CHAPTER II
LITERATURE REVIEW

This chapter discusses a literature review of this study. The review consists of learning English, motivational, motivational strategies, teacher, and previous study.

A. Learning English

English is a universal language as it is used by most countries in the world as a primary language. In addition, English is one of the important international languages to master or learn. Some countries, especially former British colonies, place English as a second language that must be mastered after their native language.

a.) Definition of Learning English

The main means of communication throughout the world is language. Language is a system of symbols in the form of sounds, arbitrary in nature, used by society to communicate, work together, and to identify theirself (Keraf & Chaer in Hadi et al: 2022). Johnson (2008) indicates that teaching English as a foreign language (EFL) refers to the teaching and learning of English in countries where English is not spoken nationally. According to Richards & Rodger in Muth'im (2014) many people in various countries use English as a means of communication in various important international meetings. Crystal (2000) states that English is a global language. This statement represents the meaning that English is used by various nations to communicate with all of people in the world.

And learning is the process of developing the ability to solve problems that arise in interaction with the environment. (Dewey in Pring : 2017). The concept of learning according to Corey (2012) is a process where a person's environment is deliberately managed to enable him to participate in certain behaviors under special conditions or resulting in responses to particular situations, learning is a special subset of education.

It can be concluded that learning English is an activity to develop

knowledge by students regarding English grammar where they are not native English users. The aim of learning English is to communicate in the international realm.

b.) Language Abilities

There are four abilities in language (Richard : 2015) :

1. Listening

   Listening skill is an active and focused listening activity to obtain information, capture content and messages conveyed orally. Listening skills is a process of listening to the symbols of oral sound with attention, understanding, appreciation, interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or other language.

2. Speaking

   Speaking is one of the skills or ability in English to express opinions, comment, and reject the opinions of others if they are not in accordance with our opinions, as well as the ability to ask and answer these questions. Speaking skill which is a productive skill requires a person to have a good vocabulary. The more vocabulary that is mastered, the easier it will be for someone to form a sentence.

3. Reading

   Reading skill is the ability of a person to read, understand and interpret the written words on the pages of articles or other reading materials. In a very complex overall reading process involves, memory, experience, brain, knowledge, language skills, psychological and emotional state, as well as the senses through the eyes.

4. Writing

   Writing skill is the ability to express thoughts into written language through sentences that are structured completely, completely and clearly so that these thoughts can be communicated

to the reader successfully. Writing is a creative process for expressing ideas and thoughts in the form of written language for purposes, such as informing, entertaining and convincing. Writing skills can convey written messages efficiently and reduce miscommunication.

B. Motivational

Motivation in the sense that develops in society is often equated with 'spirit', and learning outcomes are results achieved by an individual in developing the abilities through a process carried out by effort with cognitive, affective, psychomotor and mixed abilities that he has to obtain an experience in a relatively long period of time so that an individual is experience a change and knowledge of what is observed.

a.) Definition of Motivational

According to Weiner (1990), the definition of motivation is an internal condition that awakens us to action, encourages us to achieve certain goals, and keeps us interested in certain activities. Motivation is the process of giving enthusiasm, direction and persistence of behavior. Motivated behavior is behavior that is full of energy, directed and long-lasting (Santrock: 2006). According to Dornyei (2005), Motivation offers the main stimulus to start learning in L2 and subsequently becomes the driving force to continue the long and often tedious learning process.

In the context of learning motivation, according to Winkel (in Lukman: 2022), learning motivation is all efforts within oneself that give rise to learning activities, and ensure the continuity of learning activities and provide direction to learning activities so that the desired goals are achieved.

It can be concluded that motivation in learning is a driving action within an individual to carry out activities in the form of learning in accordance with the individual's needs.

b.) Types of Motivational

Motivation can be differentiated based on its types. There is a type

of motivation that occurs because of someone's desire to get something. Another type of motivation is motivation that occurs because a person wants to pursue a predetermined target in order to succeed according to what is expected. Biggs and Telfer in Kathleen Tait (2009) explain that the types of learning motivation can be divided into four types, including: (1) Instrumental motivation; (2) Social motivation, students learn to carry out tasks; (3) Achievement motivation; (4) Intrinsic Motivation.

