

CHAPTER II

LITERATURE REVIEW

A. Teacher's Efforts

a. Definition of Teachers

Teachers in the context of education related to their profession are educators and teachers for students at various levels of education. In general, both in work and as a profession, teachers are always referred to as one of the main components of education which is very important (Efendi, 2018). Teachers, students, and curriculum are the three main components that spearhead the national education system. At school, educators are the second parents after parents who are also responsible for the potential development of students and the growth of their abilities. Stated that the task of an educator is to guide and know the needs or abilities of students, create a conducive situation for the continuity of the educational process, add and develop the knowledge possessed to be developed for students, and open up to all weaknesses (Idris et al., 2016). or lack thereof.

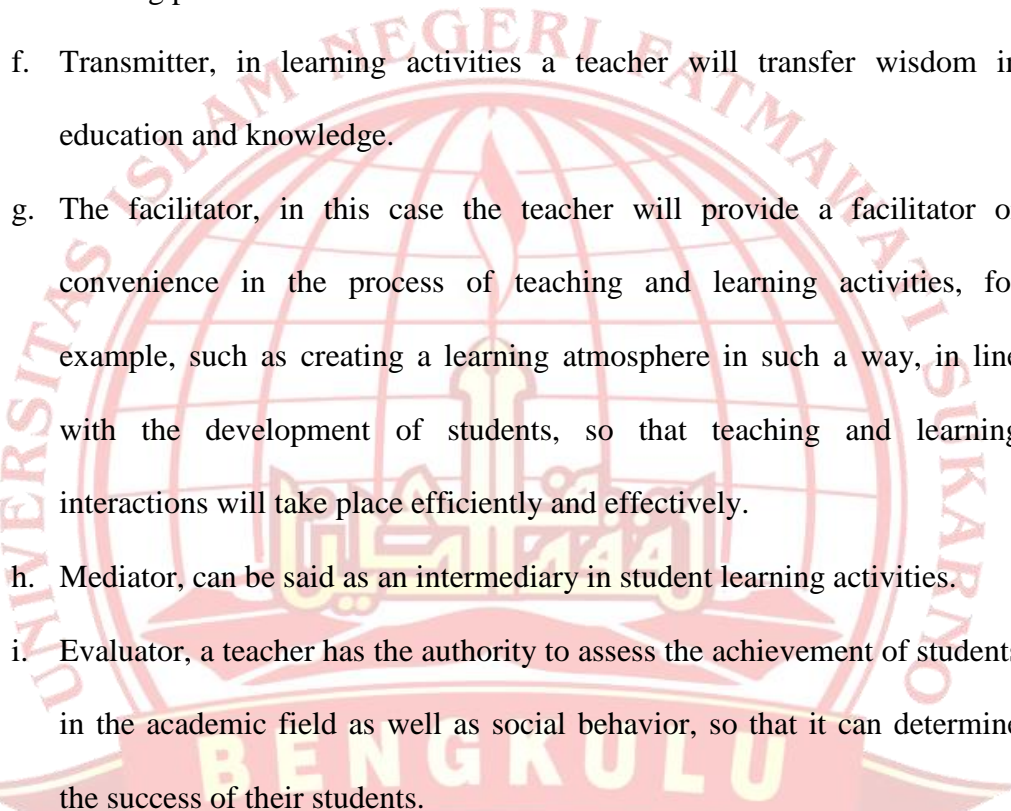
From the explanation above, it can be said that the teacher is a facilitator who has an important role in the field of education whose function is to explore, develop, and optimize the potential possessed by students so that they are able to become part of a good society.

b. The Role of Teachers

Teachers have a very strategic role, because their existence is very important and related to the success and quality of education. Teachers have various tasks that are implemented in the form of devotion. An expert named Prey Katz stated that the role of the teacher is as a communicator, a friend who can give advice, a motivator as an inspiration and encouragement, a mentor in developing attitudes and behavior and values, a person who masters the material being taught. Another expert, according to James W. Brown, stated that the roles and duties of an educator include: developing and mastering subject matter, planning and preparing lessons every day, controlling and evaluating student activities.

From some of the opinions above, it can be detailed the role of the teacher in teaching and learning activities, briefly mentioned as:

- a. Informer, the teacher's role is to implement informative teaching methods, field studies, laboratories, and sources of information for academic and general activities.
- b. Organizers, teachers as organizers, people who manage academic activities, workshops, syllabus, lesson schedules and others. All components related to teaching and learning, which are organized in such a way, so as to achieve efficiency and effectiveness in learning for students.
- c. Motivator, this is important to increase the enthusiasm and development of student learning activities.

