STRATEGIES USED BY JUNIOR HIGH SCHOOL TEACHERS TO MOTIVATE STUDENTS FROM MARGINALIZED AREAS TO LEARN ENGLISH

THESIS
Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

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INTRODUCTION

There are a lot of aspects that affect learning process; both come from teachers or students themselves. Teachers or educators are required to have various ideas and strategies to gain their students’ motivation to learn and to give students the skills that might be needed in school and beyond the classroom. According to Dörnyei (2001), as cited in Sarojani, Ali, and Hussain (2013) “Motivation is the key to learning. It refers to the inner source, desire, emotion, reason, need, impulse or purpose that moves an individual towards a particular action” (p. 5). The motivation can be increased not only by the students themselves, but also by the teachers. Fall (2005) believes that an instructor can help students become reflective about their interests and knowledge, and ask them to relate or adapt course information to their concerns in their assignments and in the classroom (p. 2).

In relation to teachers’ roles in helping their students in their learning, these could be more complex in schools in marginalized area. The condition of the students in this area becomes a challenge for teachers to find appropriate strategies that match with the condition of the students itself. Students, who have multiple responsibilities such as learning and helping their parents, need special strategies to raise and gain their motivation in learning. Usually students with this kind of condition have less intention to learn because they could not focus on learning as they are also required to help their parents’ work. That is why teachers have an important rule to make their students realize that actually learning is an important thing to do. It is in line with the study done by (Harmer, 1991) cited in
Saranaj, Zafar, and Khan (2014, p. 4) stated that, “All teachers can think of situation in which certain “motivated” students do significantly better than their peers; students frequently succeed in what appear to be unfavorable conditions; they succeed despite using methods which experts consider unsatisfactory”. Results from the approaches given by teachers might not be the same for every student. The success factor of the strategies applied by the teachers could be affected by several things, such as the capabilities of individual student as well as the environmental factors that also account for the success or failure of the strategies used.

Therefore, this study wanted to find out the strategies used by Junior High School teachers to motivate students from marginalized areas in learning English. For that purpose, this study tried to answer the following research question: “What kind of strategies used by English teachers in marginalized areas to motivate the students to learn English?” It was expected that this study could provide new references for teachers in Junior High School to develop their creativity in creating strategies while teaching English to their students in marginalized areas.

**LITERATURE REVIEW**

**Defining Motivation**

Some people believe that motivation is the intention encouragement that appears from within oneself to do something and to achieve something. According to Fredricks, *et al.* (2004 as cited in Furlong & Christensonm 2008, p. 1)
motivation is “something that energizes, directs, and sustains behavior; it gets students moving, points them in a particular direction, and keeps them going. We often see students’ motivation reflected in personal investment and in cognitive, emotional, and behavioral engagement in school activities”. We can see what kind of students who have motivation to learn from the way they engage in class activities. The more active students in class the more motivation they have to learn because motivation can push them to seek a lot of information and knowledge. Furthermore, there are two kinds of motivation, which are intrinsic and extrinsic motivation. Stirling (2013) stated that there are many discussions about the differences between intrinsic and extrinsic motivation. Intrinsic motivation comes from the inside of the individual itself and it makes people do something even when there is no stimulus or reward. However, extrinsic motivation comes from the outside of the individual and it makes people do something that bring potential outcomes. It means that intrinsic motivation appears within the students that can encourage them to learn, in this case to learn English, whereas the extrinsic motivation appears from the outside environments which then pushed students to achieve and produce potential outcomes such as a good score.

Moreover, motivation is a psychological condition that drives someone to do something. In the course of learning, motivation can be considered as the overall driving force within the students can produce, ensure continuity and provide direction and learning activities; therefore, it is expected that the objectives will be achieved. In the course of learning, motivation is very
necessary, because someone who does not have the motivation to learn, would not be possible to do learning activities.

Motivation has many functions for individual life, especially for students’ life because motivation has an important role to foster the spirit of learning. Sukmadinata (2003) believed that Motivation has two functions. First, it gives direction or directional function. Motivation plays a role to make closer or to make distance the individuals from the target that they want to achieve. Second, it energizes an individual.