Instrumental Motivation is encouragement that makes students learn because they want to get a prize. Social motivation makes students more involved in the task. Students learn to achieve predetermined success, because students have achievement motivation, and students have a desire to learn with their own desires because they get encouragement from intrinsic motivation. According to Maslow in Taormina & Gao (2013), there are three main components in motivation, namely need, drive and goal.

Based on the components above, it can be concluded that learning motivation has several types and also contains components, including moving, directing, and supporting or maintaining behavior. Basically, motivation can arise from oneself or from other people, so that students are able to increase their learning motivation either because of themselves or from other people.

C. Motivational in Learning English

Motivation is the basis for students to be able to obtain maximum learning outcomes, where subsequent learning outcomes will be used as a basis for determining the achievement of expected competencies. The grades obtained in learning outcomes also determine the completeness of student learning which influences whether or not students advance to the next level (Tait: 2009). Having good motivation in the learning process will also get good results. In other words, if there is diligent effort and is based on strong motivation, then someone who studies will get good achievements (Taormina & Gao :2013).

According to Riyanti (2019), motivation is very important and functions as a driver of effort and achievement of goals in the English language learning process. A person undertakes an effort because of motivation. Having good motivation will show better results.

From the statement above, it can be concluded that motivation in learning English can help students achieve learning goals more efficiently.

D. Motivational Strategy

Motivation has a strategic role in a person's learning activities. No one learns without motivation, no motivation means no learning activities. In order for the role of motivation to be more optimal, the principles of motivation in learning must not only be known, but must also be explained in daily activities.

a.) Definition of Motivational Strategy

The definition of motivational strategy according to Dornyei (2001) is an approach or technique used to increase the motivation of a person or group in achieving certain goals. This can involve a variety of strategies, such as setting clear goals, providing positive feedback, creating a supportive environment, and using incentives or rewards as encouragement.

Material development in the form of using learning content that is appropriate to the material and learning objectives, including text, images, videos and interactive activities can also be used as a strategy to increase motivation (Masni in Listyanti : 2022).

It can be concluded that in the teaching context, motivational strategies aim to increase students' motivation so that they are actively involved in learning and achieving their academic goals.

b.) The purpose of Motivational Strategy

According to Hornstra, Mansfield, & Volman (2015), the aim of motivation strategies in an educational context is to increase students' learning motivation.

According to Dornyei and Ushioda (2011), in second language motivation theory, the goals of motivational strategies in the context of

language learning can be summarized as follows:

1.) Strengthen the intrinsic motivation of students, that is, the innate urge to learn a language due to a deep desire to develop language competence.
2.) Encourage achievement orientation
3.) Increase positive engagement
4.) Overcome obstacles in learning
5.) Develop social skills
6.) Activate the desire to learn

It can be concluded that these goals are directed at creating a motivating, in-depth, and sustainable language learning experience for students, so that students can achieve significant progress in developing second language competence.

c.) The Component of Motivational Teaching Practice

"Motivational Teaching Practice" (MTP) was developed by Zoltan Dornyei in 2001, a well-known expert on motivation in the context of second language learning. MTP is a practical approach designed to help teachers increase student motivation in language learning.