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- d. The director/director, a teacher in this case must be able to direct and guide student learning activities in accordance with the goals to be achieved.
- e. The initiator, in this case the teacher as the inventor of ideas in the learning process.
- f. Transmitter, in learning activities a teacher will transfer wisdom in education and knowledge.
- g. The facilitator, in this case the teacher will provide a facilitator or convenience in the process of teaching and learning activities, for example, such as creating a learning atmosphere in such a way, in line with the development of students, so that teaching and learning interactions will take place efficiently and effectively.
- h. Mediator, can be said as an intermediary in student learning activities.
- i. Evaluator, a teacher has the authority to assess the achievement of students in the academic field as well as social behavior, so that it can determine the success of their students.

From the description above, it can be said that students can gain success with encouragement or support from the teacher so that students can optimize their potential, and are guided and directed properly by educators to produce successful humans. In general, teachers always assume that they are the only resource in the classroom. He knows the most, determines the students the most, and often does not want to lose to students. The teacher

feels that his duty as a teacher is to convey lessons to students, after that assessing students, whether the material presented has been understood or not.

In teaching the teacher must show himself as:

- a. Learning leaders can be said to be those who organize, plan, implement or control students in learning. Planning a learning activity mainly determines the continuation of student learning, what students must do, what learning resources must be prepared or provided. Organizing learning activities, regulating the learning atmosphere of students, optimizing learning resources and encouraging student learning motivation.
- b. Learning facilitator, meaning that the teacher provides convenience to students in carrying out learning activities. The convenience in question can be pursued such as: preparing learning resources and learning tools, for example the books needed, teaching aids, providing sufficient time for students, providing assistance to students who need it, guiding the way out in solving problems that are currently ongoing, faced by students, mediating differences of opinion that arise between students, and as a guide when problems cannot be solved by students.
- c. Moderator of learning, namely as a regulator of the course of student learning activities. The qualifications demanded as a learning moderator include:
 1. Knowing the problems being discussed so that they know the solution if they cannot be answered by students.

2. Skilled in capturing the meaning of ideas or opinions of students so that they can assess the thoughts contained in these opinions.
3. Skilled in communicating students' questions or answers in a language that is easy for students to digest.
4. Skilled in conditioning the class so that students participate in responding to the problems posed.
5. Mastering the class so that the teacher knows which students must be encouraged to participate in learning, and students who must be limited in their speech so as not to dominate others.
6. Skilled in drawing conclusions from all discussions as a synthesis of all opinions that arise from students.
7. The teacher as an evaluator, namely the teacher acts as an objective and comprehensive appraiser. As an evaluator, the teacher is obliged to supervise, monitor the learning process of students, and the results of learning that have been achieved. The most important aspect to be assessed is the process of student learning activities, both individual students and groups.

The teacher acts as someone who masters the lesson and is skilled in fostering student learning activities, besides that the teacher must provide convenience to students in learning activities so that they can generate student learning motivation. Based on the description above, the teacher has an influence on changes in the behavior of the students because the teacher is a

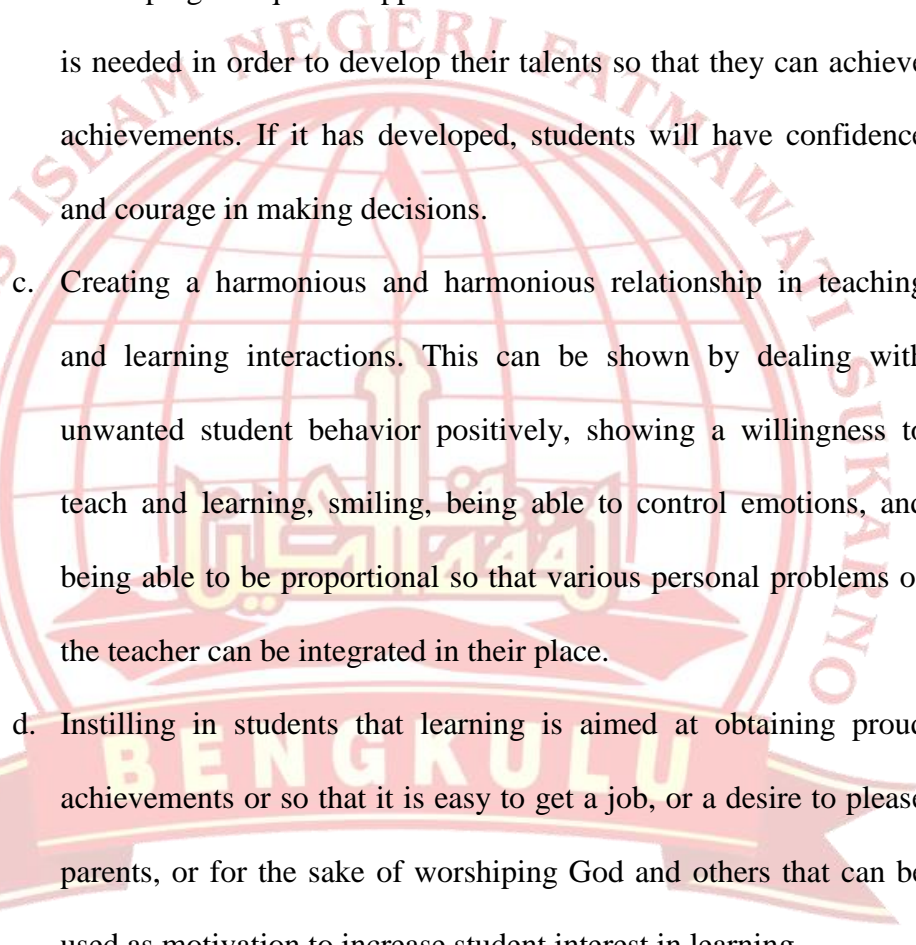
figure that is imitated. The teacher is the second parent of students at school so the teacher must be a role model for students.

