CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the related literature concerning to the conceptual of English teacher's efforts and unmotivated students in post pandemic.

A. English Teacher's Efforts

1. The Role of Teacher

The teacher has a duty as a teacher in school. However, the role of the teacher is not only as a teacher. As stated by Kaur (2019) the teacher has many roles, namely:

a. The controller : teachers take full responsibility for what their class and students do, say, and how they say it. Teachers assume this role when a new language is introduced and demands precise expressions and drilling techniques.

b. The prompter : the teacher encourages student participation and makes suggestions on how students can proceed with the activity. Teachers should help students only when necessary. When a learner is literally speechless, the prompter can carefully nudge and encourage the students. Students sometimes get lost or do not know how to proceed. Howefer, she can show in a way that the prompter will always support.

c. The resources : the teacher is kind of walking her resource center, providing assistance whenever needed or providing her learners with the language they lack in conducting communicative activities. I can do it. Teachers must make themselves available for learners to consult whenn (and only when) it is absolutely necessary. As a resources, teachers can guide learners in their own use of available resources, such as internet. Spoon-feeding the learner is not always necessary as it has the disadvantage of making the learner dependent on the teacher leaving.

d. The evaluator : the teacher takes on this role to check how well the student has or how well they have done. Feedback and corrrections are organized and implemented. There are various ways to assess the learners. The reviewer role gives teachers the opportunity to correct learners. However, lack of care and support can backfire on a student self esteem and confidence in the learning to the target language.

e. The organizer : probably the most difficult and important role a teacher has to play. The succes of many of her activities hinges on good organization and knowing exactly what students need to do next week. Giving direction is as important as setting activity in this role. Organizers can also act as demonstrator. This role also allows teachers to participate and interact with learners. Teachers are also responsible for starting and ending activities cleanly and providing feedback on content.

f. The participant : This role improves the class atmosphere when teachers participate in activities. However, the teacher risk dominating the activity

when performing it. Here the teacher can animate her class. If teachers can step back and not be the center of attention, they can interact with learners whithout being overwhelmed.

g. The tutors : Teachers serve as coaches for students participation in project work and self study. Teacher provides guidance and guidance to help students clarify ideas and narow down assignments. This role is a great way to give your students individualized attention. It can also allow teachers to customize her course to meet the needs of specific students. Howefer, it can also cause students to become overly dependent or uncomfortable with techers, methods, or style of teaching.

The opinion above is almost the same as that of Ratminingsih (2017), he said there are five roles for the teacher in learning English, namely:

a) The controller

b) The motivator

c) The Assessor

d) The resource

e) The tutors and advisor

Unlike during the COVID-19 pandemic, there is an adjusted role for the teacher, namely the teacher as a motivator, facilitator, transformation, and adaptation (Sukitman et al., 2020). Even though the current pandemic has subsided, the teacher adjustments as transformers and adapters need to

be explored for face-to-face learning methods again in the aftermath of the pandemic. This is because during the pandemic students experienced a decrease in motivation which resulted in their achievement also decreasing (Damayanti & Rachmah, 2020).

The many roles of teachers mentioned above, it is hoped that teachers can carry out their roles properly. If the teacher is able to carry out the role properly, students will not be found who are not motivated.

2. Strategy for Teaching English

Strategy according to Nanang Fatah in Ahmad's book (2020) is a systematic procedure in carrying out a comprehensive and long-term plan to achieve a goal. Strategy is used in the learning process. This includes learning English. Without a strategy it is impossible for a lesson to be successful.

In teaching English there are components of ability namely speaking, writing, reading and listening. A teacher uses a strategy that is in accordance with the abilities to be taught. For example, a teacher teaches writing skills, so the teacher can use image media strategies, grammar translation methods, game based learning (Isnaini, 2022).