Students from marginalized area have multiple responsibilities: to learn and to help their parents. Sometimes, the only reason why students want to go to school is to get the qualification certificate, which can be used to apply for the job in the future. The essential target of going to school is to get knowledge, if their motivation is only to get qualification certificate it makes the students far away from the real target of learning which is to get knowledge. Furlong and Christenson (2008) believed that students not always bring motivation from themselves. The motivation may come from the environment of the students at school. How the environment could give motivation depends on the way teachers treat students and how teachers introduce the motivation to study, so that they can get their long-term success and productivity.

That is why teachers need to find appropriate strategies to motivate their students especially for them who come from marginalized area in order students can gain their motivation to learn English to make them be a better generation.

**Teachers’s Roles**
Teachers play an important role in increasing the motivation of students. It is in line with the study by Dörnyei (2001), cited in Saranaj, Zafar, and Khan (2014, p. 1), who stated that “Teachers are the most vital sources of second language learners’ motivation to learn a language.” This statement is just the same with the study by Saranaj et al. (2014) that teacher is the main character that students always considered in class, even as initiators, facilitators, mentors, consultants and moral supporters. So teachers have a big responsibility to gain students’ motivation throughout the learning process. Their motivational strategies are recognized as being highly significant at all stages of the motivational process. In other words, we can say that, teachers can form students’ intelligence and make them more motivated by choosing appropriate learning strategies that later the result can make students more provoked to learn.

**Strategies used by Teachers**

Moreover, the selection of the strategies used by the teachers’ plays significant role in the continuity of the learning process of the students, the chosen strategies would determine the students’ motivation will increase or no change at all. According to Saranjaj, Zafar, and Khan (2014) there are six major strategies or six aspects to gain students’ motivation in learning, which are: recognizing students' efforts, promoting learners’ self-confidence, creating a pleasant classroom climate, presenting task properly, making the learning tasks stimulating, and promoting learners’ autonomy. What is meant by recognizing students’ effort is that teachers could see which of their students who have a passion or motivation to learn by looking at the works done by students.
themselves. Sometimes, students who have the motivation will show their effort during the class. That is the teachers’ job to find appropriate strategies which can spur the spirit of the students.

Next, promoting learners’ self-confidence is the way teachers introduce or promote confidence using suitable strategies so that students can achieve their learning goals which is to be able to understand the target learning better. Self-confidence not always comes within the individual, but also from their thought whether they think that they can do something or not.

Creating a pleasant classroom climate is one of the important strategies that teachers should consider. A pleasant classroom climate will have a positive impact on students. Whatever the material taught, if it is delivered or performed in a fun learning environment, students will easily absorb the essence of the material itself. A pleasant classroom climate also gives influence to improve students’ motivation. Students who see the classroom as a place where they can have fun would be more motivated to pay attention to and do the work in learning activities than those who regard it as a duty. Adding a fun activity in the classroom can help students who struggle to stay engaged and would make the classroom a place much more welcoming for all students.

Presenting task properly, students would be frustrating when given a task that is not clear what the assignment is about. Their motivation in learning will increasingly receded due to lack of comprehension on a given task. In the beginning of each year, as much as possible the teacher could provide instruction,
rules and clear expectations toward students so that in the future students could understand the intent and purpose of their teacher.

Making the learning tasks stimulating is suitable to students who sometimes get bored if the methods or the learning model that teachers applied in class is always the same. Therefore, as much as possible, teachers could apply a variety of learning methods and give the learning tasks that can stimulate students’ motivation. It will reduce the boredom of students during a lesson. If lecturing is used in the first meeting, then the next meeting the teacher can use the other methods and other models and so on. Diversity in learning will make the students are not saturated and it may even increase students' motivation. To make the learning tasks stimulating, teachers could create a positive competitive atmosphere. Competition in the classroom is not necessarily a bad thing. In fact it could be something positive if it is applied to something positive. Moreover, competition in the classroom is also able to motivate students to work extra and hard. Creating an atmosphere of class in order to foster positive competition, could probably get through the game, a group associated with the material or an opportunity to show off their knowledge.

