

A P P E N D I C E S

Appendix 1 : Observation Checklist (Motivational Strategies)

No.	Strategy	Teacher 1		Teacher 2
		1 st	2 nd	1 st
1.	Creating Basic Motivational Conditions (The teacher has behaviour in creating an atmosphere in the classroom in implementing genre-based approach).	✓	✓	✓
2.	Generating Initial Motivational (The teacher has strategies to build the relationship with students)	✓	✓	✓
3.	Maintaining and Protection Motivational (The teacher has strategies in facing students boredom)	✓	-	✓
4.	Encouraging Positive Retrospective Self Evaluation (The teacher has strategies to evaluate students performance)	-	✓	✓

Note: This checklist of observation depend on the theories of the motivational strategies by Dornyei (2001) in Listyanty, H (2022) combined with the implementation of the Merdeka Belajar Curriculum using the Genre-based approach by Kemendikbudristek (2022).

Appendix 2 : Observation Field Note

Observation Field Note

Date / Meeting :

Teacher :

Observer :

Class / Grade :

Time :

Topic :

Motivational Strategy :

No.	Stages of Teaching	Classroom Activities
1.	Pre-Teaching	
2.	Whilst-Teaching	
3.	Post-Teaching	

Observation Field Note

Date / Meeting : May 15th 2024

Teacher : T-1

Observer : Eva Nur Kumala

Class / Grade : XI-IPS 4

Time : 8.30-10.00 a.m

Topic : Passive Voice

Motivational Strategy : 1. Basic Motivational Condition

2. Generating Initial Motivational

3. Maintaining and Protection Motivational

a.) Pre-Teaching

1. Teachers have the habit of giving students a 10-minute break for breakfast time before the class started.

T: "As usual, please use the 10-minute break before class starts for breakfast or any other activities. If there are any urgent matters that require more time, please ask for my permission before".

2. The teacher entered the class at 8.40 a.m.
3. The teacher started the class with greeting and praying.
4. The teacher checked the attendance list from students.

T: "oke, lets' check the attendance first. Who is absent today? oh ya ada yang sakit ya hari ini. Sakit apa?"

5. The teacher introduced about the topic "Sing a Song Passive Voice (Fill in the blank)".
6. The teacher gave the paper and prepared the audio and video.

b.) Whilst-Teaching

1. The blank word consist of 8 points in the paper.
2. The teacher started the music. The title of song was “*Rhythm of Love*” by The plain white T’s.

T : “For today's passive voice theme, I will provide the music video of the song "Rhythm of Love" by The Plain White T's. Please find the passive voice in the song and fill in the blank. Let’s sing together guys!”

3. The students did the task when the audio was playing.
4. The teacher asked the students how many words could they get from the song.

T : “How many words can you get?”

Some students answer the question directly. They can get eight, seven, and six.

5. The teacher played a video of the previously played song to add visualization. But the teacher was constrained by the audio from the video did not sound. The teacher asked the students for help to fix it.

T : “Anyone can help me please?”

One of the students volunteered to help the teacher. After the video is fixed, the audio can be heard again. The teacher gave appreciation to the student.

T : “Thank you Fahmi, you save my day”

The student returned to his seat with relief.

6. The students sang together accompanied by a video played by the teacher.
7. There were two students who were late for class because of the OSIS meeting. The teacher reprimanded the students and reminded them of the mutually agreed rules not to be late for class because they had been given a 10 minute break before class started.

T : “ Darimana kalian? Kenapa tadi belum izin kesaya? Kan tadi sudah ada jeda waktu sebelum kelas dimulai. Tolong disiplinkan diri.”

8. Next, the teacher played a video accompanied by song lyrics. Students began to independently evaluate which parts they missed.

T : “Any difficult words guys?”

Students answered they confused about stuck, strum, and sway. But the

questions answered by another students.

9. Then, the teacher asked if there were any students who were good at singing.

T : "Alright guys, after we've filled in the blanks, let's sing together. Who is a singer in this class?"