Following are some strategies for teaching English by Mustika & Wardah (2021), namely:

a) Discussion

b) Demonstration

c) Using electronic media

d) Games

e) Reinforcement at the end of learning

The use of strategy is not only as mentioned above, there are other strategies for teaching English. In Ayuningtyas research (2023) the strategies for teaching speaking used by independent curriculum teachers are role playing and question and answer. The use of this strategy is applied based on the modules and teaching procedures, namely pre-activity, core activity, and closing activity. But unfortunately, the teacher has not been able to maximize it because there are obstacles to students. One of the obstacles to students is the lack of vocabulary and they have difficulty in implementing the new curriculum policy.

3. English Teaching Method

Method is the way the teacher organizes learning and the way students learn (Idris & Barizi, 2009). While the method according to Sanjaya (2010:147) is a method used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally. Rahyubi (2012:236) defines a method as a way or path that must be followed to achieve a goal.

From some of the definitions above, it can be concluded that the method is a way that is compiled and used by the teacher to teach students with a specific purpose. The use of the method is adjusted to the material to be delivered and the needs of students. Therefore, a teacher must be able to use the method appropriately. In this way, it will be able to achieve the learning objectives which include the competence and scope of the material.

Here are some methods of teaching English in the Longman Handbook (2001):

a. Audio-linguism

The application of the audio-linguism method is by the teacher giving examples of words or sentences to students and then the participants repeat what they have heard from the English teacher. The use of this method with the stimulus-response-reinforcements model is good for practicing good and correct language habits for students. However, this method also has drawbacks, namely the lack of communicative functions and students are taught without going through the error process first. This goes against the theory that learning from mistakes is an important part of the acquisition process.

b. PPP (Presentation, Practice, and Production) and teaching models

The PPP method is a variation of the audio-linguism method. Unlike the audio-linguism method, the PPP method is applied by

contextualizing the language being taught. With this method, students and teachers are involved in the learning process.

The first cycle is presentation. At this step the teacher gives students a picture and asks the context contained in the picture. Before asking students, the teacher demonstrates and gives a model first.

The second cycle is practice. At this step the teacher asks students to repeat the sentence pointed by the teacher. Students practice sentences from what they have heard. In this practice students can be directed to pair up to be more effective.

The third cycle is production. In this step students are asked to use sentences in other tenses, such as sentences from the present tense being changed to present continuous. In making sentences the teacher can ask students to imagine an event, such as a vacation to the beach, etc.

These three PPP cycles are relatively old teaching models. This model reaps criticism and consideration to follow. The reason is because this model is less successful at high levels where this model is controlled by the same repetition.

c. The communicative approach

The communicative approach is also called communicative language teaching (CLT). This approach does not only focus on teaching grammar and vocabulary, but also on the function of language as a means

of communication. The essence of this method is that students must have the desire to communicate something. That way, students are trained to use language forms appropriately in various contexts and various purposes.

In using this method has many advantages, but also has disadvantages. The drawback for some teachers is that this method is a support for native English speakers, because it is too freeing the uncontrolled range of language use from students. The use of uncontrolled language expects the teacher to be able to respond to any language problems that come. Despite the shortcomings, the CTL method is still used today in the world.

d. Task-Based learning

Task-based learning (TBL) is a learning method which focuses students on the tasks given by the teacher to do. There are 3 stages in task based learning namely pre-task, task cycle, and language focus. In the stages of pre-task the teacher provides an introduction to the topic and assignments to students. Furthermore, in the stages of the task cycle, students work on assignments in pairs or small groups and the teacher monitors these activities from a distance.

This method also reaps criticism, namely that it is feared that it will be applied to low-level students. Because of the low level, the task is not a good thing for the basis of the learner's methodology. However, this

method is widely used in language teaching, both basic courses and language components.

e. Four methods

These four methods were developed in the 1970s and 1980s. This method includes part of the humanistic approach in which students can explore their own abilities to be applied in the environment. The following is a description of the method:

1) Community language learning

Community language learning (CLL) is learning with the community sitting in a circle and there is a counselor as a tutor standing outside the circle. In this community, students are the center of learning. Students in the community will try to make greetings in English. When there are mistakes in making English utterances, a counselor will correct and provide language equivalents that have been made by students.