Promoting learners’ autonomy is suggested in order for most students to be successful. They just need help to figure out what they should do in order to achieve their goals. One way to motivate students is to steer and let them work hard to see the potential in themselves and determine the strengths and weaknesses they have. Students will be more motivated to create the kinds of criticisms that emerged from themselves than from the teacher. It would be very
difficult for students to see how far their capabilities, especially for those who had
difficulty in certain subjects. Track Progress can be useful in the classroom, not
only for teachers but also for students. Teachers can use this as a way to motivate
students, allowing them to visually see how far their learning achievements
throughout the year.

Previous Studies on Teachers’ Strategies and Students’ Motivation

There are many previous studies about teachers’ strategies and students’
motivation, one of which is the study conducted by Bernaus, Wilson, & Gardner,
(2009) in Catalonia (Spain). The aim of their study is to investigate student
motivation and achievement in English and their relation to teacher motivation
and strategy use in the classroom. The participants are 31 teachers in Catalonia
(Spain) and the 694 students in their class. They are administered a series of
questionnaires designed to identify the strategies used by the teachers in the EFL
class. The strategies used by the teachers in the EFL class, included in the
questionnaires, are based on the EFL teaching experience of one of the authors
and on classroom observation; the researchers made the distinction between
traditional and innovative strategies. This study is a quantitative study and the
focus of this study is on the classroom context.

The result of their study is to a considerable extent language achievement
is associated with characteristics linked to integrative motivation, which the
students bring with them to the class and is relatively independent of strategy use.
Teacher motivation is, however, influential in the use of strategies as perceived by
the students and can influence their attitudes toward the learning situation and motivation. Students and teachers both recognize the use of traditional strategies, but in these classes there is a tendency for this to be related to lower levels of English achievement. Finally, teacher’s perceptions of innovative strategy use is characteristic of classes where language anxiety is low, probably because there is less concern with assessment in these classes. Thus, the question of the role of the teacher and the use of strategies can be seen to be more complex than normally thought when it comes to language learning. The author of this research also gives suggestion that both students and teachers need to be motivated. If teachers are motivated, students are more actively involved in class activities and feel more motivated.

THE STUDY

Context

The research was a qualitative study. It investigated the strategies used by Junior High School Teachers to motivate students from marginalized area in learning English. This study was conducted in SMP N 1 Banyu Biru, SMP N 1 Bancak, and SMP N 1 Tuntang which were categorized as schools that have students from marginalized areas.

Participants

This study involved one English teacher from each school. There were 3 teachers that were chosen as the participants for this study. In choosing the participants, the researcher contacted the English teachers from each school and
arranged a schedule to meet to maximize the information that are required to this study.

**Instruments of data collection**

In this study, the researcher collected the data using interview method. After giving the questions to the participants, it is expected that the researcher would get a clear data of strategies that used by English teachers in marginalized areas to motivate their students to learn English. The questions used for the interview were adapted from Saranjaj, Zafar, and Khan (2014), attached on the appendix page.

**Data collection procedure**

First, the researcher did an interview with all of the participants. All participants got around 6 main questions related to six aspects which were recognizing students' efforts, promoting learners’ self-confidence, creating a pleasant classroom climate, presenting task properly, making the learning tasks stimulating, and promoting learners’ autonomy. After having the interview with all participants, the researcher compared the answer of each participant and analyzed the result of the interview.