The basic principle of MTP is to integrate the concept of motivation into daily teaching practice, with a focus on forming students' intrinsic motivation, namely motivation that comes from within the students themselves. In MTP, Dörnyei emphasizes the importance of paying attention to motivational factors, such as students' needs, interests and goals, and creating a learning environment that supports and stimulates intrinsic motivation. The collections ofcomponents is presented as follows :
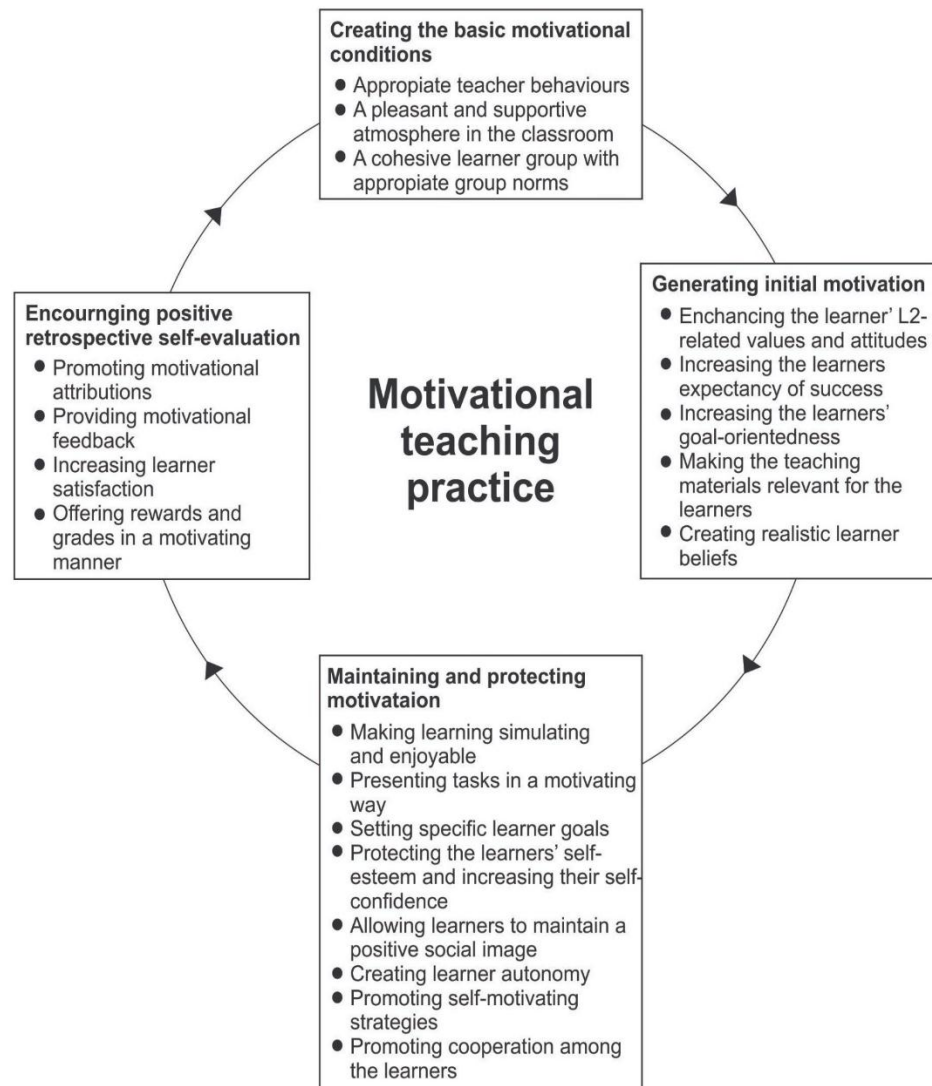
Picture 1.1

The Component's of Motivational Teaching Practice by Zoltan

Dornyei (2001)

The following below is an explanation of Dornyei (2001)'s theory about "Motivational Teaching Practice" :

1. Creating the basic motivational conditions.

    To construct an effective motivational approach, it can be executed through various means such as exhibiting appropriate conduct as a teacher and fostering positive relationships with students. For instance, by demonstrating enthusiasm during instruction. This approach ensures that students feel valued.

Furthermore, it is imperative for teachers to maintain a lively and dynamic class atmosphere, avoiding monotony. For instance, at the outset of a lesson, the teacher initiates an ice breaker activity to gauge students' focus. This tactic can also be employed during the course of learning to prevent students from feeling bored, thus alleviating any tension or anxiety.

2. Generating initial motivational

Following the establishment of a conducive learning environment, educators must engage students actively in language acquisition. There are several avenues to enhance students' initial motivation, including:

1) Enchancing the learners language related values and attitudes

Teachers can promote three distinct values that underpin attitudes towards language: intrinsic value (related to the learning process), integrative value (linked to the socio-cultural perspective of the English language and its speakers), and instrumental value (pertaining to the benefits of learning English).

