determines teachers' use of motivational strategies in classrooms? A self-determination theory perspective. *Journal of Education*, 26(7), 1404–1415.
- Mahu, D. (2012). Why is learning English so beneficial nowadays? *Short Contributions – Perspectives On Communication*, 2(4), 374-376
- Moskovsky C, Arabai F, Paolini S, & Ratcheva S (2013) The effects of teachers' motivational strategies on learners' motivation: a controlled investigation of second language acquisition. *Language Learning* 63(1): 34–62.
- Min, M.H & Chon, Y.V (2020). Teacher motivational strategies for EFL learners: for better or worse. *RELC Journal*. 1–17. DOI: <https://doi.org/10.1177/0033688219900812>
- Nobes, R. (2019). The importance of regular review for long-term learning. Impact part of my college. Retrieved from: https://my.chartered.college/impact_article/the-importance-of-regular-review-for-long-term-learning/
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55, 68-78. doi:10.1037/0003-066X.55.1.68
- Sandelowski, M. (1986). The problem of rigor in qualitative research. *Advances in Nursing Science*, 8, 27–37. DOI: [10.1097/00012272-198604000-00005](https://doi.org/10.1097/00012272-198604000-00005)
- Galea, S. (1998). Iris marion young's Imaginations of gift giving: Some implications for the teacher and the student. *Educational Philosophy and Theory*, Vol. 38, No. 1, 2006
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75. <https://doi.org/10.3233/EFI-2004-22201>
- Suhr, K., 2018. Strategies for motivating middle school Students [Master's Thesis, St. John Fisher College]. *Fisher Digital Publications*. https://fisherpub.sjfc.edu/education_ETD_masters/362
- Newton-Suter, W. (2012). Chapter 5: *Qualitative data, analysis and design*. In *Introduction to educational research: A critical thinking approach* (2nd ed.). Canada: Sage Publications.

Lee,S.O & Lin,S.Y (2019) English teachers' uses of motivational strategies beyond an established framework, *Educational Research*, 61:4, 451-468, DOI: 10.1080/00131881.2019.1677170

Vilbuphol, J. (2016). Students' motivation and learning and teachers' motivational strategies in English classrooms in Thailand. *Canadian Center of Science and Education*. URL: <http://dx.doi.org/10.5539/elt.v9n4p64>



الجامعة الإسلامية
الابستد الاندو

APPENDICES

A. Concern Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wijozandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kalurong km 14,5 Yogyakarta 55584
T. (0274) 896444 ext. 2106, 2114
F. (0274) 896444 ext. 2106
E. fpshuii.ac.id
W. fpshuii.ac.id

Tanggal : 15 November
Nomor : 2379/Dek/70/DURT/XI/2022
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :
Yth. Kepala Sekolah Menengah Pertama Negeri 4 Pakem

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Nur Aini
Nomor Induk Mahasiswa : 19322032
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Banatul Murtafi'ah, S.Pd., M.Pd
Judul Skripsi :

"Teachers' Motivational Strategies in EFL Classroom - Observational Study"

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

[Signature]
Dr. phil. Ourotul Uyun, S.Psi., M.Si., Psikolog

NIP: 963200102

B. Informed consent



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 4 PAKEM
ꦱꦶꦒꦏꦸꦁꦏꦧꦸꦥꦠꦺꦤ꧀ꦱꦭꦺꦩꦤ꧀
ꦢꦶꦤꦱ꧀ꦥꦺꦤꦢꦶꦏꦶꦁ
ꦱꦺꦏꦺꦭꦩꦺꦤꦺꦁꦩꦺꦤꦠꦤꦤꦺꦒꦼꦫꦶꦏꦥꦏꦺꦩ

Jl. Kalurang Km. 17, Sukunan, Pakembinangun, Pakem, Sleman, D.I.Yogyakarta 55582 Telp. (0274) 895487
Laman: www.smpn4pakem.sch.id, Surel : smpn4_pakem@yahoo.co.id

SURAT KETERANGAN

NO : 420/255

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Pakem, Kecamatan Pakem, Kabupaten Sleman, Daerah Istimewa Yogyakarta menerangkan bahwa :

Nama : Nur'Aini
NIM : 1932202032
Fakultas : Psikologi dan Sosian Budaya UII
Jurusan : Pendidikan Bahasa Inggris
Keterangan : telah melaksanakan penelitian di SMP Negeri 4 Pakem dengan judul
"Teachers' Motivational strategis in EFL Classroom : An observational
study"
Waktu Penelitian : 26 November 2022

Demikian surat keterangan ini untuk dapat dipergunakan sebagaimana mestinya



Pakem, 28 November 2022

Kepala Sekolah

Ponidi, S.Pd

NIP. 19721101 199702 1 002

Keller (2010) Type of motivational strategies:

Motivational Strategies Components	Sub-components	Symbol	Definition
Attention	Perceptual arousal	PA	Perceptual refers to reflexive reactions to stimuli.
	Inquiry arousal	IA	Inquiry is as a warming up activity by providing open-ended questions to engage students' problem-solving
	Variability	VR	Variability is to maintain the attention towards students.
Relevance	Goal orientation	GO	Goal orientation is recognizing students' ability and talent.
	Motive matching	MM	Motive matching is understanding the purpose of students.
	Familiarity	FM	Familiarity is an event that has relation to their goal and passion
Confidence	Learning requirement	LR	Learning requirement is to build students' confidence by letting them know what they expected in the learning process
	Success opportunity	SO	A Successful opportunity is to achieve the learning objective.
	Personal control	PC	Personal control is increasing students' confidence. By giving feedback.
Satisfaction	Natural consequences	NC	Natural consequences are developing students' motivation by praising.
	Positive consequences	PC	Positive consequences are the outcome that would give satisfaction. Praising for doing great work. Equity is feeling proud of his or her achievement until he finds out what others received
	Equity	ET	