**Data analysis procedure**

After having the interview and completing the data, the researcher transcribed the result of the interview and analyzed and grouped the teachers’ answers toward the questions. From the grouping, there were some findings that appeared which possibly become the final result of this study. The theory of
motivation students used is from Dörnyei (2001). In this study about motivation he believed that motivation is the key of learning. Therefore, this study revealed what are the strategies used by English teachers to motivate students to learn English, that is why to motivate students is an important job that all teachers have to do. This theory will lead to six aspects that teachers had to pay attention proposed by Saranjaj, Zafar, and Khan (2014) (i.e. recognizing students’ efforts, promoting learners’ self-confidence, creating a pleasant classroom climate, presenting task properly, making the learning tasks stimulating, and promoting learners’ autonomy) that might give influences during learning process. For this reason, by using this theory, it might help the researcher in analyzing the data for the study.
FINDINGS AND DISCUSSION

The interview data show that there were lots of strategies used by English teacher to motivate their students to learn English. The 6 aspects based on Saranjaj, Zafar, and Khan (2014) theory, as the main focus of this paper were searched in detail. 3 participants itemized their own strategies that they had already used and applied in the learning process. From these 6 aspects, it was found that teachers used various activities and ideas in order to make their students become more motivated. Each aspect determined how teachers could think about the best and the most appropriate scenario during the class.

From the interview result, the researcher found that the kinds of strategies applied by teachers were varied, as shown on Table 1:

<table>
<thead>
<tr>
<th>Themes</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing students' efforts</td>
<td>1. Give them exercises</td>
</tr>
<tr>
<td></td>
<td>2. Challenge them to do the exercises</td>
</tr>
<tr>
<td></td>
<td>3. Examine them whether they bring dictionary or not</td>
</tr>
<tr>
<td></td>
<td>4. Instill them a motivation to dare to ask</td>
</tr>
<tr>
<td></td>
<td>5. Train them to be confident</td>
</tr>
<tr>
<td></td>
<td>6. Ask them to help their friends who have difficulties</td>
</tr>
<tr>
<td>Promoting learners’ self-confidence</td>
<td>1. Ask them to come forward and try to finish the exercises</td>
</tr>
<tr>
<td></td>
<td>2. Instruct them to come forward in pairs and practice a dialogue</td>
</tr>
<tr>
<td></td>
<td>3. Arrange a meeting for them to have direct communication between them and native speaker</td>
</tr>
</tbody>
</table>
Creating a pleasant classroom climate

1. Use the technology
2. Create games
3. Make group discussion
4. Bring the props

Presenting task properly

1. Inform them the importance of the task
2. Tell them the purpose of the task
3. Explain them the main goal of the task

Making the learning tasks stimulating

1. Use photos related to the learning topic or ask them to go directly to the public
2. Make use of online storybook
3. Arrange drama performance
4. Create games
5. Play videos related to the learning topic
6. Prepare the jumbled text

Promoting learners’ autonomy

1. Do evaluation between teacher and students at the end of the learning
2. Provide peer assessment

Table 1. kind of strategies used by teachers in marginal area

This presented table shows that teachers have a variety of strategies to motivate their students to keep learning. One teacher’s strategies might be different from other teachers. These six aspects are the strategies that have been implemented by teachers.

Therefore, to understand the data analysis deeper, the following is a more detailed discussion about the six aspects and the strategies applied for each aspect.
Recognize students’ efforts

Knowing the effort of students in the classroom is very important to do by teachers. By doing this observation, teachers not only can recognize the character of each student, but they can also regulate the level of willingness to learn from each of them. It was found that recognizing students’ effort require specific strategies that should be done by the instructors. Sometimes, different students need different strategies to apply. One of the strategies found in recognizing students’ effort was by challenging them to do the exercises. This idea was stated by teacher A:

I challenge the students to translate… anyone who can translate my sentence you will get a star and the star will be counted as point. (Interview on March 3, 2016; my own translation)

Based on teacher A’s statement, learning new things, which contain a lot of problems that need to be solved made students being challenged. That situation made the educator knew who among their learners were intending to show their effort during the class. In line with teacher A’s statement, Clifford (1990) states that students can only be challenged if the tasks given are well designed, meaning that the tasks should improve students’ personal effort and make them to have such academicals feeling like feelings of pride, competence, determination, satisfaction, persistence, and personal control. Thus, it shows that challenging the student to do the exercises become one of the appropriate strategies that can be applied to recognize students’ effort.
Promote learners’ self-confidence