c. The Role of Teachers as Motivators in Learning

motivator is someone who has a profession or livelihood from providing motivation to others. Motivation in the KBBI is a person (individual) who causes other people to do something, a motivator, a mover. Understanding the teacher as a motivator means that the teacher is someone who encourages students in order to increase enthusiasm or the development of student learning activities. If there are students who lack achievement, it does not mean that these students have low abilities, but it is because these students do not have motivation to learn from students so that he does not want to try to improve all his abilities. Therefore, the teacher as a motivator must know what are the motives that make the learning power of students low, causing a decrease in motivation to arouse enthusiasm for learning.

Teachers as motivators should show attitudes including:

- a. Being open, means that an educator must encourage students to dare to express opinions and then respond positively. Teachers must be able to accept all the advantages and disadvantages of each student. To a certain extent, the teacher tries to understand the existence of personal problems from students, namely by showing attention and being friendly to the problems faced by their students.

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- b. Helping students to be able to understand and utilize the potential that exists in themselves to the fullest. This means that the talent discovery process sometimes takes a long time. Must be adapted to the character of each student. Talent is like a plant which in developing it requires support such as fertilizer like attention. This is needed in order to develop their talents so that they can achieve achievements. If it has developed, students will have confidence and courage in making decisions.
- c. Creating a harmonious and harmonious relationship in teaching and learning interactions. This can be shown by dealing with unwanted student behavior positively, showing a willingness to teach and learning, smiling, being able to control emotions, and being able to be proportional so that various personal problems of the teacher can be integrated in their place.
- d. Instilling in students that learning is aimed at obtaining proud achievements or so that it is easy to get a job, or a desire to please parents, or for the sake of worshiping God and others that can be used as motivation to increase student interest in learning.
- e. The active attitude of the subject (student) is absolutely needed because interest in learning should be able to grow from within the student learning on his own with or without help from others,

through the direction of understanding that learning has many benefits for him.

Develop and maintain a positive attitude, especially to oneself, so that students can have a positive nature. Students must be able to cultivate a positive attitude. There are tips that can be developed to cultivate a positive attitude towards yourself, for example, such as being brave enough to praise yourself and giving yourself confidence that you can do it. In the perspective of management and psychology, several theories about motivation and motivation can be found which are expected to help managers or teachers develop their skills in motivating their students to show achievements in their performance and learning.

However, in practice it must be admitted that efforts to implement it are not easy, because the problems related to the behavior of each student are so complex, both related to internal factors and external factors of each student that influence it. From the description above, it can be said that the teacher is a motivator by showing supportive attitudes, for example, being open, being able to understand students from their ability factors, creating harmonious and harmonious relationships, and being able to instill in their students that learning aims to achieve achievement. In addition, teachers must also motivate students by developing positive attitudes towards their students and creating a comfortable learning

atmosphere so that students can increase their motivation and desire more to achieve the desired achievement.

d. Teacher's Role in the New Normal Era

The implementation of the New Normal itself, however, creates its own challenges for those who are involved in the world of education, which usually brings together teachers and students as an effort to carry out a fun teaching and learning process. The role of the teacher in this new normal era requires high creativity from a teacher. Where a teacher must be able to prepare an interesting and fun learning platform both from the pre-test, learning materials to the evaluation of learning. In addition, providing motivation will help teachers in maintaining the quality of learning even though it is done through online media. Currently, the government through the Ministry of Education has prepared a Learning Home learning application that can be used by teachers to help deliver materials and assignments to students.