Data Transcription

Thematizing Matrix

Constructs	Themes	Code
1. Attention	1. Perceptual Arousal	OBS/V/T1/ATT/PA/001 OBS/V/T2/ATT/PA/001
	2. Inquiry arousal	OBS/V/T1/ATT/IA/001 OBS/V/T2/ATT/IA/001
	3. Variability	OBS/V/T1/ATT/VA/001 OBS/V/T2/ATT/VA/001
2. Relevance	1. Goal Orientation	OBS/V/T1/RV/GO/001 OBS/V/T2/RV/GO/001
	2. Motive Matching	OBS/V/T1/RV/MM/001 OBS/V/T2/RV/MM/001
	3. Familiarity	OBS/V/T1/RV/FM/001 OBS/V/T2/RV/FM/001
3. Confidence	1. Learning Requirement	OBS/V/T1/CN/LR/001 OBS/V/T2/CN/LR/001
	2. Success Opportunities	OBS/V/T1/CN/SO/001 OBS/V/T2/CN/SO/001
	3. Personal Control	OBS/V/T1/CNC/PC/001 OBS/V/T2/CNC/PC/001
4. Satisfaction	1. Natural Consequences	OBS/V/T1/STF/NC/001 OBS/V/T2/STF/NC/001
	2. Positive Consequences	OBS/V/T1/STF/PCN/001 OBS/V/T2/STF/PCN/001
	3. Equity	OBS/V/T1/STF/EQ/001 OBS/V/T2/STF/EQ/001

Coding Matrix

Coding sample	Meaning
OBS/V/T1/ATT/PA/001	OBS = Observation V = video T1 = Teacher 1 ATT = Attention PA = Perceptual Arousal 001 =
OBS/V/T2/ATT/PA/001	OBS = Observation V = video T2 = Teacher 2 ATT = Attention PA = Perceptual Arousal 001 =
OBS/V/T1/ATT/IA/001	OBS = Observation V = video T1 = Teacher 1 ATT = Attention IA= Inquiry Arousal 001 =
OBS/V/T2/ATT/IA/001	OBS = Observation V = video T2 = Teacher 2 ATT = Attention IA= Inquiry Arousal 001 =

Data Transcription

Video 1**Teacher 1****Class : 7****School : SMPN IN Yogyakarta****Duration : 59 minutes 45 seconds****T : Teacher****S : Students**

Subject	Line	Transkript	Theme	Code
T1	001	"assalamualaikum wr. Wb"	Perceptual arousal	OBS/V/T1/ATT/PA/001
S	002	"waalaikumsalam wr wb."		
T1	003	"good morning!"	Perceptual arousal	OBS/V/T1/ATT/PA/003
S	004	"good morning, miss"		
T1	005	"how are you, this morning?"	Perceptual arousal	OBS/V/T1/ATT/PA/005
S	006	"I am very well today!"		
T1	007	"how's everything on this 'Adiyat Everyone, did you enjoy it?"		
S	008	"yes miss"		
T1	009	"are you happy?"		
S	010	"yes miss!"		
T1	011	"one fun fact adalah, when you move your body, or you olahraga or do stuff katanya akan meningkatkan hormon bahagia. Jadi memang harus bahagia di pagi yang cerah ini"		
T1	012	"jadi, I guess. Hello! every Saturday morning, there will be 'Adiyata' session. Jadi will not only this week. For	Perceptual arousal	OBS/V/T1/ATT/PA/012

		following two week kek nya sekolah akan ada. The school would like to have that. Are you excited?"		
S	013	"no"		
T1	014	"ok, that's fine. Ok yuk kita berdoa dulu. Whose turn?"		
S	015	"lets pray together according to our believe!"		
T1	016	"Ok. Thank you! So there will be three agenda for today. First, games to review last materials. What did you learn in the last meeting everyone? The use of 'To Be'Is there only 'To be'. The use of?"	Inquiry arousal	OBS/V/T1/ATT/IA/016
S	017	"the use of verb"		
T1	018		Inquiry arousal	OBS/V/T1/ATT/IA/018

		<p>sesi pertama there will be Bammboozle.</p> <p>I will be kind you you to in groups. Kita akan ada game, who will be the winner. Setelah itu silahkan di Kerjakan life worksheet I have already provided you with three new Worksheet masih tentang to be dan juga verb. Dan yang terakhir, there will be Quizezz if we have time, but if we don't itu akan jadi your homework. That's it. Can we start?"</p>		
S	019	"yes miss."		
T1	020		motive matching	OBS/V/T1/RV/MM /020

S	021	“do the split. Boys vs girls”		
T1	022	“ngak mawu gantian boys vs girls? Ok raise your hand yang Mawu do the split.”		
S	023	(most of them raising hand)		
T1	024	“ok. Lets do the split. Ok nanti, not only have satu speaker, kamu harus choose the numbers. Siapa yang choose the numbers? You have to answer it. Did you get it?”	Learning Requirement	OBS/V/T1/CN/LR/024
S	025	“yes miss!”		
T1	026	“ok. Suit dulu najma and najli!”		
S	027	“rock, paper and sizers.”		