In education, teachers are required to train or promote self-confidence for the learners, in case they are willing to keep learning and open their mind to something new. The way teachers promote self-confidence is very diverse. They can use one strategy or more depending on the development of the learner itself. During the data collection, it was found that there was one strategy considered to be unique in order to promote self-confidence to the learners. It was arranging a meeting for students to have direct communication between them and a native speaker. This strategy stated by teacher C:

To meet and communicate with native speaker can train their confidence, in order for students to want to talk and exchange information with them directly. This is one of the activities forms of confidence that I’ve done at this school. (Interview on April 6, 2016; my own translation)

King (1995, as cited in Park, 2003) mentions that students always use their senses whether using their eyes, ears, or feeling to make connection between what they have experienced and something that they have already known before. It is also in line with the idea which come from Seeler et al. (1994, as cited in Park, 2003, p. 2) that “educational strategies which take students out of the passive role and place them in an active, thinking mode should be used.” Therefore, direct experiences could further improve their self-confidence to learn because learners not only sat and got the theory, but they could directly face and test their self-confidence in the real life.
Create a pleasant classroom climate

The learning environment or classroom climate is a critical success factor that can help students to achieve the learning goals. Principles of adult learning and children are substantially similar, namely through exploration and euphoric mood (fun). A teacher is ideally designing creative learning environment in order to create a pleasant atmosphere.

Interaction or relationship between teachers and students is an essential condition during the learning process. However, the fact that people often encounter in schools, teacher is the one who is usually active, while students are made to be passive, so that the interaction of teachers and students in the learning process becomes ineffective. If the learning process is dominated by the teacher, then the effectiveness of learning cannot be achieved. To create the conditions for effective learning, teachers are required to be able to manage the learning process that provides stimulus activities in order students will be willing and able to learn.

To create a pleasant classroom teachers have their respective strategies that have been implemented in the classroom. Teacher A used games as one of her strategies to create a pleasant classroom. Her statement was:

> to build a learning atmosphere that is fun and not monotonous, I tried to create an activity which is cool by using a variety of ways either by using games.

(Interview on March 3, 2016; my own translation)

From teacher A’s statement, the application of games media could be used as an alternative to increase students’ motivation and skills. For the same reason, Diana (2010) says that by using games students can practice their all skills and it can be useful for their daily academic communication. It suggests that using
games in class can create pleasant climate for students. On the other hand, according to MacKenty (2006), not all kind of games can be fun for students, it depends on the level of difficulty and the way students can solve the problems inside the game. (cited in Milczynski, n.d.). MacKenty’s thought is contrary to the idea that teacher A and Wright et al. have, however the reality that exist in current situation shows that games are fun for students and so far they really enjoy playing games as a form of learning in the classroom.

**Present task properly**

Submission of learning objectives by teachers to students is one of the important phases in each lesson. In order to deliver the learning objectives, teachers could use models, strategies, or any approach, so that students could easily understand the goals. This implies to us the importance of delivering learning purposes. Delivery phase of the learning objectives are always done by teachers in early learning activities. Presenting task properly by telling the students the purpose of the tasks was one of strategies used by teacher B:

In the beginning of the lesson, we as teachers convey the purpose of learning and also the purpose of every task contain on the material, so that students have the previous description of the lesson of that day. What will they learn and the purpose of the task would also be explained. (Interview on March 12, 2016; my own translation)

From her statement, teacher B thought that the appropriate phase that should be done first to present task properly was telling the learners the purpose of the task. By telling the purpose, teachers gave direction to students about how they can go on and finish their responsibility while learning in class. Just the same as statement from Rossi and Montgomery (1994) that students can act or show
their bad behavior in class if they are not given the right pattern of learning objectives (cited in Jablon, J. R. & Wilkinson, M., 2006). Therefore, by telling students the purpose of the tasks can be used as the first step to present task properly because if the learners know the purpose of doing something they will finish the lesson in accordance with the main goal of the tasks itself.