2) Increasing the learners expectancy of success

Perceiving success as achievable is a pivotal motivational force, compelling individuals to strive for excellence and persist in learning. In this context, teachers must ensure students are adequately prepared when assigned tasks. Offering assistance indirectly instills a sense of guidance, thereby boosting expectations of success.

3) Increasing the learner goal orientedness

Teachers must assist students in setting achievable goals for their learning endeavors, such as mastering course content. Additionally, teachers can engage students in negotiating learning objectives related to English language acquisition, fostering a collaborative approach towards goal-setting.

3. Maintaining and protecting motivational

   After defining objectives, it is crucial to sustain and safeguard motivation to prevent student disengagement. At this stage, there are eight categories to maintain students' motivation for learning, including making learning engaging and enjoyable, assigning tasks with clear objectives, fostering self-confidence and preserving students' self-esteem, cultivating positive social interactions, promoting learner autonomy, advocating self-motivation strategies, and facilitating collaboration among students.

4. Encouraging positive retrospective self-evaluation

   In this phase, teachers assess student performance during learning activities. Teachers can employ various strategies, such as: (1) attributing motivational factors (clarifying students' shortcomings and offering suitable strategies), (2) providing motivational feedback, (3) monitoring student achievement to enhance satisfaction, and (4) delivering rewards and grades in a motivational manner. For instance, teachers must recognize that non-material rewards can also influence motivation and design assessment materials to gauge student progress effectively.

E. Teacher

   A teacher is someone who has knowledge and skills in a field and is tasked with teaching and guiding students in the learning process.

a.) Definition of Teacher

   According to Dewey in Greenwalt (2016) defines the teacher as a facilitator or regulator of learning in charge of guiding students in the process of problem solving, critical thinking, and experiential learning. According to Dewey, the teacher is not just an information digger who transfers knowledge to students, but should be a mediator in active learning that involves students directly in real experiences.

   Plato (in Murphy: 2015) described a teacher as a person who is responsible for the education of young people, not only in terms of knowledge, but also in forming moral and social values. Teachers are

considered spiritual leaders who lead students towards a higher understanding of truth and justice (Greenwalt: 2016).

It can be concluded that a teacher is an educator who shares knowledge, moral and social values with students by involving them in real experiences.

b.) Role of Teacher

According to Harmer (2007), the role of teachers in English learning can be explained as follows:

1.) Controller

The teacher as controller in language learning refers to the teacher's control over the direction and course of learning. Teachers are responsible for planning and organizing learning activities, providing direction and organizing structure in the classroom, managing learning time efficiently and using available resources optimally, monitoring student progress in learning and providing additional direction or guidance if necessary, and are responsible for assess student achievement in learning. With the role of controller, the teacher has the main responsibility for managing learning and ensuring that students achieve the set learning goals.

2.) Organizer

The teacher's role as an organizer refers to the teacher's ability to plan, organize and carry out learning. Teachers organize learning activities to fit the learning plan, determine the sequence of activities, manage learning time, and provide clear instructions to students. Teachers direct the course of learning by providing direction and guidance to students, helping students understand learning objectives, guiding them in carrying out assignments, and providing feedback on student performance. With the role of organizer, the teacher has the main responsibility for planning, organizing and carrying out learning so that it can take place effectively and efficiently.

3.) Assesor

The teacher's role as assessor involves evaluating student performance and providing constructive feedback. Teachers plan and administer tests or other assessments to evaluate students' progress in learning English. This could be a written test, oral exam, project assignment, or other assignment. Teachers provide feedback to students about the results of student evaluations. This could be praise for a good achievement, suggestions for improvement, or recommendations for further development. Constructive feedback helps students understand students' strengths and weaknesses in learning. Based on the evaluation results, teachers make assessment decisions about students' progress and their achievements in English language learning. These decisions may impact subsequent levels of learning or a student's final outcome in a course or program. Teachers regularly monitor students' progress in English learning and keep records of students' progress. This helps teachers to identify areas that require additional attention or individualized guidance for students. In the role of assessor, teachers are responsible for evaluating students' progress in learning English and providing feedback that helps students continue to develop and improve their language skills.