T1	028	“do you want to be the first. Or its your choice?”		
S	029	“they will going to be the first miss.”		
T1	030			

S	031	“15”		
T1	032	“ok. So you will have question work di sini. How often or watch?”		
S	033	“watch”		
T1	034	“sure”		
S	035	“yes”		
T1	036	“Ok nice. “ok, good job! Well done! Nice, give applause everyone. Ok Come on! Other group, which one?”	Natural Consequences	OBS/V/T1/STF/NC/036
S	037	“10”		
T1	038	“Kholiq and I..... play or plays?”		
S	039	“play”		
T1	040	“why? where is the subject here?”		
S	041	“We”		
T1	042	“we. Karna Kholiq and I. cuba kalaw kita ganti subjectnya into Joko?”		
S	043	“ plays”		
T1	044	“kenapa?”		
S	045	“he!”		
T1	046	“he!. Kalaw miss bilang joko and samsuddin?”		
S	047	“play!”		
T1	048	“why?”		

S	049	“ because, they!”		
T1	050	“ they, exactly! Ok wuuu. Give applause. Ok next!”		
S	051	“16 miss”		
T1	052	“Charlie.... Don’t or doesn’t?”		
S	053	“doesn’t”		
T1	054	“why?”		
S	055	“karna itu, He!”		
T1	056	“jadinya does not yahh. Are you sure?”		
S	057	“yes miss!”		
T1	058	“ok. Well done, nice! Ok, next!”	Natural Consequences	OBS/V/T1/STF/NC/058
S	059	“ 8”		
T1	060	“Anie walks to school every day. She... never or always? Never itu apa?”		
S	061	“tidak pernah”		
T1	062	“always?”		
S	063	“selalu.”		
T1	064	“ok. Obviously true. Ok. Thank you. ok. Talking about frequency everyone. we have never. Kalaw biasanya itu apa?”		
S	065	“usually.”		
T1	066	“kalaw selalu, kita punya?”		
S	067	“always.”		
T1	068	“ always.. true!. Ini hubungannya dengan habits		

		everyone, kemarin kita sudah bilang kalau salah satu fungsi present tense itu to show habits, right? Berarti selalu dilakukan. Nanti I will share the scores. Ok next! Tadi team 2 yah. Ok team satu dulu.”		
S	069	“2”		
T1	070	“why..... wants me? Six seven per day.”		
S	071	“often.”		
T1	072	“what does often mean?”		
S	073	“sering.”		
T1	074	“satu lagi. Depan nya pake F bahasa inggrisnya.”		
S	075	“ frequently.”		
T1	076	“exactly Ali.. ok.. thank you. Good job! Often.. ok next! What no. do you Want to choose. Hello, what no. Dava? Yes please. Come on.”	Natural Consequences	OBS/V/T1/STF/NC/076
S	077	“14”		
T1	078	“14. He don't come from England, or he doesn't come from England”		
S	079	“doesn't”		
T1	080	“doesn't? yakin? Scotis tu anak ? Dari mana berarti?”		
S	081	“ Skotlandia”		
T1	082	“scotland! Kenapa dia butuh doesn't disini?”		
S	083	“he!”		

T1	084	Ok nice. "ok nice! Give applause. Next! Internet connection bagus ngak? Ok lets move On to the second activity. Internet nya bagus ngak?"	Natural Consequences	OBS/V/T1/STF/NC/084
S	085	"ngelag miss.		
T1	086	"ok, nanti boleh ngerjaainya di luar. I mean di depan S3. Sekarang kita liat dulu apa yang harus diselesaikan hari ini yahh"	Motive Matching	OBS/V/T1/RV/MM/086
S	087	"yahh miss"		
T1	088	"ok. Nanti bisa dikerjakan 2 kali. So you can do it twice yahh. Repeat actionnya hanya sekali. Sudah bisa di buka yahh?"	Success Opportunities	OBS/V/T1/CN/SO/088
S	089	"yah miss."		
T1	090	"sudah yah.jadi ada tiga worksheet baru. 14, 15, dan 16. 14 itu to review to be. 15 dan 16 to review your verb. Bisa di kerjakan berapa kali?"	Learning Requirement success opportunity	OBS/V/T1/CN/LR/090 OBS/V/T1/CN/SO/090
S	091	"twice"		
T1	092	" twice. Ok Any questions?"		
S	093	"no"		
T1	094	" no?. sekarang boleh mulai di kerjakan. Boleh mengambil handphone nya kalaw butuh tatring or you can do it in front of the S3. Miss akan kasih Waktu.. ehh nanti akan di quizezz yah. Jadi yah. Sampe jam 9 kan ini?"		