B. Increasing Learning Motivation

a. Concept of Motivation

Motivation is a conscious effort to affect a person's behavior to reach something, so as to achieve a particular outcome or goal. Motivation is driven by the need arise if someone such as a student has a level requirement of high academic achievement so that students will strive to achieve its goals despite the challenges. In teaching and learning activities,

known as the learning motivation. Learning Motivation is that psychic driving force comes from within a person to be able to perform learning activities and increase the skills and experience. Learning Motivation is that efforts to encourage students to learn. Based on the explanation above, the researcher conclude that the learning motivation is an impulse that comes from inside and outside the student able to provide a sense of fun and enthusiasm in learning so that students are able to achieve the maximum achievement.

Motive is a stimulus and encouragement to create behaviour. Beside that, there are some definitions of motive and motivation given by some experts. A motive is a set predisposes the individual of certain activities and for seeking certain goals. Motive is internal conditions that arouse sustain direct and determine the intensity of learning effort, and also define the set satisfying or unsatisfying consequences of goal. Motivation is defined as some kinds of internal drive which pushes someone to do things in order to achieve something. Defines motivation as a general term characterizing the needs, aspirations, purposes of the organism as these initiate or regulated need satisfying or goal seeking behavior. McDonald (1982:19), "Motivation is a energy change within the person characterized by affective arousal and anticipatory goal reactions"(Laelatul Anisah et al., 2020). This formulation contains three elements which are interrelated as follows:

1. motivation is started from the existence of the energy change in person.
2. motivation is characterized by feeling.
3. motivation is characterized by the reactions to achieve the goal.

Based on the three elements above, it can be said that motivation will be cause to change the energy in human being, so it will cause for human to act or do something Appropriate with the purpose to be achieved.

b. Types of Motivation

Motivation is a support which comes from inside consciously or unconsciously to do something based on their own specific goal. The writer also believes that motivation is also the efforts which stimulate people to act so they can reach their goal. Motivation is divided into two types; they are intrinsic and extrinsic motivation.

a. Intrinsic Motivation

Intrinsic motivation is a motivation as incentive, which originates within the behavior itself rather than externally as in playing musical instrument for enjoyment. It means that intrinsic motivation comes from the individual itself without any pressure from the outside. In another word, if the reasons of studying English are for enjoyment and knowledge, it belongs to intrinsic motivation. Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or

outside rewards, such as money or grades. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction in completing or even working on a task. An intrinsically motivated person will work on a math equation, for example, because it is enjoyable. Or an intrinsically motivated person will work on a solution to a problem because the challenge of finding a solution is provides a sense of pleasure. In neither case, the person do not work on the task because there is some reward involved, such as prize, a payment, or in the case of students, a grade.

Determination approach to motivation, intrinsic motivation refers to motivation to perform an activity simply for the pleasure and satisfaction that accompany the action. These feelings of pleasure derive from fulfilling innate needs for competence and self-determination (Ryan & Deci, 2000). Intrinsic motivation sometimes called as innate motive.

It can conclude that intrinsic motivation is a motivation coming from inside of human being which drives someone to do an action without any uninfluenced motive from environment.

b. Extrinsic Motivation

Extrinsically motivated behaviors are those behaviors that are performed not because of inherent interest in the activity, but in order to arrive at some instrumental end, such that the source of regulation is external to the activity perse. The researcher believes originally that

extrinsic motivation implied a lack of self-determination in the behaviors performed. More recently, however, proposed that they are different. This motivation is external factors to the individual and unrelated to the task they are performing (Ryan & Deci, 2000).

This motivation derives from the outside effect of individual, whether it is from environment, society, pressure, persuasion so that the learners tends to be active in their learning process. For example: the teacher will give a gift to the students if they answer the question correctly. Extrinsic motivation stems from positive or negative reinforcement which is external to the behavior itself rather than inherent in it, for instance, studying to get good scores not because of studying is enjoyable.

b. The Function of Motivation

Motivation has a lot of functions in learning, for example all students study hard in facing examination. They are being motivated to get the best score in the examination. There are three functions of motivation as follows:

- 1) Support people to do something. In another words, the motivation has a function as the activator in each activity.
- 2) Determine the line of action. It means that the motivation gives the line or suitable guidance to the goal.

3) Select the action. In this term, the motivation has a function to determine the appropriate action to reach the goal. For example: the student that facing examination and he / she hope can be pass, of course he / she will do study hard and will not spend time to play, because it is not appropriate with the objectives.