2) The silent way

The silent way is a method introduced by Caleb Cattegno. He believes that a good learning facility is when students find and create language rather than just remembering and repeating what the teacher has taught. Therefore, this method applies students as centers of

learning who sit as creators of language in the classroom. The teacher acts as little as possible to talk and only acts as a facilitator.

As with other methods, this method has a lot of influence on teaching. Students will no longer depend on the teacher, because they have forced themselves and others. Students feel fun and free to learn.

3) Suggestopaedia

As the name implies, suggestopaedia is a method which uses suggestions as relaxation and relieves tension in learning. This method attaches great importance to the physical environment and classroom atmosphere with the aim of making students feel comfortable, confident and relaxed, the affective filter is lowered so as to improve learning.

4) Total Physical Response

Total physical response is a method that uses physical response. Students are asked to respond physically to a language they have heard. For example, the teacher asks students to take a triangle from the table and give it to the teacher.

The total physical response has some criticisms. The criticism is that this teaching is only suitable for novice learners. In addition, this method is questioned about how this method meets real-world

needs. However, actually this method is very useful because of its kinesthetic activity so that it can be implemented in other methods.

f. Humanistic teaching

This method uses humanistic as a learning style. Teachers condition students to learn from their own lives and feelings. For example, the teacher asks students to tell a pleasant experience in their life. From life experiences, students begin to tell in English. Not only with students' stories, this method can also be formed into a game where students are asked to change active sentences into passive ones or are asked to choose sentences from what they experience so that they can learn about the relationship between passive and active sentences. In essence, this method uses activities that are comfortable with life and real feelings.

g. Project Based Learning

According to Fathurrohman (2016), project based learning is learning that uses projects or activities as learning tools to achieve a learning goal. Learning with this method focuses on student activity. The student activity in question is active in completing the project given by the teacher. Thus, this method has several advantages: 1) can increase student motivation, 2) improve problem solving skills, 3) make students more active and successful in solving complex problems, 4) increase collaboration, 5) can improve participant skills educate in managing resources, and many others.

4. Media of Teaching English

Learning media according to Surayya (2012) is a tool that can help the teaching and learning process and serves to clarify the meaning of the message or information conveyed, so that it can achieve the planned learning objectives. From this understanding, it can be concluded that the media is a tool that has the function of clarifying the meaning of learning. This tool can be radio, television, books, books, newspapers, and others.

According to Sanjaya (2007) the media is used for several purposes, as follows:

a) Captures objects from certain events

b) Manipulate certain conditions, events, and objects

c) Increase student motivation

Of the several objectives above, the point of increasing student motivation is the main thing in this study. A learning media if properly optimized can provide a motivational boost for students which can be reflected in their active participation in learning. As in Wirawan's research (2020), which states that the media can make students active in the learning process and students focus on understanding the material.

The media used in teaching English are very diverse. In the previous study (Wirawan, 2020) divided it into several categories as follows:

a) Multimedia. According to Vaughan (2008) multimedia is a combination of various media then delivered using a computer or electronic and digital equipment. Examples of media are smartphone, laptop, internet, digital projector, Microsoft PowerPoint, etc.

b) Visual media. According to Djamarah (2002: 144) visual media is media that only uses the function of the sense of sight. Examples of visual media are books, posters, etc.

c) Audio media. According to Sadiman (2005:49) audio media is media that can be used to convey messages that will be conveyed in the form of audit symbols, whether in the form of verbal or non-verbal forms. An example of Media audio is active speakers.