S	095	“yes miss”		
T1	096	“ so, 15 minutes before 9 you have to be here (class) ok.”		
S	097	“miss, urutannya gimana?”		
T1	098	“terserah mawu di kerjakan yang mana dulu. Yang penting di kerjakan 3 nya. Boleh diskusi berdua saja.”	Motive Matching	OBS/V/T1/RV/MM /098
S	099	“kapitalnya ini ngk miss?”		
T1	100	“off. Capitalisasi miss matikan. Jadi boleh langsung di kerjakan.. yukk berdua yah If you want to have discussion. Discuss in pairs. Yukk kembali ke kelas jam 9 kurang 15 yahh”. “hello! get I get attantion.”	Motive Matching Perceptual arousal	OBS/V/T1/RV/MM /100 OBS/V/T1/ATT/PA /100
S	101	“yessss”		
T1	102	“Jelaskan cara menjawab 15 section 2. Hello! Hello!5 4 3 2 1. Ok. Group nya dimana nak? Perhatikan section 2 yah. Siapa mawu jawab no.6?”	Success Opportunity Perceptual arousal	OBS/V/T1/CN/SO/ 102 OBS/V/T1/ATT/PA /102
S	103	saya. Where do your parents come?		
T1	104	“ok everyone! comes or comes?”		
S	105	“come”		

T1	106	“ok kita lihat yahh. Is it true, it’s come? Cuba pertama.. shhh.“Hello. Kita akan liat patternnya atau polanya untuk mengerjakan section 2. Kenapa zarul, ada apa?”		
S	107	“mawu duduk miss”		
T1	108	“ ohh yaa. Dudukmu dimana?”		
S	109	“ biar lebih paham miss, kalaw sama Anis..”		
T1	110	“ok yukk fokus.! Ini akan sama cara mengerjakannya, kita bisa liat examples no 6 ini nak. If you have questions disini. Yang pertama kita pilih, yang menggunakan do atau menggunakan does. Tawunya dari mana do atau doesnya?”	Learning Requirement	OBS/V/T1/CN/LR/110
S	111	“dari subejctnya”		
T1	112	“yahh dari subejctnya. Exactly! Ada di tengah ini, kenapa jawabannya begitu? Karna ini subjectnya, your ?		
S	113	“your aunts”		
T1	114	“your aunts! Berarti they yahh. Lalu yang kedua kita masukkan kata kerjanya. Semua kata kerja ini dalam questions atau intogrative ia akan kembali ke bentuk semula, tanpa tambahan apapun. Yahh karna yang berpengaruh hanya dua tugas di awal. Kita buktikan. Bisa?”	Giving Challanges	OBS/V/T1/GC/114

S	115	“yess miss”		
T1	116	“where do your parents comes from? Kalaw miss ganti, cuba jadi no. 1, kita sekalian jawab yuk. Kira-kira hukumnya do atau does disini?”		
S	117	“does”		
T1	118	“does? Why?”		
S	119	“because she.”		
T1	120	“yahh because the subject is she.well done! So, who does Sally visit, visitnya with s or without s?”	Personal control	OBS/V/T1/CNC/PC /120
S	121	“visit”		
T1	122	“S nya kemana?”		
S	123	“pindah ke depan”		
T1	124	“ yah, kesininya ke doesnya right? Jadi jawabannya jadi gimana nak?”		
S	125	“she visits”		
T1	126	“she visit,how to spell visit?”		
S	127	“v i s i t s”		
T1	128	“kenapa s nya di sini? Karna subejcnya apa?”		
T1	129	“so, she visits her aunts and uncles. Siapa yang mau nyuba no 3. yukk biar cepet.”	Giving Challenges	
S	130	“what does she watch the only week?”		
T1	131	“what does she watch the only week? Ok, jawabannya?”		

S	132	“watches”		
T1	133	“tambahin apa? Es yah. Ok good! Terus?”	Natural consequences	OBS/V/T1/STF/NC/133
S	134	“does not”		
T1	135	“ok doesn’t watch. This one?Kita liat dari belakang.. yeah its true. Everyone did you agree with langit?”		
S	136	“yes”		
T1	137	<p>“see! Berarti memang pertama harus di pilih dulu, Do atau does. and do the verbs. Lalu dijawab sesuai dengan subject. But don’t forget. The verb dimana nak? Di sini ya nakk.do you have any questions? No. kalaw no. boleh dilanjutkan. Waktunya sekitar 15 menit lagi yuk, sampai halaman 11. Di sini koneksinya bagus.”</p> <p>perhatiann! 15 menits cukup yahh. “there will be 20 questions. Perhatikan. hello.Are you ready?”</p>	<p>Perceptual arousal</p> <p>Learning Requirement</p> <p>Perceptual arousal</p>	<p>OBS/V/T1/ATT/PA/137</p> <p>OBS/V/T1/CN/LR/137</p>
S	138	“yes miss”		
T1	139	“individuals. Gunakan nama asli. You can use emojis how do you feel right now. Gak boleh pake a.k.a”	motive matching	OBS/V/T1/RV/MM/139
S	140	“a.k.a itu apa?”		

T1	141	“No alias, pokoknya use your real, first name. nanti masuk nilai. Miss akan kasih waktu 2 menit untuk join. Kalaw misal ada kendala, you can join your friends.”	Learning Requirement motive matching	OBS/V/T1/CN/LR/141 OBS/V/T1/RV/MM/141
S	142	“ok miss”		
T1	143	“ 5 4 3 2 1, yang ada kendala bisa join temennya yah”		
S	144	“ngelag miss”		
T1	145	“bisa join denga temennya yah “5 minutes left”	motive matching	OBS/V/T1/RV/MM/145
S	146	“yahhh”		
T1	147	“5 4 3 2 1 ok the end of the games. Who is the winner?”		
S	148	“ langit”		
T1	149	"are you sure? Who iss the winnerrrr??? Give applause to langits as the winner, for also mutiasa and arya..ok that is enough. Hari ini we have already done our review of the last meeting. Next week, we have two meeting yahh. Yang pertama, hello. Tgl 5 ya nak yah before we start our final exam dan descriptive text termasuk disitu. Jadi besok minggu depan, we will start descriptive text and also there will be final exam. Di meeting one kita akan practice descriptive text, terus pertemuan keduanya kita akan ulangan harian, adjectives, verb and descriptive text. Questions? No?”	Natural Consequences Learning Requirement	OBS/V/T1/STF/NC/149 OBS/V/T1/CN/LR/149