4.) Prompter

The teacher's role as a prompter refers to the teacher's ability to provide guidance, encouragement, or assistance to students in the learning process. Teachers provide instructions and guidance to students as they engage in learning activities. Teachers provide clear directions about what is expected of students and how students can complete assigned tasks or activities. Teachers use relevant questions and statements to help students understand the concepts or subject matter being studied. So it stimulates students' thinking by asking questions that encourage reflection and problem solving. Teachers use prompts to encourage students' active

participation in learning. They encourage students to talk, share ideas, or collaborate with fellow students in finding solutions to given problems. Through the role of prompter, teachers help facilitate student learning by providing instructions, encouragement, and guidance needed to achieve learning goals. This helps create a supportive learning environment and encourages students' active participation in the learning process.

5.) Participant

The teacher's role as participant refers to the teacher's involvement in the learning process as an active participant. Teachers are not only teachers, but are also actively involved in learning activities such as participating in discussions, exercises and games with students to build language skills. Teachers use their active participation as an opportunity to be good language role models for students. Teachers demonstrate appropriate and effective use of language in real communicative situations. In addition to participating in learning activities, teachers also provide support and guidance to students as they engage in various activities to help students understand the material, answer questions, and provide necessary direction. By actively participating, teachers help create a collaborative learning environment where students feel heard and valued. This can encourage greater student participation in learning. Through their role as participants, teachers not only become leaders in the classroom, but also become active members in the learning process with students. This creates a more interactive dynamic and strengthens the relationship between teachers and students in achieving learning goals.

6.) Resources

The teacher's role as a resource emphasizes the teacher's ability to provide information, support and learning materials needed by students in the learning process. Teachers provide relevant and

accurate information to students about the subject matter being studied. Teachers become a reliable source of knowledge for students in understanding complicated concepts or complex material. Teachers provide various types of learning materials, such as textbooks, audiovisual materials, computer software, and other online resources. Teachers can choose materials that suit students' needs and interests to support learning. Through their role as resources, teachers make an important contribution in helping students acquire the knowledge and skills needed for learning. Teachers provide information, support, and learning materials that can help students achieve learning goals.

7.) Tutor

The teacher's role as tutor involves more than just conveying information; it involves direct interaction between teachers and students to guide, support, and facilitate learning. As a tutor, the teacher provides individual guidance to students in understanding the subject matter. Teachers are actively involved in solving problems, answering questions, and providing additional explanations when necessary. Teachers as tutors regularly monitor student progress and identify areas that require additional attention. Teachers can adapt their learning approaches according to students' individual needs and progress. Through their role as tutors, teachers not only convey information, but also guide, support and facilitate individual student learning. This helps create a learning environment that supports and encourages holistic student development.

8.) Observer

The teacher's role as observer involves careful observation of the interactions and learning processes that occur in the classroom. Teachers observe interactions between students in the classroom, whether during group discussions, collaboration on projects, or while working independently. These observations help teachers

understand the social dynamics in the classroom and the relationships between students. The teacher monitors the level of student participation in learning. Also note students who actively contribute to discussions, ask questions, or propose new ideas, as well as identify students who may need additional support to engage more actively. The teacher observes how students respond to the lesson material presented. By observing students carefully, teachers can identify difficulties or obstacles experienced by students in learning. This helps teachers provide additional support or appropriate assistance to help students overcome difficulties. Based on their observations, teachers make instructional decisions about the steps that need to be taken to improve student learning. This may include adjustments to course materials, teaching strategies, or additional support as needed. Through the role of observer, teachers can gather important information about the dynamics of learning in the classroom and individual student progress.

F. Merdeka Belajar Curriculum

Here is an explanation of the concept of the Merdeka Belajar Curriculum.

a) Definition of Merdeka Belajar Curriculum

Merdeka Belajar curriculum is a concept in the transformation of Indonesian education to produce an excellent future generation. This is in line with what Saleh stated, that independent learning is a program to explore the potential of educators and learners in innovating to improve the quality of learning in the classroom. Merdeka Belajar curriculum is implemented in several pilot schools selected through previous selection processes. Currently, the Merdeka Belajar curriculum is being developed for implementation in all schools according to their readiness and conditions. Merdeka Belajar curriculum will provide freedom to educational institutions, teachers are given the freedom to choose

teaching aids, and students are given the freedom to choose fields they like (Risniyanti and Setiawan : 2022).