Several students pointed to one of their friends. The teacher asked the student to told a little bit about his experience.

10. Then the teacher explained which sentences in the song are included in the passive voice.

11. The teacher presented some material about passive voice in the form of a power point animation.

12. The teacher asked what type of word is indicated in the passive voice sentence.

T : "Ayo jenis kata apa ini kemarin? Apakah sudah move on?"

The students tryed to remember previous material. Then several students answered that these words were nouns and verbs.

13. Then the teacher gave an impressive message to the students.

T : "Ciri-ciri orang cerdas adalah susah move on".

The students cheered in awe at the teacher's statement. The class atmosphere was very lively.

14. The teacher explained the material again. Then the teacher instructed students to analyzed the material sent via the class group link.

T : "Silahkan buka link yang saya bagikan di grup. Please decide the sentences it is active or passive voice? Remember, passive voice always use verb 3. "

Some students answered that those one was passive and the second one was active.

15. Some questions were presented orally. And students are able to understand the questions and answers.

a.) Post-Teaching

1. The students are asked to make two examples of passive voice sentences before break time.
2. The students collected their work on the teacher's desk. There are some students who still make mistakes in making passive voice sentences. The teacher reminds the rule regarding passive voice that you must use verb 3.

T : “ Sebentar ini kamu masih menggunakan verb 1, kalau passive voice pakai verb apa? ”.

3. The teacher reminding that next week's meeting there would be an exercise about passive voice.
4. The class closed with motivation from the teacher by asking questions to the students and the students answered simultaneously.

T: “Don't you think English is difficult?”

Then all of students answered *“English is very easy”*

Observation Field Note

Date / Meeting : May 22th 2024

Teacher : T-1

Observer : Eva Nur Kumala

Class / Grade : XI-IPS 4

Time : 8.30-10.00 a.m

Topic : Passive Voice Exercise

Motivational Strategy : 1. Basic Motivational Condition

2. Generating Initial Motivational

3. Encouraging Positive Retrospective Self Evaluation

a.) Pre-Teaching

1. The teacher entered the class at 8.40 a.m
2. Class started with praying together
3. The teacher checked for attendance list
4. The teacher prepared the exercise in Google Form link in class WhatsApp group
5. The teacher explained about today's exercise

b.) Whilst-Teaching

1. Before the exercise started, the teacher gave a counting game for start branding called "One, Two Three, Four, Success!"
T: "Before starting today's practice, let's check our focus first. Please count in English. But replace multiples of 5 with the word Success!. For example: one, two, three, four, Success, six, seven, eight, nine, Success! And so on. If there's any mistake or lack of focus, then counting is repeated. Ayo fokuskan otak kita terlebih dahulu, ini baru pemanasan"
2. The game started from the front row of seats. The students followed the teacher's instructions.
3. The game was repeated several times because many students either

miscounted or did not replace multiples of 5 with the word "Success." The difficulties encountered were due to the students' voices being too soft and unclear, causing confusion in the counting sequence. The teacher motivated the students to focus more on the game.

T: "Let's focus more on the counting. Just a little bit more, but some are still not focused. Come on, keep going!"

The classroom atmosphere became enjoyable due to the students' enthusiasm for the game.

4. After all the students successfully completed the game in 15 minutes, the teacher then shared a Google Form link for exercises on the passive voice topic in the class WhatsApp group.

T: "Kerjakan so'al latihan dengan sungguh-sungguh dan perlahan, pastikan kalian membaca so'al dengan benar. Latihan ini saya ambil nilai ya. Untuk meng-cover nilai kalian nanti di rapot. Usahakan nilai semaksimal mungkin. Kalian akan naik kelas XII sebentar lagi. Pastikan nilai keseluruhan kalian bisa maksimal untuk mencapai perguruan tinggi yang diimpikan. Good luck semuanya. Saya yakin kalian semua pasti bisa jangan ada yang mencontek temannya ya".