d) Audiovisual media. According to Sanjaya (2014: 118) audiovisual media is a type of media which, in addition to containing sound elements, also contains image elements that can be seen, such as video recordings, various film sizes, sound slides, etc.
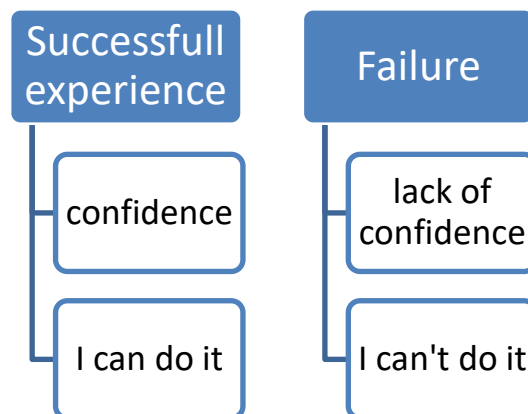
B. Unmotivated Students

1. Characteristic Unmotivated Students

   Unmotivated students are students who have no interest in learning. Sugiarti (2020) states that there are several characteristics of students who are not motivated, namely:

1) No confidence. Students who are not confident will be passive in class. The following reasons students are not confident:

   a) Because before students show their confidence there is someone who breaks because of the words spoken.

   b) Due to the condition of the student's childhood. One must have a childhood or a past that will result when humans are adults. It is important for the teacher to know the background of the student, whether there are events that have traumatized him so far, for example, a broken home or other events.

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  ┌─────────────┐        ┌─────────────┐
  │ Successfull │        │   Failure   │
  │ experience  │        │             │
  └─────────────┘        └─────────────┘
        │                      │
   ┌─────────┐            ┌───────────┐
   │confidence│           │  lack of  │
   │          │           │confidence │
   └─────────┘            └───────────┘
        │                      │
   ┌─────────┐            ┌───────────┐
   │I can do it│          │I can't do it│
   └─────────┘            └───────────┘
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Picture 2.1 reasons students are not confident

2) Worry. Worry can be interpreted the same as pessimism. Students who have fear feel not dare to do anything. Their feelings are afraid of being laughed at or afraid of making mistakes in front of the class. That feeling is like the feeling of being bullied.

3) No future. The meaning of no future is that students feel they have no future in learning about English. Students feel that learning English is of no use in the future.

4) Unimportant sense. The feeling of unimportance is an unfavorable effect of discrimination in teacher learning. Students feel their presence is not important in class so students are not motivated to learn.

5) The students are not knowing what is going on. For example, students who have a lack of vocabulary will not know the meaning of the instructions given by the teacher. They do not know what to do next, if the teacher does not know the students will not pay attention to the teacher during the learning.

6) The students hesitated to get involved in learning process. If the teacher asked to them, some of them not answer the question.

7) The students are not doing their homework. They did not try completing the homework.

2. Factors affect Unmotivated Students

Factors affect unmotivated students means demotivating factors in learning. Demotivation is something that causes a person to be unable to do something well in a task so that it hinders efforts to do it.

According to Ahmad (2021) says that there are 3 motivating factors in learning, namely:

1) Teachers teach too much . In this case, the teacher does not give students a role to ask questions, be creative or the opportunity to be active in class.

2) Students experience difficulties in completing class work.

3) Learning activities do not stimulate students to pay attention to ongoing activities.

4) Of all the factors above, the teacher effots in teaching have the most dominant effect on student motivation. So, the teacher should make efforts to make students motivated during the learning process.

C. English Teacher's Efforts to Motivate Unmotivated Students

From the previous discussion, it can be concluded what things make students motivated and how they are not motivated. These conclusions are then related to how the motivational strategy, method, media are to increase the teacher efforts. However, it should be noted that this study focuses on post-pandemic learning, namely offline learning which does not leave the culture when online learning in blended learning.

According to Dewi (2018) the teacher strategies used for student motivation are:

1) Using various strategies

2) Make students active

3) Creating a conducive classroom atmosphere

4) Creating a pleasant learning atmosphere

5) Get involved to help students

6) Assign tasks

7) Providing value

8) Holding a competition

9) Giving praise

10) Giving awards.

