

**An Analysis of English Teacher's Motivational Strategies in Implementing  
Merdeka Belajar Curriculum at Eleventh Grade MAN 2 Kota Kediri**

**THESIS**

Presented to

State Islamic Institute of Kediri

in partial fulfilment of the requirements

for the degree of Sarjana in the Education Departement



**Written by:**

**EVA NUR KUMALA (932215119)**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF TARBIYAH**

**STATE ISLAMIC INSTITUTE OF KEDIRI**

**2024**

**DECLARATION OF AUTHENTICITY**

Name : Eva Nur Kumala  
Student's ID Number : 932215119  
Study Program : English Education  
Faculty : Tarbiyah  
Title Of Thesis : An Analysis of English Teacher's  
Motivational Strategies in Implementing  
Merdeka Belajar Curriculum at Eleventh  
Grade MAN 2 Kota Kediri

I hereby declare that this thesis and the work presented within it are solely my own creation, generated from my original research. It does not include any material previously written or published by another person, except where indicated through quotations and references. No part of this work has been submitted in support of an application for another degree or qualification at this or any other university or institution of higher education. I acknowledge full responsibility for this thesis and will address any objections or claims that may arise from others. This thesis fulfills the requirements for the degree of Sarjana (S1) in the English Study Program at the State Islamic Institute of Kediri.



**APPROVAL PAGE**

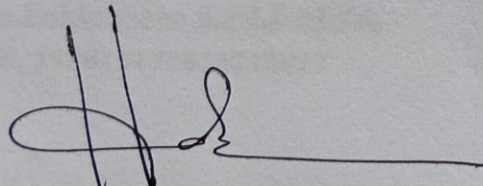
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**An Analysis of English Teacher's Motivational Strategies in Implementing Merdeka Belajar Curriculum at Eleventh Grade MAN 2 Kota Kediri**

**Eva Nur Kumala**  
**NIM. 9322.155.19**

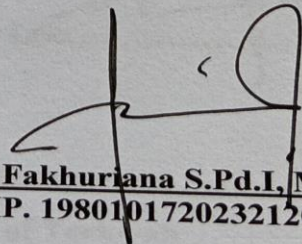
**Approved by:**

**Advisor I**



**Dr. Fathor Rasyid M.Pd**  
**NIP. 196908312000031001**

**Advisor II**



**Ria Fakhuriana S.Pd.I, M.Pd**  
**NIP. 198010172023212017**

RATIFICATION SHEET


An Analysis of English Teacher's Motivational Strategies in Implementing  
Merdeka Belajar Curriculum at Eleventh Grade MAN 2 Kota Kediri

Eva Nur Kumala  
NIM. 9322.155.19

Has been Examined by the Board of examiners of State Islamic Institute  
(IAIN) of Kediri on 26 August, 2024

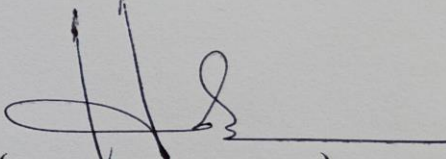
1. Main Examiner

Dr. Toyvibah ,S.S, M.Pd.  
NIP. 197212202006042003

  
(.....)

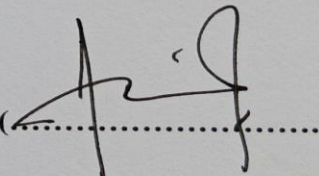
2. Examiner I

Dr. Fathor Rasyid M.Pd.  
NIP. 196908312000031001

  
(.....)

3. Examiner II

Ria Fakhuriana S.Pd.I, M.Pd.  
NIP. 198010172023212017

  
(.....)

Kediri, 26 August 2024

Acknowledged by Dean Faculty of Tarbiyah  
State Islamic institute (IAIN)

  
Prof. Dr. Hj. Munifah. M.Pd.  
NIP. 197004121994032006

## **MOTTO**

"Don't be afraid, Allah is always with us."