5. Students were given up to 5 minutes before the end of the class to complete the exercise on their phones. The teacher ensured that every student could access the shared link.
6. The exercise proceeded smoothly, with some students working quietly while others chatted with their friends.

c.) Post-Teaching

1. Exactly 5 minutes before the end of the class, the teacher reminded the students to submit their completed exercises. The students were excited to know their scores.
2. The teacher provided motivational words before concluding the class.

T: "Based on today's practice, many have received satisfactory grades, but some are still lacking. I hope you can do better in the upcoming exam. Untuk yang mendapatkan nilai kurang memuaskan jangan berkecil hati

ya. Masih ada kesempatan untuk memperbaikinya. Tapi kalian juga harus tambah bersungguh-sungguh. Usaha tidak akan mengkhianati hasil."

3. The class closed with motivation from the teacher by asking questions to the students and the students answered simultaneously.

T: "Don't you think English is difficult?"

Then all of students answered *"English is very easy"*

Observation Field Note

Date / Meeting : May 16th 2024

Teacher : T-2

Observer : Eva Nur Kumala

Class / Grade : XI-Agama

Time : 10.15-11.45 a.m

Topic : Conjunction : Cause and Effect

Motivational Strategy : 1. Basic Motivational Condition

2. Generating Initial Motivational

3. Maintaining and Protection Motivation

4. Encouraging Positive Retrospective Self Evaluation

a.) Pre-Teaching

1. The teacher entered the class at 10.20 a.m
2. The teacher prepared PowerPoint to share the material
3. The teacher opened the class with praying together and checked the attendance list.
4. The teacher prepared some papers for a game called "Find Your Partner"

b.) Whilst-Teaching

1. The teacher started the game by explaining the rules before.
T: "For the conjunction: Cause and Effect material this time, I have a game for you called Find your partner. I will randomly throw out papers; please take any one of them, and then find your partner based on the sentence you have found. We can start with the girls first."
2. The students understood the rules and game started by girls student first.
The game processed about 20 minutes.
3. The game began with great excitement. Students raced to find their partners based on the sentence fragments they had.
4. After a few minutes of searching, students successfully found their

partners. Then, they were asked to write the complete sentences they found on the whiteboard.

5. Some students rushed to grab markers to be the first, but the teacher reminded them to stay orderly.
6. Students wrote the sentences in sequence and then returned to their seats. The teacher corrected their answers to see if they were right or wrong. It turned out that all students had correctly matched the sentence fragments.
7. For the next activity, the teacher presented the material through a PowerPoint and reviewed the explanation about Conjunctions of Cause and Effect.
8. Students were asked to read the material on the projector screen out loud. The teacher explained the material while occasionally asking random question and joking with students to keep them focused during the lesson..

T: "Come on Dimas please mention the conjunction for Causes!"

A student named Dimas answered correctly. *"It is because, since, as, for, because of"*.

T: "Nisa, please make one sentence based on the conjunction of cause and effect!"

A student named Dimas answered correctly. *"My heart is sick because of you"*

T: "Ayo Dika jangan melamun saja. Kamu sedang mikirin apa? Lagi patah hati ya?"

The classroom atmosphere becomes enjoyable because the teacher shows enthusiasm in teaching the students but some students still passive in the class.

9. Then, the teacher assigned the students to create 5 example sentences using Cause and Effect. The time given was until the end of the lesson. The students worked on the task individually.

c.) Post-Teaching

1. Students who had completed their assignments were asked to submit them to the teacher. The teacher asked a few questions before closing the class

but many students were quite.

T: "Apakah ada yang ditanyakan sejauh ini mengenai materi hari ini? Ayo tanyakan saja. Kelas agama ini memang anaknya tawadlu' sekali ya. Sampai ditanya hening sekali. Malu bertanya sesat di jalan ya."