Learning currently takes place in the classroom as a means of learning. In the future, education is expected to be conducted outside the classroom to realize the Merdeka Belajar curriculum. Education can function as it should be, oriented towards enlightening the nation's life. According to Thana (2024) in addition to changing the teaching and learning system, the Merdeka Belajar curriculum also emphasizes the character of the learners. This can be achieved through teaching methods from teachers who are able to communicate well through the teaching and learning process.

The Merdeka Belajar curriculum is aimed at a natural learning process to achieve learning (Sukma and Trisno : 2023). To achieve this, independent learning is needed first because there may still be things that hinder the feeling of freedom, a sense of not being independent, and limited room for independence.

Based on the explanation above, it can be concluded that the Merdeka Belajar curriculum is aimed at promoting independent learning, allowing students to explore their interests, and fostering a more flexible and creative approach to education.

b) Structure of Merdeka Belajar Curriculum

The structure of the high school curriculum consists of 2 phases: phase E for class X and phase F for classes XI and XII. The high school curriculum structure is divided into 2 parts:

a. Intra-curricular learning (Covering subjects taught in schools according to established curriculum standards)

b. Pancasila Student Profile Strengthening Project allocated about 30% of the total credit hours per year.

Implementation is done flexibly in the P5 project, both in terms of content and implementation time. In terms of content, the

profile project must refer to the achievements of the Profil Pelajar Pancasila, both in terms of implementation time and content. In managing the implementation time, the project can be carried out by aggregating the project's lesson hour allocations from all subjects as well as the total duration of each project.

The content of religious education aims to cultivate belief in the One Almighty God, carried out in accordance with the provisions of laws and regulations governing religious education services to the One Almighty God. Educational institutions also provide special needs program services according to the conditions of students in inclusive education at high schools.

c) Learning Plan and Assesment of Merdeka Belajar Curriculum

Stages for implementing learning planning and paradigm assessment is as follows;

1) Analyzing learning outcomes (Capaian Pembelajaran/CP) to develop learning objectives (Tujuan Pembelajaran/TP) and learning goal flow (Alur Tujuan Pembelajaran/ATP).

Learning outcomes (CP) are the competencies that students must achieve at each stage of development for each subject in early childhood education, primary education, and secondary education. CP contains a set of competencies as well as the scope of material that is comprehensively arranged in narrative form. The learning outcomes (CP) for the English subject are;

Table 1.1

General Learning Outcomes

(Capaian Pembelajaran Umum)

SMA/MA Phase F

CP
At the end of Phase F, learners use oral, written, and visual texts in English to communicate according to the situation, purpose, and audience/readership. Various types of texts such

as narratives, expositions, discussions, literary texts, authentic texts, and multi-texts are the main references in learning English in this phase. Learners use their English language skills to explore narrative, expository, and discussion texts on various topics including social issues and cultural contexts. In this phase, not only do learners' language skills develop further, but also their critical, creative, communicative, collaborative, and confident thinking abilities towards the realization of the Profile Pelajar Pancasila.

Table 1.2

Element Learning Outcomes

(Elemen Capaian Pembelajaran)

SMA/MA Phase F

Element	CP
Listening	At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject and to comprehend main ideas of complex listened texts, on both concrete and abstract topics (on events in their surrounding and current issue), including those specialised ones relevant to other subjects in the curriculum in Narrative, Exposition and Discussion texts.

Reading	At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both on concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialised ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition and Discussion.
Writing	At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can produce texts with a clear and detailed structure of organisation on different topics, and express ideas or opinions on a certain issues or topics by explaining the strengths and weaknesses or arguments for and against of different choices or opinions.
Speaking	At the end of this Phase, students are expected to achieve the targeted competence in the compulsory English subject and can interact fluently and spontaneously, and can interact regularly with English native speakers and quite possibly without hindrances for both sides of interactants or can interact in these text types that is Narrative, Exposition and Discussion.