Students and teachers at this time have experienced a shift in learning styles. Before covid-19, during covid-19, and post pandemic. changes in learning styles that is, from face to face learning, to online learning, and recently to face to face learning or even blended learning. This also makes an impact on student motivation (Permana, 2016). So a teacher must have efforts that are appropriate to the problem of students who are not motivated when learning.

According to Sugiarti (2020), students who are not motivated are motivated based on student habits. There are 16 teacher efforts made by the teacher, namely:

1) Say it is the cause, not the effect. This means that teachers need to tell all students that they must get good grades about their educational life before they feel the ill effects of bad ways of learning in the classroom.

2) By telling them to do one good thing. The teacher can tell a student that should do only one good thing, not to overdo it.

3) By giving constant feedback. No matter how good a student is in the classroom, as a teacher you need to give better feedback. "Well done, remember to study more!" "Clap , well done everyone!" and so on. Be more interested in the lesson so that you can concentrate on the teacher's explanation.

4) Accelerate change. Teacher should keep students cheerful, optimistic and ready to play their best in the face of change. The teacher can be prepared to communicate this change as enthusiastically and proactively as possible. Then, the teacher see reaction of the students.

5) Lead from the front nothing is more motivating than leading from the front. Having a teacher and doing it yourself will motivate others. When teachers do what they want their students to do, it inspires them. Be inspired. They want to be inspired, not repaired or fixed. They prefer to be stimulated above all else. As a motivational exercise, leading from the front is harder than any other exercise and lasts longer. It transforms students more deeply and comprehensively than anything else. So be what you want to see. If the teacher wants the students to be more active, they will be more active. Sense is proud of first before the teacher is proud of them. Show them how it is done. If the teacher wants them to look good and dress professionally, it is advisable to consult the teacher himself. Always be early and tell your students why it is important to be on time.

6) Compassion. Difficulties can make some students stressed and lazy as a result. The teacher can do that by taking care of them. Compassion means

being relaxed, focused, and using all resources. No one performs better than their students when they are relaxed and focused.

7) Create a game. Not all students are fully focused during the lesson. They can become discouraged when they are not feeling well. The teacher can create fun games to motivate the students.

8) Communications. Unmotivated students are like tentacles. There are mysterious feelers. No one knows how the students feels. They feeler, most of the time, tries to make her feel comfortable, but she is never truly satisfied. As teachers as models, teachers should strive to provide the best possible communication to all students. To know what the students are feeling during the lesson. Make sure they have no issues to bring into the classroom.

9) Forget your mistakes. Students recognize that failure is only a consequence. Neither good nor bad, just neutral. If you study and gain wisdom with , it can turn into something good. Something bad can happen if you make it personal. Teachers should suggest to them that all people make mistakes, but today mistakes should help them achieve great results. Do not be afraid to make mistakes, but be afraid to do nothing.

10) Create a vision. Unmotivated student is a student who has no vision of the future in his mind. As teacher, try to open minds and support them with incentives to create their future in life and how to get it.

11) Stop looking over your shoulder. There is no student so unmotivated as a student who always strives to forestall criticism from others. Good students are

born from getting better at what they do, and does not live expecting the opinions of others. Each is unique in itself.

12) Do not be afraid to make requests. All unmotivated students hesitate to ask for favors, teachers and even other friends hesitate to ask teachers. It is good practice to be personally open with others. We can make happier and reassure each other.

13) Do not change anything about yourself. Some students want to be different people. Wrong way. Do not think of yourself as someone else, be yourself.

14) By rewarding. The most important principles of motivation are: It is true, all relationships. As a teacher can reward the students with as appreciation for their work. Motivate them to work.

15) Create a daily routine. There is no achievement without the struggle to keep achieving. Students should study at a set time each day, exactly as they would at home. Make sure the teacher is always trying to control it. The biggest psychological barrier to motivational success is the persistent trait myth. Those who consider their behavioral habits not habits but enduring qualities it is all superfluous.