Beside that, motivation also has function as impeller effort and achieved the achievement. Someone will do effort because the motivation, and by good motivation in learning he / she will get the good result. So, it can be concluded that the motivation can determine a person's level of achievement.

The functions of learning Motivation are (Filgona et al., 2020):

- a) Remind the position at the beginning of learning, the process and the final outcome.
- b) Inform about the power of effort to learn by comparing with friends.
- c) Give instructions about learning activities.
- d) Increase the spirit of learning.

The same thing also about the function of learning motivation are:

- a) Give support for students to do something. So, this motif as a motor that give energy / power for human to do task.
- b) Determine the action of students direction, which is the goal to be achieved.

- c) Select the student actions. Which is, the student be able to determine the actions must be achieve the desired goals.

From the function above, can be concluded that motivation has the function as to impeller for student, given instruction that appropriate with the purpose of learning and arousing spirit of students learning. The students are known to be motivated when they pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, they appear to be happy and eager to study, they want to solve the problems, and they do not depend on others constinually. From statement above, it is clear that motivation important for students.

c. Ways of Creating Learning Motivation

There are 10 ways to raise motivation in learning activity at school, namely:

a. Give score

Score is a symbol of value in learning activity. The scores are the strongest motivation for students.

b. Prize

Prize is a motivation arousal too, but it is not always like that. For a work, perhaps it is not interesting for someone who is not interested in it.

c. Competition

Competition is used as an instrument of motivation to encourage students' learning. The individual or group competition can increase students' achievement.

d. Ego Involvement

Ego Involvement is meant to raise consciousness to students. By applying it, the students will feel the importance of the task and receive it as challenge.

e. Give test

The students will be diligent to learn if they know that there will be a test. Therefore, giving a test is an instrument of motivation too.

f. To know the result

By knowing the result of task, if there is a progress, it can encourage students to study diligently.

g. Praise

If there is a student successful in finishing their task well in learning, the teacher needs to give praise. It is a kind of positive reinforcement and motivation.

h. Punishment

Punishment is a negative reinforcement. But if it is given exactly and prudently the punishment will be a tool of motivation.

i. Desire to learn

It means that there is an element of consciousness to study.

j. Interest

A motivation rises because there is a need. An interest is a tool of principal communication. The process of learning will run well if there is an interest.

Proposes 12 ways to give students motivation to learn, they are:

a. Create learning situation that is enjoyable

The situation of learning must be enjoyable. The enjoyable situation can arouse students' learning motivation.

b. Give prize Giving

prize to clever students can be motivation for students themselves and other students. It will encourage students to get good score.

c. Give praise

If there is a student who is successful in doing task well, it needs to be given praise. Because it is a positive reinforcement and can raise desire of student to study.

d. Competition

Competition is needed too, because it can raise achievement for individual or group competition.

e. Cooperation

In learning activity, cooperation can raise the students' interest in learning group. The cooperation can give encouragement to learn and help the students who is less clever. Inform students there will be a

test. The student will be more diligent to study if they know that there will be a test. This is useful to increase their achievement.

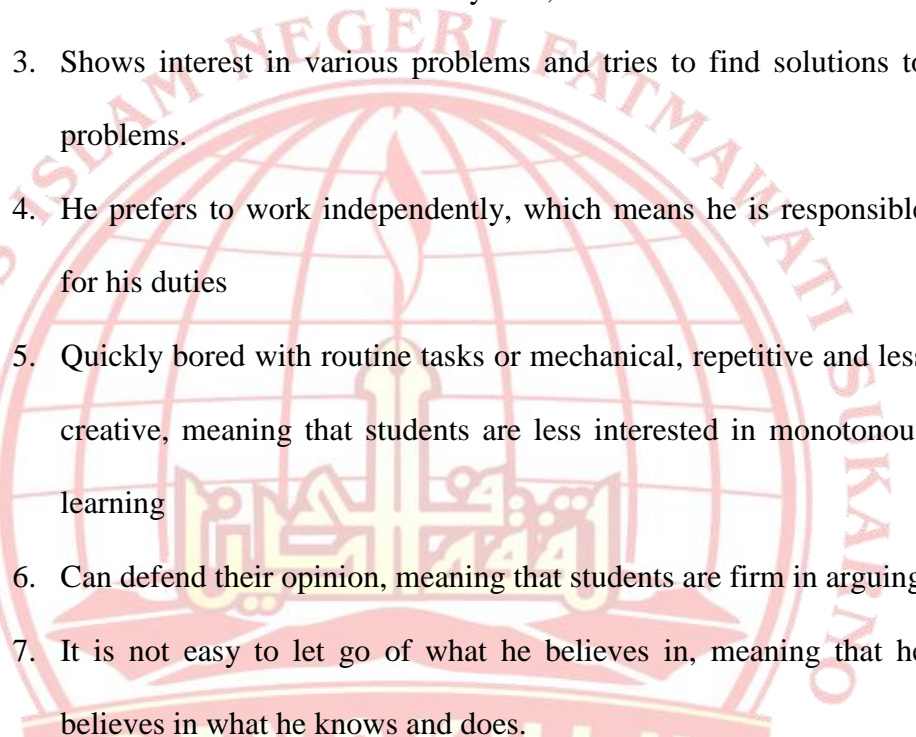
Based on the opinions above, it can be concluded that the teacher in raising learning motivation need to encourage students' spirit and release burden. Therefore, the goal of teaching and learning activity can be achieved optimally.