(QS.At-Taubah : 40)

## **DEDICATION**

With all praise and gratitude to Allah SWT and with the support and prayers of my loved family, this thesis has finally been completed well and on time. Therefore, with pride and happiness, I express my gratitude and thanks to:

1. Allah SWT, because only by His permission and grace could this thesis be created and completed on time.
2. My beloved family: My father Joko and my older sister Yusnin, Bapak Mif, Ibu Nafi', Ibu Dotul, Bapak Gianto, Om Robin, sister Resti, and sister Khoir who have provided moral and material support as well as endless prayers for my success. There are no words as beautiful as continued prayers, and no prayers more sincere than those offered by my family.
3. Mr. Dr. Fathor Rasyid M.Pd and Mrs. Ria Fakhuriana S.Pd.I., M.Pd as my advisor for dedicating their times, efforts, and thoughts to guide and direct my thesis.
4. All of members of MAN 2 Kota Kediri specially Mrs. Ifah Suliha, S.Hum., M.Pd and Ma'am Dra. Lathifah who were willing to be informants for this research, enabling the study to proceed well.
5. All of my friends in English Department IAIN Kediri who have give me spirit.
6. My lovely cat Cemings Family as supporting system
7. Thanks to all part of me.

## ACKNOWLEDGEMENTS

Praise and gratitude to Allah SWT for the blessings of knowledge and the abundance of His grace and mercy, which enabled the author to compile and complete this thesis entitled "**An Analysis of English Teacher's Motivational Strategies in Implementing Merdeka Belajar Curriculum at Eleventh Grade MAN 2 Kota Kediri.**"

In the process of writing this thesis, the author realizes that without the help of various parties, it would not have been possible to complete. May Allah SWT shower His grace and guidance and reward the kindness given with appropriate rewards especially to:

1. Dr. Wahidul Anam, M.Ag. as the rector of IAIN Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd as the Dean of Faculty Tarbiyah
3. Nur Afifi, M. App. Lin, Ph.D as the Chief of English Department
4. Mr. Dr. Fathor Rasyid M.Pd and Mrs. Ria Fakhuriana S.Pd.I., M.Pd as my advisor who has guide and direct my thesis.
5. Mrs. Ifah Suliha, S.Hum., M.Pd and Ma'am Dra. Lathifah as English teacher of MAN 2 Kota Kediri who were willing to be informants for this research.

The author acknowledges that there are still many shortcomings and errors in the writing and preparation of this thesis. Therefore, the author welcomes criticism and suggestions from all parties for the improvement and refinement of this thesis. The author also hopes that this thesis can be beneficial and serve as a reference for readers.

**Kediri, 26 August 2024**  
**The Researcher,**

**Eva Nur Kumala**  
**NIM. 9322.155.19**

## ABSTRACT

Kumala, Eva Nur. (2024). *An Analysis of English Teacher's Motivational Strategies in Implementing Merdeka Belajar Curriculum at Eleven Grade MAN 2 Kota Kediri*. English Department, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri, Advisor (1) Dr. Fathor Rasyid M.Pd (2) Ria Fakhuriana S.Pd.I., M.Pd.

**Keywords:** English Learning, Teacher's Motivational Strategies, Merdeka Belajar Curriculum

Motivation is crucial in education, particularly in language learning. It helps drive actions and perseverance. In learning languages, especially English, motivation levels can fluctuate. Therefore, teachers need strategies to enhance and maintain students' motivation. This study aims to describe the motivational strategies used by teachers in teaching English using Motivational Teaching Strategies (MTP) theory by Dornyei (2001) in implementing Merdeka Belajar Curriculum according to Kemendikbudristek at eleventh grade MAN 2 Kota Kediri.

The research employed a qualitative descriptive method, focusing on eleven grade English teachers, specifically in classes XI-IPS 4 and XI-Agama MAN 2 Kota Kediri. The researcher gathered data through observations and documentation. The data were then analyzed using Miles and Huberman's analysis method, which involves data reduction, data display, and drawing conclusions. Technique triangulation were used to verify the data's validity. The findings from documentations and observations indicate that teachers use several motivational strategies. These include maintaining appropriate teacher behavior and fostering good relationships with students, creating an enjoyable and supportive learning environment, forming study groups, tailoring materials to students' needs, and raising expectations for success. Additionally, teachers provide positive feedback, boost students' confidence, and giving plus score rewards as a form of appreciation.

In the realm of teacher learning, motivation is a key factor in achieving educational success. The teacher frequently employs several motivational techniques when teaching English. These include stressing the importance of learning English, awarding extra points, utilizing cooperative learning models combined with games, and incorporating music videos. These methods help counteract student boredom and increase their enthusiasm for participating in the lessons.



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