16) Do not punish too much. Punishment can increase student motivation. But, for some students who do not like English very much, it only adds to their frustration. Try setting the punishment according to students and the teacher never forget to approach them.

D. Previous Studies

The researcher showed up the previous researches that are in line with the topic of this research. Those are:

First, the research entitled "English Teacher's Effort Dealing with Unmotivated Students at 11th Grade of MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara" by Mimi Sugiarti from State Institute on Islamic Studies Purwokerto in 2020. The purposes of her research is to describe English Teacher's Effort Dealing with Unmotivated Students. Based on her research there were four efforts used by teacher for motivating the unmotivated students. The efforts were utilizing the ICT Media such as LCD proyektor, using reward, gaming namely a connection word game, and inserying islamic values during learning procces. The similarity with this research is both of them are talking about English teacher's efforts. The difference is the previous is talking about English teacher's efforts at Students at 11th Grade of MA Al-Irsyad Gunungjati, Pagedongan, Banjarnegara, while this research is talking about English teacher's efforts at SMAN 6 Kediri.

The second, the research entitled "Strategi guru dalam Meningkatkan Motivasi Belajar Pada Mata Pelajaran Ekonomi Kelas XI di SMA PGRI 2 Kota Jambi" by Novita Sari Dewi from Tarbiyah Faculty, Jambi University (2018). The purpose of her research is to find out the factors that become the cause of the lack of student motivation in the class economic subject and teacher's strategy in increasing motivation student learning in economic class XI at SMA PGRI 2

Jambi city. Based on her research showed that the causative factor lack of motivation to learn there are two factors are: 1) internal factors namely use the same strategy can make students feel bored and unenthusiastic for learning, factors within students are also the cause of a lack of motivation, for example with no willingness to learn on that student alone 2) external factors, namely the influence of peers, lack of attention and parental supervision. The similarity with this research is both of them are discussing about factors students motivation. The difference is the previous discussing about teacher strategy and the object is about economic subject, while this research is talking about teacher efforts in the english subject.

The third entitled *" Teaching Strategies Used by English Teachers in Online Learning*" by Putu Devi Cahyaningsih, et al from University of Ganesha in 2021. The purposes of they research was to find out teaching strategies used by English teachers in an online leaning. Based on her research The findings showed that English teachers at SMP Negeri 6 Singaraja used learning by doing and learning by reflection in the online learning. The similarity with this research is both of them are talking about English teacher's efforts. The difference is, the previous is talking about English teacher's efforts in online class, while this research is talking about English teacher's effort in classroom post pandemic times.

The fourth, the research entitled "Digital Communication in Post Pandemic Times: Impact on Indian Youth" by Ashiqha Sultana from Academic Associate, Indian Institute of Mass Communication, India in 2021. The purposes

of her research is how the Indian youth have come across the pandemic times and started looking forward to the new wave in the emerging technological advancements in communication. Based on her research study clearly explains the reception for the communication advancements. The similarity with this research is both of them are talking about model in post pandemic times. The difference is the previous is talking about communication, while this research is talking about English teacher's efforts.

The fifth, the research entitled "An Effort of English Teachers in Optimizing Student Talking Time (STT)" by Yuliana Saputri from university of Muhammadiyah Purwokerto in 2018. The purposes of her research is to conducted revealed the teacher's efforts in opimizing STT in the EFL class. Based on her research there were four teacher's efforts in optimizing student talking time. The teacher's efforts are making an interactive classroom by reducing the centrality of the teacher, appreciating for the uniqueness of individuals, giving chances for students to express themselves in meaningful ways, giving oppurtunities for the students to negotiate meaning with each other and teacher by pair and group work. The similarity with this research is both of them are talking about english teacher effort. The difference is the previous is talking about optimizing student talking time, while this research is talking about Unmotivated Student.

Based on the result of the research and the relevant research above, the researcher concluded that there are several similarities to this research including the same as English teacher strategies in post pandemic, while the focuses is about

improving the students motivation. Then the students are need good motivation to

learn about English.