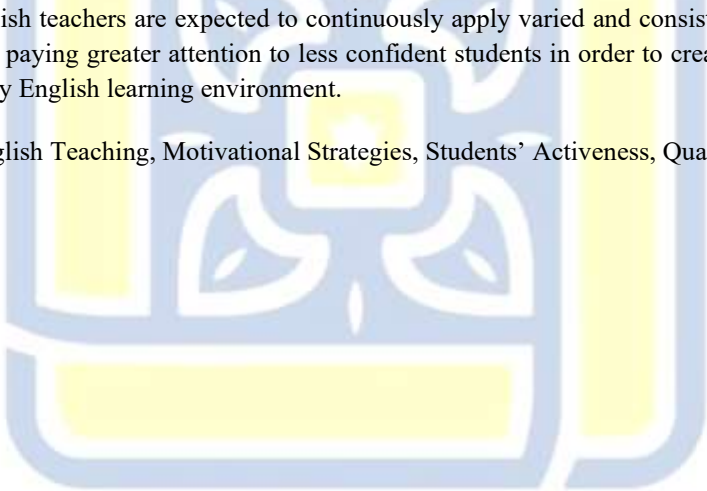


ABSTRACT

This study aims to identify the types of motivational strategies used by English teachers to enhance students' activeness in the classroom and to analyze how these strategies are implemented during English learning activities at SMAN 1 Baktiya Barat, particularly in Class X E3. This research employed a descriptive qualitative method, with data obtained through classroom observation, in-depth interviews with the English teacher and six selected students, and documentation. The data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing and verification, supported by triangulation and member checking to ensure data validity. The findings revealed that the teacher implemented four categories of motivational strategies, namely creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. These strategies were applied through a friendly classroom atmosphere, the use of interesting media and relevant examples, group work and interactive activities, as well as praise and constructive feedback. The implementation of these strategies enhanced students' activeness, particularly in task participation such as completing assignments, working in groups, and seeking help, although verbal participation such as asking questions and expressing opinions remained relatively low. It can be concluded that motivational strategies play an important role in encouraging students' activeness in English learning, although their effectiveness is also influenced by individual factors such as students' self-confidence and psychological readiness. Therefore, English teachers are expected to continuously apply varied and consistent motivational strategies while paying greater attention to less confident students in order to create a more active and participatory English learning environment.

Keywords: English Teaching, Motivational Strategies, Students' Activeness, Qualitative Research



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