**Make the learning tasks stimulating**

Stimulus is a child’s learning environment both internally and externally that causes learning. Teachers are expected to create a task that can stimulate the thinking of the students, and then make them to have more willingness to keep learning. In order to create a task or activity that stimulates learning, teachers are required to think and keep innovating. The media that can be used to stimulate students are very diverse. Basically, the stimulation of learning should be given so that the child does not feel bored with the monotony of learning. How to make the learning task stimulate depends on the teacher’s creativity. During the study period, teacher B said that by using the medium of video presentation which was related to the topic of learning could stimulate the learners to be more active in class.

I used display or video in the classroom. After that, I made the questions related to the content of the video. Then, they can work in groups and it will be more fun for them than working individually. (Interview on March 12, 2016; my own translation)

The use of video in the classroom is not something new in the world of education. Cakir (2006) says that, currently, videos have used to be one of the good sources during learning process. Both students and teachers like to see or use the videos as one of the media of learning. Teachers are aware of the strength of
video views that could attract the attention of students, increase their motivation to learn, and enhance students learning experience. For students, their memory can be trained and developed through this activity. After watching it, teachers provide questions related to contain of the video. This activity, of course could be one of the way to train students’ memory. Cruse, E. (n.d). also have the same thought about it. He explained that to have good memory, students can be trained using educational video because something that they have already seen and heard was saved in their brain. So, using video as one of the strategies to stimulate students can be applied and work well in class.

**Promote learners’ autonomy**

Learners’ autonomy is an effort to engage students in formulating teaching and learning activities in the classroom. The attempt to involve students has become a phenomenon that is developing in the education world lately. However, not enough students get involved and influence in the process of preparation of teaching and learning in schools. Students will learn more effectively when the curriculum is developed gradually based on the needs and interests of students. Because if not, students who have problems with behavior feel excluded if the curriculum taught to them are not designed to fit their needs.

It is important to involve students in the decision making process, both the rules and the matters relating to the design of learning materials. A classroom environment that provides autonomy for the students to have close links with the students' ability of expression, creative, self-esteem, learn conceptually and happy to challenges. There are many strategies to promote learners’ autonomy, one of it
is by doing evaluation between teachers and students at the end of the learning.

One of the statements from the interviewee was given by Teacher A:

I involve my students to give evaluation, so I asked them what they want in the learning process, how I had to make an activity that can make them have passion and willing to learn. And as a result many of them are willing to speak out and give her advice.

(Interview on March 3, 2016; my own translation)

From her statement, it was found that doing evaluation could be done as one of the strategies to promote and train learners’ autonomy. Because doing evaluation especially at the end of the learning process could be one of the means of exchanges ideas or thought between teachers and students. The same thought said by Hajdin and Pazur (2012) is that evaluation is important to do because by doing evaluation both teacher and student can improve the quality of academicals process during in class.

Motivating Students in Marginalized Area

The finding of the study explains that there are several of strategies to motivate students to keep going and hang on to their high willingness to learn English. This paper focuses on figuring out what strategies which are already implemented or being applied by teachers, especially teachers who teach in Marginal Area. The challenges faces by teachers in marginal area are very different for teachers in the center of the city. Therefore, teachers of marginal area certainly have strategies that might contain special characteristics people may not previously realize.

Societies are normally prejudiced that teachers who teach in marginal area only have low ability and their competence is under the average of teachers in the
center of the city. However, in fact, marginal area teachers are not lost in the
process and they always develop good strategies to make the process of learning
goes smoothly and certainly can raise the spirits of their students who are mostly
come from marginal areas.

From the six aspects that become the base of this research showed that
each of it has different kind of strategies. So, when the data collection was being
collected, it was found that lot of strategies had been applied by teachers toward
their students. Strategies found are not inferior to the strategies used by teachers
who were in town. Surprisingly, marginal area’s teachers also use technology as
one of their strategies to improve students’ motivation to study English.
Technology is not only use in one marginal area’s school, even three schools
which become the place when these data collection of this paper was taken also
used this kind of instructional media. Christina (n.d.) says that there are many
factors that influence or support the creation of the quality in learning process and
to achieve the learning objectives. One of which is the use or technology
utilization in education and during the learning process.