d. Indicator of Student Learning Motivation Level

According to Wulandari & Surjono in Ferismayanti (2020: 7) in knowing the level of learning motivation in students, there are several indicators of student learning motivation including (Pranitasari & Maulana, 2022):

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

States that indicators of learning motivation that come from within students are as follows:

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

Learning motivation indicators can be classified as follows
(Wulandari & Surjono, 2013):

1. The desire and desire to succeed
2. There are an encouragement and need in learning
3. The existence of hopes and dreams for the future
4. There is an appreciation in learning

5. The existence of activities that are interesting in learning
6. The existence of a conducive learning environment, allowing a student to learn well

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

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

1. Avoid students from feeling isolated and they are working independently by encouraging students to learn about each other. The teacher must be able to encourage students to like the lesson.
2. Build study groups so that students will no longer be studying in isolation. Teachers are required to create online groups of students in group lessons.
3. Explain how the online environment may be used. teachers must be able to provide the benefits of online learning to students.

4. Encourage interaction and collaboration among students. This might be of great value.
5. Build competency by challenging existing beliefs and actions, as well as testing out new ideas.
6. Interact with the students by monitoring the online presence of them and supplying them with continuous feedback.
7. Design content to be relevant to students' goals and intentions to avoid loss of interest in the subject.
8. Use educational games to support learning materials. There are many different apps and sites that offer fun games to encourage learning in all subject areas

In Addition there are six areas that can influence students' motivation to learn:

1. The task that students are asked to do

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

2. How autonomous students are allowed in working

The teacher gives students a range of options that set valuable tasks for them but also allow them to follow their personal interests.

Students receive assignments from the teacher without limiting student interest in learning.

3. How students are recognized for their accomplishments Students should be recognized for increasing on their own personal best, for talking hard tasks, for tenacity, and for creativity.

4. Grouping practices

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

5. Evaluation procedures

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

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

1. Using a variety of strategies
2. Making students active
3. Creating a conducive classroom atmosphere
4. Creating a pleasant learning atmosphere
5. Get involved in helping students
6. Give assignments
7. Give awards
8. Provide value
9. Give praise
10. Competence

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

C. Learning English

English is a tool for communicating orally and in writing. Communication is understanding and expressing information, thoughts,

feelings, developing science, technology, and culture. Mohammad (2001) also explained that in recent times, English learning has grown which generally uses communicative teaching (Rizqi, 2020). That is, in English lessons, the ability to communicate orally and in writing is the main basis for learning. Language teaching is oriented towards communication skills, language learning and curriculum includes the ability to communicate in the target language, and an approach that needs to reflect and facilitate the target.

In other words, the classroom atmosphere in teaching the syllabus, exercises, and teaching equipment and facilities, and activities must be adjusted towards full communication or interaction in accordance with the achievement of the target results. Three conditions appear to be important for communicative abilities, namely: First, students need authentic meanings from real situations in which to practice language; second, he needs motivation to express himself, and third, he needs the freedom to use language to create and conduct language experiments in a supportive classroom environment without fear of ridicule, he is rewarded for the content and what he says, the teacher's hope is that in today's and tomorrow's foreign language classes students will earnestly communicate freely.

Mohammad (2001) explains that at the risk of simplification, the introduction of a communicative approach into secondary school English

learning involves change at different levels (Rizqi, 2020). Applying a communicative approach with the textbook and the prescribed syllabus makes the teacher's role more critical in increasing the chances for successful teaching, because both the syllabus and the accompanying textbook are, in fact, incompatible in the approach. Mohammad also explained that there are five parts to each learning unit, namely:

- a. Structure which includes a certain scope of grammar
- b. Vocabulary/vocabulary which includes material related to reading
- c. Reading which includes a topic related to the category of knowledge for can increase awareness and nationalism regarding issues in national development
- d. Conversation/conversation on topics selected according to language and functioning situation
- e. Writing/writing, this determines various writing activities ranging from writing to language to writing communication.