2) Planning and implementation of diagnostic assessment.

The aim of diagnostic assessment is to identify learners' competencies, weaknesses, and strengths. The results are used by teachers as a reference in planning learning activities that are appropriate for students' learning needs.

3) Developing teaching modules

Educational institutions can use various strategies to develop teaching modules as long as the teaching modules meet the established criteria and the learning activities within the teaching modules align with the principles and assessment of learning.

4) Adjusting learning to the stage of achievement and characteristics of learners

New paradigm learning is student-centered; therefore, this learning is tailored to the stage of achievement and characteristics of the students.

5) Planning, implementation, and processing of formative and summative assessments

6) Reporting learning results

The school report results are how the school communicates what students understand, know, and can do. Reports that explain the progress of student learning contribute to the effectiveness of learning and identify areas that need improvement. Progress reports are one of the most frequently conducted assessment reports in schools.

7) Learning evaluation and assessment

From the research conducted, the process above is the stage that must be carried out in implementing the Merdeka Belajar Curriculum learning. However, to implement learning in the classroom, it is not necessary to strictly adhere to the Merdeka Belajar Curriculum; rather, it may be developed as creatively as possible to adapt to students' needs.

G. Teaching English in Merdeka Belajar Curriculum Phase F

Here is an explanation of the concept of teaching English in the Merdeka Belajar Curriculum:

a) The Purpose of Teaching English in Merdeka Belajar Curriculum Phase F

Effective English language learning plays a crucial role in

preparing the young generation of Indonesia to compete globally. In the era of globalization, English proficiency becomes a key asset for effective communication at the international level. The implementation of Merdeka Belajar Curriculum, integrated with the use of digital media in English language learning, can help improve the quality of education in Indonesia. This not only develops students' language skills but also instills a deeper understanding of cultural diversity and global knowledge, preparing them to face future challenges and opportunities.

According to Kemendikbudristek (2022) The Advanced English subject phase F aims to:

1. Ensure that students can independently and confidently use English in oral and written communication across three types of texts: narrative, exposition, and discussion, with competencies equivalent to Level B2 CEFR.
2. Develop 21st-century skills, including critical and creative thinking, oral and written communication, collaboration, and digital literacy.
3. Cultivate global citizens who uphold Pancasila values, emphasizing the Pancasila Student Profile such as faith, noble character, independence, critical thinking, creativity, cooperation, and global diversity.

Thus, the combination of Merdeka Belajar curriculum, which provides flexibility in designing the English curriculum, and the utilization of technology in learning has brought positive changes to education in Indonesia. The improvement in the quality of English education is expected to produce a generation better prepared to compete on the global stage.

The implementation of Merdeka Belajar Curriculum in English language learning also allows for the use of local resources rich in culture, history, and traditional stories. Teachers can more

freely integrate local values into English learning, linking language skills with students' cultural identity. This not only enhances their understanding of English but also broadens their knowledge of the nation's cultural richness.

According to the Kemendikbudristek (2024), there are three reasons driving the inclusion of English language learning in the independent study curriculum: First, English as a necessity for all Indonesian children; second, alignment of the English curriculum; and third, equalization of learning quality.

b) Genre Based Approach in Merdeka Belajar Curriculum

The Genre-Based Approach method is a learning approach that focuses on teaching and learning language based on genres (types of texts). This approach aims to help students develop effective communication skills in various language contexts and situations (Wijayanti et al : 2018).

According to Khasanah et al (2023) in this approach, students learn about genres commonly encountered in everyday life and specific contexts, such as narration, description, exposition, argumentation, advertisements, or formal letters. They learn to recognize the characteristics and structures of each genre, as well as how to compose texts in those genres appropriately.

The Genre-Based Approach method involves several stages of learning, including reading and analyzing texts, identifying genre characteristics, understanding text structures, and producing texts in those genres (Herman et al : 2020). Students are also engaged in communicative activities, such as role-playing or group discussions, which allow them to apply their knowledge of genres in real language situations.

Based on the explanation above, it can be conclude that this approach aims to develop a deeper understanding of language and its use in various contexts. By studying different genres, students

can enhance their ability to compose texts that are suitable for their communicative situations and purposes.