2. Teachers also provide motivation about the importance of learning English to students.

T: "Saya rasa kelas ini masih ada beberapa yang kurang antusias dalam pembelajaran Bahasa Inggris. Ayo sukai dulu Bahasa Inggris karena kalian dimana-mana akan terus berjumpa dengan Bahasa Inggris. Jika kalian memiliki skill yang bagus dalam Bahasa Inggris tentu kalian bisa memiliki nilai plus baik dalam pekerjaan maupun perguruan tinggi. Karena Bahasa Inggris merupakan Bahasa yang digunakan untuk berkomunikasi diseluruh dunia. Bisa jadi kalian mendapatkan beasiswa diluar negeri. Semua bisa saja jika Allah sudah berkehendak. Ya kan? Jadi mari tingkatkan lagi giat belajarnya supaya kita juga dapat merasakan manfaatnya."

3. Then, the teacher closing the lesson with praying and greeting. The teacher also remembering the students to get ready for praying Dzuhur.

Appendix 3 : Picture of Observation

<p align="center">Picture of Observation 1 (Teacher 1)</p>	<p align="center">Picture of Observation 2 (Teacher 1)</p>	<p align="center">Picture of Observation 3 (Teacher 2)</p>
		
		
		

Appendix 4 : Surat Izin Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
KEDIRI FAKULTAS TARBIYAH**

Jalan Sunan Ampel No. 7, Kec. Ngronggo, Kota Kediri, Jawa Timur. Kode Pos 64127

Telepon (0354) 689282 | Website: www.iainkediri.ac.id

Nomor : B-4985/In.36/D2/PP.07.01.05/10/2023

Kediri, 10 Oktober 2023

Lamp. : -

Perihal : **Permohonan Izin Riset/Penelitian**

Kepada
Kepala MAN 2 KOTA
KEDIRI di Tempat

Assalamualaikum Wr. Wb.

Dengan hormat kami beritahukan bahwa mahasiswa tersebut di bawah ini :

Nama : EVA NUR KUMALA
NIM : 932215119
Semester : 9
Prodi : TADRIS BAHASA INGGRIS

Dalam rangka menyelesaikan studi dan menyusun skripsinya yang perlu melakukan penelitian lapangan. Untuk itu kami memohon agar mahasiswa yang bersangkutan diberi izin dan kesempatan untuk melakukan penelitian di wilayah / lembaga yang menjadi wewenang Bapak / Ibu, dalam bidang-bidang yang terkait dengan judul skripsinya, yaitu

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

Mahasiswa yang melaksanakan riset/penelitian akan berkewajiban mentaati semua peraturan yang berlaku di lembaga/instansi tempat penelitiannya.

Demikian atas perkenan dan kerjasama Bapak/Ibu. kami sampaikan terimakasih.

Wassalamualaikum Wr.Wb

a.n. Dekan Fakultas Tarbiyah,
Kepala Bagian Tata Usaha



MARHASAN, MM.

NIP. 196706012000031001

Appendix 5: Surat Balasan Dari Sekolah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA KEDIRI
MADRASAH ALIYAH NEGERI 2 KOTA KEDIRI
Jalan Letjen Suprpto Nomor 58 Kediri
Telepon (0354) 687876 Faksimile (0354) 691771

Nomor : B - 1700 /Ma.13.24.02/TL.00/10/2023
Sifat : Segera
Lamp. : -
Hal : Penerimaan riset / penelitian

24 Oktober 2023

Yth. Dekan Fakultas Tarbiyah

IAIN Kediri

di Kediri

Menjawab surat Saudara nomor : B-4985/ln.36/D2/PP.07.01.05/10/2023 tanggal 10 Oktober 2023 perihal izin riset / penelitian:

Nama : Eva Nur Kumala
NIM : 932215119
Program studi : Tadris Bahasa Inggris

Dengan ini kami mengizinkan yang bersangkutan mengadakan riset / penelitian di MAN 2 Kota Kediri.

Demikian atas perhatiannya disampaikan terima kasih.