S	150	“ no miss”		
T1	151	“walaikumsalm wr wb”		

Appendix 2
Data Transcription

Video 2

Teacher 2

Class : 8

School : SMPN IN Yogyakarta

Duration : 59 minutes 45 seconds

T : Teacher

S : Students

Subject	Line	Transkript	Theme	code
T2	001	“assalamualaikum wr wb”	Perceptual arousal	OBS/V/T2/ATT/PA/001
S	002	walaikumsalam		
T2	003	“good morning students”	Perceptual arousal	OBS/V/T2/ATT/PA/003
S	004	“good morning miss”		
T2	005	how is your feeling this morning are you feeling good?”	Perceptual arousal	OBS/V/T2/ATT/PA/005
S	006	“stress miss, stress ulangan”		
T2	007	“mata pelajaran apa tadi?”	Inquiry arousal	OBS/V/T2/ATT/IA/007
S	008	“matematika”		
T2	009	“I hope everyone is feeling good today yahh, ok everyone pay attantion. Before we begin our learning activities this morning, it is better for us to have our prayer together. Before we are going to do our learning	Perceptual arousal	OBS/V/T2/ATT/PA/009

		activities this morning, let us have our short prayer together, shall we?"		
S	010	doa		
T2	011	"ok good thank you! And then quick question about your greeting card. Haven you greet your teacher?"	Variability	OBS/V/T2/ATT/VA/011
S	012	"yahh miss"		
T2	013	"ok last meeting, I do applogize, I couldn't accompany you to study english and then I gave you the materials. Do you still remember materinya tentang apa?"	Variability	OBS/V/T2/ATT/VA/013
S	014	showing the existence.		
T2	015	"yahh, showing the existence. Menunjukkan keberadaan. Bisa keberadaan orang maupun benda lain yang ada di sekitar kita yahh. And then, last meeting I gave you the assigment. What do you think about the assigment. Do you think it is difficult.		
S	016	"yes miss, so so miss."		
T2	017	yahh, ada yang susah ada yang tidak yah. have you read the material that I give you?"	Inquiry arousal	OBS/V/T2/ATT/IA/017
S	018	"sudah."		
T2	019	bolehh tolong di jelaskan ulang tidak?ok, now check your google classroom everyone. Kita akan membahas terlebih dahulu, mengulang kembali karna it will be our class learning material sudah kd terakhir ya."	Perceptual arosal Variability	OBS/V/T2/ATT/PA/019 OBS/V/T2/ATT/VA/019

S	020	“baik miss”		
T2	021	“ and then check the material that I already gave you. Anyway, this classroom have better internet connection yah compared to our classroom. meskipun kendalanya di proyektor.”		
S	022	“yes miss”		
T2	023	ok everyone, please take a look at the board. Karna kelas ini ngak ada layarnya, jadi di papan tulis ya. Ok, it will be our last materials for this term. Ini materi terakhir kita, it is about showing existence. But before we are going to talk about showing the existence, tapi kita pahami dulu isi dari kd terakhir kita. Now take a look at the next slide.”	Inquiry arousal Learning Requirement	OBS/V/T2/ATT/IA/023 OBS/V/T2/CN/LR/023
S	024	“slide nya ketutupan miss”		
T2	025	“oh ya ketutupan yahh, berarti tanpa slide show yah. Ok everyone you can see this slide on your ipad. Bisa sambil liat di ipad masing2 yah. Ok now take a look at the competency of kd 3.6 will be read by rafka. Will you read the basic competence of 3.6”	Variability Perceptual arousal	OBS/V/T2/ATT/VA/025 OBS/V/T2/ATT/PA/025
S	026	“reading kd”		
T2	027	“ok good rafka! If we take a look at our basic competency menerapkan fungsi sosial struktur terkait text kebahasaan. Text interaksi transactional. Karna text interaksi berarti kita masih nanti membahas terkait in the form of conversation, dalam bentuk	Natural Consequences	OBS/V/T2/STF/NC/027

		<p>percakapan yah, tidak sama dengan greeting card kemarin, jadi kita kembali ke bentuk percakapan. Kemudian fokusnya keberadaan orang, benda, maupun binatang sesuai konteks penggunaannya. Untuk grammarnya nanti we will learn about the use there is and there are. Kemarin sudah ada yah, di bagian latihan soalnya. Mungkin kita akan bahas lagi nanti. And then, kalaw. 4 berarti kd keterampilan yah, nanti you will create dialogue, karna kd nya text interaksi transactional, tapi itu nanti for the next meeting. How about this one, the learning objective, kira by learning this materials, kira kira goals nya apa saja? Now take a look at those points. Kita fokusnya ke 2 points tersebut. The first one itu asking and for giving information about the presence of things, people and animals. Apa itu the presence? Ada yang tahu?"</p>	<p>Learning Requirement</p>	<p>OBS/V/T2/CN/LR/027</p>
			<p>Inquiry arousal</p>	<p>OBS/V/T2/ATT/IA/027</p>
S	028	“ keberadaan miss.”		
T2	029	“yah keberadaan yah. Kalaw tadi dari kd nya terkait dengan keberadaan, berarti harapannya will be able to understand, to ask and giving		