The role of the genre-based approach in the Merdeka Belajar curriculum is to provide a deeper understanding of various types of texts and language styles, as well as to help students develop broader and more contextual language skills. This approach can assist students in learning how to use language in various real and relevant communication situations in their daily lives. The Genre-Based Approach learning is conducted with the following steps (Rose & Martin in Tandiana et al : 2020) :

1) Building Knowledge of the Field (BKOF)

This approach is used by teachers to help students build their foundational knowledge. It focuses on developing students' critical and creative thinking skills through a series of stages.

2) Modeling of the Text (MOT)

In this stage, students are presented with model texts (oral or written) of the genre being studied.

3) Joint Construction of the Text (JCOT)

It is a stage the teacher guides the students and, together with their group, analyzes aspects of knowledge and skills.

4) Individual Construction of the Text (ICOT)

At this stage, students are expected to be able to independently produce oral or written texts.

c) Characteristics of Teaching English in Merdeka Belajar Curriculum

Characteristics of the Merdeka Belajar curriculum for English language lessons can include (Kemendikbudristek : 2022) :

1. Teaching language skills: Includes listening, speaking, reading, and writing integrated within narrative, expository, and discussion texts. Narrative texts are chosen for their relevance, entertainment value, and influence on worldview, while

expository and discussion texts are crucial for critical thinking skills and the workplace.

2. Variety of text types: Texts are presented in written, oral, visual, audio, and multimodal forms, both authentic and created, to enhance technological literacy and the ability to manage digital information.

3. Teaching literature and culture: Included as part of English instruction, integrating cultural discussions reflected in the texts.

4. Zone of Proximal Development: Learning processes create a gap between actual and potential abilities under the guidance of teachers or more capable peers, according to Vygotsky's concept.

5. Learning as a social process: Students learn language, through language, and about language in a social context.

6. Apprenticeship framework: Teachers act as expert guides, assisting students until they become independent, with a focus on learner-centered education.

7. Scaffolding principle: Support from teachers to manage tasks beyond students' current capacities, teaching the use of English, and providing opportunities to practice it.

H. Previous Studies

Previous research has become one of the references in conducting research so that it can enrich the theories used in reviewing the research carried out. From previous studies, it did not find a study with the same title. However, researchers raised several studies as references in enriching the study material. The following is a previous study in the form of several thesis related to the research carried out.

The first previous studies from Miftaqul Orsya Agisetyana has conducted a research in December 11,2023, on her tittle *"Students' Motivation in English Language Learning of Eleven Graders at SMAN 1 Ngadiluwih"* . The researcher focused on investigated the types of

student's motivation. With questionnaires, interviews, and documentations instrument. And the result is that the motivation in eleventh grade of SMAN 1 Ngadiluwih is moderate and the extrinsic motivation is the most dominant type.

The second is from Amalia Wardah Afifah has conducted a research in July 06, 2023, on her title "*EFL Students' Motivation in Learning English*". The researcher focused on investigated the dominant kind of students' motivation and the teacher strategies at MAS Raudlotul Mutaalimin according to Gardner and Lambert (1972)'s theory. With questionnaires, interviews, and documentations. And the result is that the most dominant kind of motivation of students is integrative motivation.

And the third is from Ika Yulianing Rias has conducted a research in September 27,2023, on her title "*The Implementation of Techer's Problems in Motivating Young Learners in Learning English*". The researcher focused on the problems faced by teachers while motivating and how to overcome the problems at MIN 09 Nganjuk. With interview, observed, an documentations instrument. The result is that the problems faced by teacher are students feel tired, students are noisy when taught, class management, and still confucing about teacher pronunciation.

Based on existing theories and several previous studies, researchers determines to do the research that related to this. The researcher conducted another research to investigate teacher strategies in motivating students in learning English. The researcher conducts with teachers at MAN 2 Kota Kediri. The researcher want to know more about the real environment. How did the teacher strategies which can be used as motivation and tools for learning English according to Zoltan Dornyei Motivation Teaching Practice (2001)'s theory.