Technology is used by marginal area’s teacher as one of their instructional
media. Media education in general, is a tool of the learning process or everything
that can be used to stimulate thoughts, feelings, concerns and abilities or skills of
learners so as to encourage the process of learning. This limitation is quite
extensive and includes in-depth understanding of resources, the environment,
human and methods used for the purpose of learning / training. Even today’s
people think that only teachers who teach in school of the city could use the
technology as a medium of learning. Klopfer et.al (2009) explained that technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use; at the same time, the on-the-ground implementation of these technologies in the classroom can (and does) directly impact how these technologies continue to take shape. To elaborate above, teachers in marginal area realized that they have to use this kind of media to create interesting learning and not monotonous one. The process of learning in marginal area’s school is not much different from most schools in the city. The strategies used by teachers can shape and improve the students’ motivation to study. Furthermore, it is possible that technology can be implemented at school marginal areas. The success of learning can be achieved even the teachers or students itself come from marginal areas.

CONCLUSION

This study was designated to find out the strategies used by English teachers to motivate their students from marginalized areas to learn English. Based on the interview result, all of the three participants mentioned their own strategies that they have already applied in their class. The strategies was categorized based on the six aspects (recognizing students' efforts, promoting learners’ self-confidence, creating a pleasant classroom climate, presenting task properly, making the learning tasks stimulating, and promoting learners’ autonomy) which become the base of this study.
In general, it was found that there were no learning strategies which were good and bad. In fact, the only thing that gave influenced directly towards the students was the teachers itself, whether he/she was a good or bad teacher. Whatever the strategy, if it was performed by teachers who were not able to interpret the strategy appropriately to the classroom conditions and characteristics of the students, the strategy would lose its appeal. Therefore, it was expected that English teachers could choose appropriate strategies to the learning objectives and in accordance with the nature of language learning.

The actual of language learning is to learn how to use the language either on the aspects of the understanding or the productive aspect and it is not learning about the language. To obtain the optimum learning, teachers are required to be creative arouse students' motivation. Challenge the students to do exercises, train them to be confident, create educational games, and use technology, these were some examples of strategies that have been adopted by teachers in marginalized areas to motivate their students. According to the findings, the use of technology in marginalized areas school was quite surprising. It was because people already stigmatized that marginalized schools only have ancient teaching methods which were not familiar with technology. However, marginalized areas school’s teachers were also using technology as a supporting media in their teaching and learning process.

For further studies, there are some aspects to concern. This study involved only 3 participants (teacher) from three different marginalized schools. Therefore, it would be helpful for further research to have more participants in different
marginalized schools so that the data collection will be more varied. In addition, the researcher also suggest that the possible further research will have a deeper discussion and data collection about various strategies that might applied by marginalized school’s teachers.
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REFERENCES


Appendix

Interview questions which were adapted from Saranjaj L, Shahila Zafar, and Zaved Ahmed Khan (2014) research:

1. How do you recognize your student’s effort in your class?
   a. Are you showing your recognition for their effort?
   b. Are you making a grade reflection? I mean when you give the grade for your students, you are not only seeing the final draft that they bring it to you, but you also see the whole process
   c. Are you monitoring your students’ accomplishment? (If it is yes, explain it!)

2. Do you train self-confidence to your students? (If it is yes/no, give explanation!)
   a. How do you teach them about self-confidence in your English class?
   b. For you, is it important for them to learn about self-confidence? (Explain it!)
   c. What self-confidence in your English class is about?

3. Are you creating a pleasant classroom climate in your learning process? (If it is yes, how you create it?)

4. How do you present or give instructions on your tasks to your students?
   a. According to you, is it proper enough to use it? or there are something else that you want to add in the future

5. How do you make your learning tasks stimulate your students’ motivation to learn English in your class?
a. What are your strategies?

b. Do you use attractive tasks? Or do you ask your students to product or perform something in your class?

6. Do you train learner’s autonomy to your students?

   a. Do you give opportunities for your students to assess themselves?