		information about the presence yang kalian bisa memberikan informasi dan bertanya terkait informasi, nanti kaitannya dengan keberadaan. And then, at this point, the second learning objective you will be able to ask for and give information about the quantity. Apa itu quantity?"	Inquiry arousal	OBS/V/T2/ATT/IA/029
S	030	"quantitas"		
T2	031	"ya, quantitas. Apa lagi kata kdnnya terkait dengan keberadaan,		
S	032	"jumlah"		
T2	033	"yah, jumlah. Berarti tidak hanya keberadaan, tapi kalian bisa menentukan jumlah dari benda tersebut. Ok karna tadi fokusnya ke there is and there are, those two are followed by noun. That's why we are going to talk about noun. Apakah ada yang tau apa itu noun? Pastinya ini sudah diluar kepala yah."	Inquiry arousal	OBS/V/T2/ATT/IA/033
S	034	"kata benda"		
T2	035	ok take look at to the slide, disitu noun can be divided into some vesication yah. The first one terkait denga singular and plural. We are going to talk about noun. I think we have singular and then		

		we have plural. Singular dari kata single, berarti?"	Inquiry arousal	OBS/V/T2/ATT/IA/035
S	036	"satu"		
T2	037	"yah, only one yah. In bahasa indonesia we can call it tunggal. How about plural."		
S	038	"jama'		
T2	039	"ok, plural jumlahnya berapa kira2?"	Inquiry arousal	OBS/V/T2/ATT/IA/039
S	040	"more then one"		
T2	041	"ok. More than one yah. And then the next classification. Ok mungkin kalian masih bingung di countable dan uncountable noun. Ok now everyone look at those two points ada countable dan uncountable, dari kata count, artinya apa kira?"	Inquiry arousal	OBS/V/T2/ATT/IA/041
S	042	"menghitung"		
T2	043	"Yah menghitung. Berarti itu dari kata yang bisa dihitung. Ok nanti kita akan doing proper explanation. Kalaw uncoutable?"	Inquiry arousal	OBS/V/T2/ATT/IA/043
S	044	"tidakk dapat di hitung"		
T2	045	ok. Tidak dapat dihitung yah. Ok the next slide. The first one, countable noun. Tadi yah disini miss sudah tulis. Countable noun kata benda yang dapat dihitung. Ini, look at the examples. Disitu sudah ada, salah satu contohnya adalah buah apple yah. An apple,		

		two apples, three apples and so on. Aple termasuk ke kata benda yang bisa dihitung karna kalaw kita lihat, buah buah bisa kita liat secara kasat mata yah. Jumlahnya ada dua. Jadi itu dinamakan countable yah, bisa di hitung dan juga hitungnya bisa menggunakan angka. Satu buah aple, dua buah aple. And then, if you take a look at the explanation, disitu, the singular tadi kalaw tunggal, ok mumpung miss masih ingat, kalaw countable itu bentuknya ada singular dan plural. Maka benda itu kita bisa dihitung, maka kita bisa menuntukan jumlahnya sedikit atau banyak. Satu atau more than one kalaw. As singular kalaw bendanya determined menggunakan on and a. do you know the different on and at?"		
S	046	"kalaw vowel itu A E U I O, tapi kalaw consonant itu selain dari vowel."		
T2	047	ok ini tadi berarti huruf mati atau hidup?		
S	048	"mati"		
T2	049	"vowel a i u e o. ok cuba mungkin untuk contohnya dulu. The first one of these words. How do you pronounce this word?"		
S	050	"our."		
T2	051	"our or hower?"		
S	052	"our"		
T2	053	"our yah. The correct pronunciation the h is silent, tidak di baca ya. This is how you	Personal Control	OBS/V/T2/CNC/PC /053

		pronoun pada huruf pertama yah. Disini kita liat h, itu termasuk huruh consonant atau vowel”		
S	054	“consonant		
T2	056	“yah, consonant, harus nya ini. Tapi karna kita patokan untuk membedakan o and en membaca, how do you pronounce the letters. Berarti karna membaca a jadi an hour. Meskipun tulisannya consonant tapi kalian harus liat dari how you pronounce the word or letter. Ok. Another example deh, university. If you look at the first letter, huruh apa itu?”		
S	057	“u”		
T2	058	“yah betul. Jadi di liat dari pronounciationnya yah. Berarti a university. Berarti kuncinya adalah, you know how to pronounce the words correctly. Kalian tau pronounciation tepatnya seperti apa. Ok. Question about this, the difference between a and an. Ada yang mawu ditanyakan mungkin, sudah paham? Sudah ada gambaran?”	Personal Control	OBS/V/T2/CNC/PC /058
S	059	“yes miss”		
T2	060	“yang harus di tekankan how do you pronounce the letter. And then how about”		
S	061	“miss what the different between hour and our. How you pronounce it?”		
T2	062	“ok everyone please take a look at hour and ours.Sama yah, yang hour and ours.Sama yah, yang membedakannya dari konteksnya.	Personal Control	OBS/V/T2/CNC/PC /062