The main textbooks determined by the Department were suitable for the syllabus. The structure and materials in each learning unit are similar to those described in the syllabus. What is interesting is that all the learning materials are introduced in Indonesian (Indonesian), perhaps to avoid misunderstandings. Namely the ability to understand and/or produce spoken and/or written texts which are realized in four language skills,

namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life.

Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level. Based on the description above, it is concluded that learning English requires the ability to communicate in a complete sense, namely the ability to discourse, namely the ability to understand and/or produce spoken and/or written texts which are realized in four language skills, such as listening, speaking, reading and writing. For students at the junior high school level, learning English is targeted at the functional level, namely communicating orally and in writing to solve everyday problems.

D. The Role of Teachers in the Learning Process

Everyone believes that teachers have a very big role in the success of learning in schools. This belief arises because humans are weak creatures, which in their development always need other people from birth, even at the time of death. Teachers play a very important role in helping the development of students to achieve their life goals optimally. Thus, teachers have a role in helping students through the learning process at school. This is one of the basics that teachers need to be able to do.

carry out its role in the learning process well the teacher's role in the learning process is to develop an effective learning plan, master the

principles of learning, select and use learning media, select and use teaching methods, choose and use strategies or approaches in teaching and learning, learning, and the ability to assess student learning outcomes.

This explanation shows that there are three main roles of the teacher in the learning process, namely:

1. Preparing lesson plans (planning)
2. Mastering the principles of learning, selecting and using learning media, selecting and using teaching methods, selecting and using strategies. or approach to learning (implementing)
3. Assessing student learning outcomes (evaluating). This explanation is also in that all teacher roles in the learning process must be summarized in three things, such as learning planning, implementing learning, and learning evaluation.

The teacher's role in the learning process includes planning learning programs, implementing learning, and assessing learning progress. That is, for the purposes of analyzing the teacher's task as a teacher, the ability of the teacher has a lot to do with efforts to improve learning processes and outcomes. Based on the opinion above, it can be concluded that the teacher's role in the learning process includes three main things, namely preparing lesson plans, implementing learning, and evaluating learning. Thus, so that the learning process can achieve the

goals that have been set, the teacher must be able to plan, implement, and evaluate learning well.

To achieve a learning goal, of course, the teachers have many strategies to choose. Among them, it can be seen from two orientations, namely oriented to the learning process and oriented to the material delivery. Strategies oriented the learning process divided into three, namely:

1. Learning strategy centered on Teacher
2. Learning strategy centered on students
3. Learning strategy centered on material

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

a. Expository Strategy

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

b. Inquiry Strategy

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

E. Previous Related Studies

There are several studies that have been conducted related to this research. First, a research conducted Joko Prayudha S. Universitas Bengkulu. *Program mengajar bahasa inggris dari rumah selama pandemi Covid 19.* The covid 19 virus pandemic has stopped teaching and learning activities in schools and changed teaching methods to online teaching. This makes students feel bored because they cannot feel the learning atmosphere as usual. This activity provides an opportunity for students to be able to feel the learning atmosphere like in school by providing English teaching materials to students. In this activity, using a teaching method and through a socialization and training approach to students by providing understanding and explanation of English learning material in a fun way. This activity was carried out for one full month to provide a forum for teaching English to students affected by the COVID-19 pandemic. It is hoped that in this activity students are able to

understand English learning material well and can experience learning again together with their classmates even though they have to follow protocols (Prayudha, 2021).

Second, Siti Aisyah Has, Syibran Mulasi, Masni. *Upaya Guru Dalam Meningkatkan Motivasi Belajar Pada Masa New Normal*. This study aims to determine the efforts and obstacles found by the teachers at MAN 1 Aceh Barat in increasing students' learning motivation during the new normal period. This research is field research by using a qualitative approach with the data presented descriptively. The data collection techniques were carried out using interviews, observation and documentation to the selected respondents, namely Islamic Religious Education teachers at MAN 1 Aceh Barat. The results shows that the efforts made by teachers in order to increase the students' learning motivation in the new normal including: instilling discipline and advising students about the importance of maintaining health and implementing health protocols, using e-digital media in the learning process, showing values in the form of numbers and symbols to students, providing an overview of the spirit of learning to the students, providing interesting materials in teaching, giving praise to students both in the form of verbal and objective praise, using interesting learning methods, having a good personality and providing good examples for students, carrying out outdoor learning such as open places, libraries, prayer rooms, halls, and cottages, and encouraging students to take part in extracurricular activities, especially in the

religious field. Meanwhile, the obstacles experienced by the teachers in the new normal period are: the students condition who are still carried away by the offline learning atmosphere, the emotional approach of students, the time of learning that coincide with prayer times, and there are some students who do not want to accept the teacher's opinion or advice (Has et al., 2021).