Kepala

Nur Salim

Tembusan:
Kepala Tata Usaha

Appendix 6 : Surat Pengantar Telah Melaksanakan Penelitian

SURAT PENGANTAR TELAH MELAKSANAKAN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Ifah Suliha, S.Hum., M.Pd

Jabatan : Guru Bahasa Inggris di MAN 2 Kota Kediri

Dengan ini menerangkan bahwa :

Nama : Eva Nur Kumala

NIM : 932215119

Fakultas : Tarbiyah

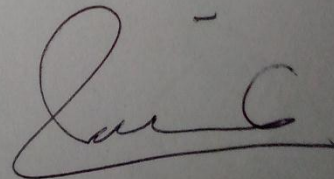
Universitas : IAIN Kediri

Benar-benar telah melaksanakan penelitian dengan judul “An Analysis of English Teacher’s Motivational Strategies in Implementing Merdeka Belajar Curriculum at Eleventh Grade MAN 2 Kota Kediri”

Demikian surat pernyataan ini digunakan sebagaimana mestinya.

Kediri, 14 Juni 2023

Guru Pendamping,



(Ifah Suliha, S.Hum., M.Pd)

**SURAT PENGANTAR
TELAH MELAKSANAKAN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : Dra. Lathifah

Jabatan : Guru Bahasa Inggris di MAN 2 Kota Kediri

Dengan ini menerangkan bahwa :

Nama : Eva Nur Kumala

NIM : 932215119

Fakultas : Tarbiyah


Universitas : IAIN Kediri

Benar-benar telah melaksanakan penelitian dengan judul “An Analysis of English Teacher’s Motivational Strategies in Implementing Merdeka Belajar Curriculum at Eleventh Grade MAN 2 Kota Kediri”

Demikian surat pernyataan ini digunakan sebagaimana mestinya.

Kediri, 14 Juni 2023

Guru Pendamping,


(Dra. Lathifah)

Appendix 7 : Lembar Konsultasi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH**

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KARTU BUKTI BIMBINGAN SKRIPSI (SIMATA)

Nama : EVA NUR KUMALA
NIM : 932215119
Program Studi : Tadris Bahasa Inggris

No	Keterangan	Tanggal
1	Masih Menentukan Fokus Penelitian	30-05-2023
2	Ganti Judul	16-11-2023
3	The Uniqueness Belum Ketemu. Please Find Them.....	20-05-2024
4	Please Be Consistent With The Topic. Motivational Strategies. Go On With This	27-05-2024
5	Chapter 4 Is Ok But See My Note And Revise	12-06-2024
6	The Draf Is Fine. Anstract Revised	19-06-2024
7	PLS Proffread	19-06-2024
8	Acc Ujian	19-06-2024

Dosen Pembimbing 1



Dr. Fathor Rasyid M.Pd.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KEDIRI
FAKULTAS TARBIYAH**

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KARTU BUKTI BIMBINGAN SKRIPSI (SIMATA)

Nama : EVA NUR KUMALA
NIM : 932215119
Program Studi : Tadris Bahasa Inggris

No	Keterangan	Tanggal
1	Find The Novelty	14-05-2024
2	http://https://drive.google.com/file/d/1MpC6WMw6f5j0jiFcsPasrXuPyUbOyHq1/view?usp=sharing	11-06-2024
3	see My Note And Revise	14-06-2024
4	Oke. Goon	15-06-2024
5	Chapter 3-4	15-06-2024
6	Chapter 1-4.	15-06-2024
7	Ok	06-08-2024
8	Acc	09-08-2024

Dosen Pembimbing 2



Ria Fakhurriana S.Pd.I, M.Pd.

CURRICULUM VITAE

The author of this research is **Eva Nur Kumala.**



Born on August 28, 2000. The author lives in Semen Village, Pagu District, Kediri Regency. She is the youngest of two children, born to Mr. Joko Sungkono and Mrs. Anis Roiyatul Hasanah. The author's educational background includes graduation from

Dharma Wanita Semen Kindergarten in 2007, SDN Semen in 2013, MTs. Assyafi'iyah Ngetos-Nganjuk in 2016, and MAK PSM Sugihwaras-Loceret in 2019, the author enrolled in the Undergraduate Program (S1) in the English Education Department at IAIN Kediri while working on this thesis.