		Kembali ke konteks. Karna ada beberapa bahasa inggris itu pronounciationnya sama dan artinya berbeda. Jadi kalian haru paham konteksnya, pun ketika speaking atau listening. kita harus mengetahuinya secara utuh. Ok seperti itu. Apakah sudah ada gambaran, atau mawu di tanyakan lagi?"		
S	063	"belum miss		
T2	064	"ok. Ini tadi perbedaannya. The hour and ours.Sama yah, yang Kalaw persamaannya kira- kira ada enggak antara a dan an?"		
S	065	"ada"		
T2	066	"dari apanya yang sama?"		
S	067	"jumlahny"		
T2	068	"jumlah? Oh ya mungkin fungsinya yah, liat jumlahnya berarti satu singular menggunakan a. kalaw dari arti sama atau tidak?"		
S	069	"sama"		
T2	070	"sama.. berarti tadi persamaannya adalah pada artinya menyatakan bisa sebuah, seekor, seoran, apa lagi yah, banyak yah. Oh ya yang uncountable ada tiga sudah ada a, an and singular dan plural Karna kaitannya masih singular, singular, karna countable bisa diitung tunggal dan juga jamak. Now we are going to understand contoh dari singular dan plural itu ketentuannya seperti apa. Mungkin ada yang tawu?"		

S	071	“tambain s dan tidak miss”		
T2	072	“ya tambain s ya. But in some cases. Tapi itu tidak berlaku di semua kata benda. So you have to be careful. Ada yang dinamakan regular and irregular noun. Miss tulisnya di sini yahh. regular itu beraturan. Berarti ada aturannya yah kalau irregular tidak ada aturannya. Ini sama seperti kata kerja, nanti misal kalau kalian semester dua akan mempelajari, regular dan irregular. Tapi untuk yang verb. Kata kerja. Kita ke kata benda dulu now. Ok tadi, regular dan irregular. Kalaw singular kalaw dijadikan plural, take a look at the example, for example we have this word, ada cat menjadi cats. Berarti itu tinggal di tambahkan s ataupun bisa for example?”	Personal Control	OBS/V/T2/CNC/PC /072
S	073	“apple di tambahkan s jadi apples.		
T2	074	“ok in some cases bisa di tambahin s atau es. Cuba kita liat the next slide. Ok this one, so you have to be careful karna peraturan ini tidak bisa semua noun bisa di terapkan aturan yang di tambahin s atau dia akan menjadi es, in some cases tidak bisa yah. So you have to be careful. Disini if we take a look at the first example, kalaw kita liat disitu, gambar anaknya ada berapa, yang di sebelah kiri yang child?”	Personal Control Variability	OBS/V/T2/CNC/PC /074
S	075	“satu”		
T2	076	“ok hanya ada satu yah.. berarti singular atau plural?”		

S	077	“singular”		
T2	078	“yah singular. Ok how do you pronounce this word?”		
S	079	“child.”		
T2	080	“how about this one?”		
S	081	“children”		
T2	082	“ok, they have different pronunciation yah. Child and children, dari katanya berbeda. Kalaw child itu masuk ke singular, anaknya hanya satu, and then children berarti more than one. Ok more example we have a child, kalw mawu jadi jumlahnya anaknya ada dua, jadinya seperti apa?”	Personal Control	OBS/V/T2/CNC/PC /082
S	083	“a two children”		
T2	084	“ two children yah bukan child. yang ini salah yah, kalaw two child itu salah yah. Ini tidak ada karna dalam irregular tidak peraturan, sudah berubah dari kata benda aslinya dari s maupun es. Jadi itu yah yang kamu harus kalian ingat. Jadi masih common la, and then man and men, kalw yang a itu singular, kalaw yang e itu plural yah. They Same pronunciation yah. And then How about this two?”	Personal Control	OBS/V/T2/CNC/PC /084
S	085	“woman and women”		
T2	086	“ada yang tau bedanya ini dan ini pronounciationnya?”		
S	087	“woman and women”		
T2	088	“women and woman kalaw man dan men sama ya pronounciationnya, yang		

		membedakannya pada konteksnya. Berarti bukan di tambahkan s yah, for example a man becomes two men. Ok this one mungkin belum banyak yang tahu kalw maouse mawu jadi dua jadi two mise yah, jadi two mise bukan two mouses. Ok ada yang mawu di tanyaiin disini?"	Personal Control	OBS/V/T2/CNC/PC /088
S	089	"tidak miss"		
T2	090	"ini untuk tambahan yah. Ok everyone please take a look. Oh ini miss sudah check lagi, the correct spelling kalaw pisau sebuah pisau itu f, karna ini plural jadi f jadi v yah, and we have daun leaf jadinya leaves. Ok questions"	Personal Control	OBS/V/T2/CNC/PC /090
S	091	"bedanya girl sama woman?"		
T2	092	girl itu lebih ke remaja, kalaw everyone please take a look. tambahan silahkan di baca bac. And then you have to be careful, foot dan feet yah. Bukan two foot, itu salah yah, two feet. Ok and then, you have to be careful of irregular nouns yang bentuknya sama, tidak ada tambahan. For example sheet, one sheet two sheet. Berarti kalian membedakannya dari jumlahnya yah, the quantity. Nah ini untuk tambahan juga. If you already read this yang miss sudah share di gc. Mungkin ada yang mawu share terkait on what do you know about uncountable noun . tadi miss sudah ada gambaran. Ada yang bisa jelasin? As as you know, atau mungkin cari dari sumber belajar lain."	Personal Control	OBS/V/T2/CNC/PC /092