Third, Alkhansa Munawwarah. This thesis is entitled “*Teacher’s Effort In Building Students’ Motivation In Learning English*”. The purpose of this study was to know the teacher’s efforts in encouraging students to be motivated in learning English at SMA Teuku Nyak Arif Fatih Bilingual School. The objective of this research are (1) to find out teacher’s effort in building students’ motivation in learning English and (2) to find out the students’s view of their teacher’s effort in building their motivation in learning English. This study uses qualitative analysis approach. The sample of this research was 10 outstanding student of Grade 2 and an English teacher of Fatih Bilingual School. To obtain the data, the researcher applied a questionnaire and interview. The questionnaire was aimed at finding out the students ‘view of their teacher’s effort in building their motivation in learning English. Based on the data analyses, There are some conclusions that can be drawn. First, The finding of analysis have identified some efforts that was made by teacher in building the students’ motivation. Those effort are categorized into 4 parts including creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation and

encouraging positive retrospective self-evaluation. The teacher's clarification on what they have done to build her students' motivation has also been confirmed by the students' responses in the questioner. The result of the interview and questionnaire revealed that the teacher become the important factor in building students' motivation in SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh.

Four, Asar Fadilah. This thesis is entitled "*Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa Di Masa Pandemi Pada Mata Pelajaran Aqidah Akhlak Di Sekolah Menengah Atas Muhammadiyah 1 Klaten Tahun Pelajaran 2020/2021*". The aim of this study is to explain the teacher's efforts in increasing student motivation in Aqidah akhlak lessons during the pandemic, as well as to recognize obstacles to Aqidah morality learning at SMA Muhammadiyah 1 Klaten. A drop in student motivation during the introduction of online-based learning prompted this study. As a result, an instructor must be able to improve students' learning interest, which has declined. This research is an example of field research (field research). Via case studies, this research method employs a qualitative descriptive approach. This study collects data through observation, interviews, and documentation in order to acquire reliable data for analysis. Data reduction methods, data interpretation, and drawing conclusions were all included in this study's data analysis methodology. From the results of this study, it can be concluded that there are 4 efforts that aqidah moral teachers at SMA

Muhammadiyah 1 Klaten in increasing students' learning motivation are: 1. Giving value, 2. Give assignments/tests, 3. Give praise , 4. Giving punishment. The efforts made by the teacher proved effective in increasing students' learning motivation, although there were still obstacles in the learning process, namely internal factors (student interest) and external factors (internet network) (Fadlilah et al., 2021).

Five, Imam Tabroni, Irma Mawaddah Nur. *“Increasing Students' Learning Motivation in the Middle of the Covid-19 Pandemic”*. Covid-19 pandemic causes precautionary measures by dismissing schools, especially in the red zone of the spread of Covid-19. In Regency Kotawaringin Timur is one of the red zones that requires schools from KB to universities to dismiss their students. This resulted in inhibition of the learning process. The teachers who usually teach in the classroom become confused in carrying out the learning process. One way that teachers do is to give assignments to students via via whatsapp. But these efforts do not motivate students. This study aims to increase students' learning motivation in learning Religious education Produktifisme with online methods using Google Classroom in class XII students of MA ALHUDA JATILUHUR in the academic year 2020/2021, in class XII SCIENCE 1 who took online classes via Google Classroom totaling 20 people. This research was conducted on 15 March, 2020 until May 15, 2020. The research method used was classroom action research. The study was conducted in one cycle consisting of four meetings. This research

instrument was in the form of a Questionnaire Sheet for implementing Online Classes or Online Classes. Based on data analysis, the number of students who have high learning motivation is 15 people, and 5 student has the motivation to learn mathematics while online learning is done through Google classroom.

The similarity with the title that the researchers took, is that teachers both want to motivate students to study with enthusiasm in this new normal era, because during the pandemic the decline/lack of enthusiasm in learning students especially learning English. The difference between the researcher's title and other research is that regarding the title, i want to see how the teacher's efforts are in teaching in this new normal era, whether each teacher has difficulties or other efforts in carrying out the teaching and learning process for students.