			Analazing skill	OBS/V/T2/AS/092
S	093	“kalaw countable itu hanya menambahkan s yah”		
T2	094	“ok thank you kiki. How about you gisel, kenapa geleng-geleng. Ok langsung miss kasih contoh yah. For example, if you want to drink misal kalaw kalian ke kantin pesen air minum. Air, you have water. Satu air kira-kira ada tidak?”	Success Opportunities	OBS/V/T2/CN/SO/094
S	095	“no”		
T2	096	“satu air itu kira-kira seberapa, ada yang tau? Kalaw satu air, dua air, ada atau tidak?”		
S	097	“no”		
T2	098	“there is no yah. Satu air itu tidak ada. ok everyone. Ada yang mawu bertanya tentang materi tadi.? Ok please take a alook at the second line sebagai referensi ketika membuat text interaksi yang sudah miss tandai dan input”	Success Opportunities	OBS/V/T2/CN/SO/098
S	099	miss yang ini harus dikerjaiin?		
T2	100	“ ya.. ok question so far, ada yang mawu ditanyakan, mungkin tiara		
S	101	“belum miss”		
T2	102	“preposition udah paham?”		
S	103	“ iya miss		

T2	104	“preposition itu apa? ada yang bisa bantu temennya?. preposition, coba tanya abayan deh”		
S	105	“preposition itu kata sambung yg in on the itu.”		
T2	106	“ok everyone ada yang mawu di tanyakan?”		
S	107	“belum miss”		
T2	108	“ok everyone, karna there is no question its time for you to check your understanding. Ok now everyone check your google classroom and then click the link.”	Familiarity	OBS/V/T2/RV/FM/108
S	109	“ just this one miss?”		
T2	110	“ok, just click it, don’t judge a book by its cover.		
S	111	“yah miss”		
T2	112	“ok silahkan buka linknya, the first lid, drag and drop yah. Kalau dilihat pertanyaanya tidak banyak yah. ok everyone, time past already. Submit your work.”		
S	113	“saya belum miss”		
T2	114	“ngk papa yah, karna ada beberapa yang loadingnya lama untuk mengirimnya. And then, since out time is almost up, yang belum selesai bisa di lanjutkan as your homework. Silahkan barangnya di kemas2. Silahkan di lanjut di rumah yah. Ok sambil kalian kemas-kemas, ok everyone, next kita review dulu, what have we learned from today's meeting ? Mungkin	Success Opportunities	OBS/V/T2/CN/SO/114

		abyan, what you have learned from this meeting.”	Asking evaluation	OBS/V/T2/AE/114
S	115	“ penggunaan a and an”		
T2	116	“ok mungkin tiara, what you have learn from today, selain a and an?”	Asking evaluation	OBS/V/T2/AE/116
S	117	“singular and plural”		
T2	118	“ok, what else rafi?”	Asking evaluation	OBS/V/T2/AE/118
S	119	“countable and uncountable noun”		
T2	120	“ ya, silahkan dibaca-baca lagi, misalkan nanti ada yang tidak paham, boleh bertanya ke missnya yah.”		
S	121	“ok miss”		
T2	122	“ ok for the next meeting agenda, langsung miss share aja, check your classroom. Tomorrow we will learn about greeting card. Ok everyone, sebelum kita tutup , listen, for the next agenda we will have 3 section of english maste. The first gradua, second penilaian for the last section itu keterampilan. Nanti akan miss share kelompoknya”	Learning Requirement	OBS/V/T2/CN/LR/122
S	123	“miss, kelompoknya ngak bisa milih sendiri?”		
T2	124	“kelas lain, miss yang nentukan yahh. Ok nanti silahkan check your google classroom yah. Kalau ada pertanyaan silahkan bertanya ke miss yah. Ok silahkan di lead prayernya Shahda. Ok everyone		

		please pay attention of shahda because he will lead the prayer. Silahkan.”	Perceptual arousal	OBS/V/T2/ATT/PA/124
S	125	“to end today s meeting mari kita berdoa bersama”		
T2	126	“ok thank you shahdah. Ok don’t forget yang picket hari ini yah. Ok thank you very much. See you for the next meeting. assalamualiakum wr wb”		
S	127	“walaikumsalam wr wb.”		

Appendix 3
Categorizing the Data
Video 1
Teacher 1

Data Observations checklist

Components	Sub-components	Tally	Total (N)
Attention	a. perceptual arousal	8	10
	b. inquiry arousal	2	
	c. variability	-	
Relevance	a. goal orientation	-	9
	b. motive matching	9	
	c. familiarity	-	

Confidence	a. learning requirement	6	
	b. success opportunity	3	10
	c. personal control	1	
<hr/>			
Satisfaction	a. natural consequences	6	
	b. positive consequences	-	6
	c. equity	-	
<hr/>			
Video 2			
Teacher 2			
Data Observations checklist			
Components	Sub-components	Tally	Total (N)
Attention	a. perceptual arousal	7	
	b. inquiry arousal	11	23
	c. variability	5	
<hr/>			
Relevance	a. goal orientation	-	
	b. motive matching	-	1
	c. familiarity	1	
<hr/>			
Confidence	a. learning requirement	3	
	b. success opportunity	3	16
	c. personal control	10	
<hr/>			
Satisfaction	a. natural consequences	1	
	b. positive consequences	-	1
	c. equity	-	
<hr/>			