

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The research about the teacher's motivation strategies toward the students learning English attitude at SMA Al-Islami Nurul Ma'ad presented in the form of description, based on data that have been obtained in this research either through observation, interview and documentary.

In this chapter, the writer presents the data that have been collected in the research. The presentation covered about English teacher strategies to motivation the tenth grade students on teaching learning English and the teacher apply motivation strategies toward the students learning English attitude at SMA Al-Islami Nurul Ma'ad Banjarbaru.

1. English Teacher's Strategies to Motivate the Tenth Grade Students on Teaching Learning Process

In order to find English teacher's strategies to motivate the tenth grade students on teaching learning process, the writer observed the teaching and learning activity in the class for seven times. The writer used Dornyei's theory to analyze the result of the observation. In Dornyei's theory there were four motivational strategy frameworks and in this theories the writer found ten motivational strategies to the teacher in teaching practice. The writer described the results of the observations in using motivational strategies.

Based on the interviews with the teacher, the teacher said that in order to increase student's motivation strategies to study at SMA Al-Islami Nurul Ma'ad is teacher tries to present the English lesson in a fun way and also give more attention to the importance of study English in our daily life. This is an extrinsic motivation where it can trigger the spirit of students to study and get the best results, as she stated in the interview on 24th of November 2017:

“Guru memberikan perhatian lebih kepada siswa yang memiliki motivasi rendah di kelas, misalnya memberi tugas tersendiri dan memberi lebih banyak kesempatan untuk maju. Menyajikan pelajaran bahasa Inggris dengan cara yang menyenangkan, misalnya dengan memberi nyanyian atau video untuk mencari contoh penggunaan kalimat dengan tenses tertentu, secara tidak langsung maka guru harus menggunakan media berupa LCD, loudspeaker, dan lain-lain, sehingga siswa tidak jenuh dan tetap fokus dengan pelajaran”.

Based on the observation and interview that had been conducted by the writer in language teaching, that the English teacher in this school always used the different strategies in the learning and the interaction between teacher and students looks very good. Strategies which was used by an English teacher to improve students motivation at SMA Al-Islami Nurul Ma'ad Banjarbaru is good enough. This can be seen from the earnest efforts of the teacher to give some supports for the students to be skilled in learning English. To motivate the students in learning a second language here, the teacher uses the strategies framework of Dörnyei that is with creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive

retrospective self-evaluation. To make students more active and enthusiastic in learning English, the teacher uses the general strategies by:

a. Creating the Basic Motivational Conditions

Based on the observation that had been done by the writer to the tenth grade English teacher at SMA Al-Islami Nurul Ma'ad on November 24th 2017 until January 24th 2018, in the classroom the first motivational strategies that were English teacher done to motivate students effectively is to use some basic motivational strategies. The basic motivational strategies that are often given by teacher's to students in learning English, such as:

1) Appropriate teacher behavior

In the class teacher provides a good example, teachers tried to attract students' attention by using interested learn materials and associate the material with the daily events around the students. Adjusting teaching methods with lesson material that can be used include discussion, group work, pair work, and explanation of information.

2) The Pleasant and supportive classroom environment

The teacher provided a comfortable atmosphere (relaxed), give tolerance to students who have not succeeded in doing the task, and Teachers provide opportunities for students to give ideas.

3) Cohesive learner group with appropriate group norms

Teacher make students group work and pair work, teacher created classroom cohesively, the teacher encouraged each group member to share information, and the teacher asks each group to arrange a comfortable seat.

b. Generating Initial Motivation

Based on the observation that had been done by the writer to English teacher in SMA Al-Islami Nurul Ma'ad for the tenth grade in the same time, the writer found that the second strategy framework which is done by the teacher is to motivate students namely by generating initial motivation. To improve the students' initial motivation actively in learning English, in her teacher always build a positive attitude of students to language learning by using some important strategies in the classroom, in initial motivational strategies often given by a teacher to the students in learning English, such as:

1) Increasing the learners' expectancy of success

Teacher gives the attention to the students by asks some questions to students related to past material, then tells about the purpose of the lesson and give an explanation of the material.

2) Making the teaching materials relevant for the students

The teacher asked students to read the dialog silently, make work in pairs to read the text as a dialog with a partner, etc.

c. Maintaining and Protecting Motivation

Based on the observation that had been done by the writer to the English language teacher in SMA Al-Islami Nurul Ma'ad for the tenth grade, the writer found that the third strategy framework which is done by the teacher is to motivate the student namely by maintaining and protecting motivation. Based on the writer observation, to motivate the learners to be active in following the learning, the teacher provides several strategies to maintaining student motivation in the classroom. The strategies are often done by teacher's to maintain students' motivation in learning English actively, such as:

1) Making learning stimulating and enjoyable

The English teacher's using media LCD and picture in the paper. Guess the vocabulary of English, mention what the words in the image, read aloud the dialog in pairs, ask students to tell an interesting place, make an announcement then present it in front of the class, edit the following text paragraph, etc.

2) Presenting tasks in a motivating way

The first before starting the lesson the teacher give attention to students, inform the students on the topic of the day, teacher explains the purpose of the learning, and then the teacher delivers the task and explains the purpose of the task and its usefulness and teacher tries to attract the sympathetic students to like the purpose of the task.

3) Increasing learners' self-confidence

To improve students' self-confidence by encouraged students to uses positive expressions such as; English teacher give praises the students to keep spirit to learn English, give praise to the students who are able to complete or not succeed in the task.

d. Encouraging Positive Retrospective Self-Evaluation

From the observation that had been done by the writer to English teacher in SMA Al-Islami Nurul Ma'ad for the tenth grade, the writer found that the fourth strategy which is done by the teacher is to motivate students by encouraging positive evaluation. In language learning, learning evaluation is the most important thing a teacher should do, the goal is to know the achievement of students learning outcomes in the past has been successful or not. Based on the writer observation, the English teacher in every meeting either at the beginning of the learning or at the end of the teacher's learning always provides an evaluation of learning, the other than that teacher sometimes gives rewards and grades for students who can answer the questions from the teacher. Motivation strategy by a teacher to encourage positive learners' evaluation in learning English, such as:

1) Providing motivational feedback

In every meeting, teacher always gives feedback to the students, teacher evaluates learning, the teacher takes pay attention to all the students and asks them about the material that has been given by a teacher, positive feedback which are given by the teacher

that is when the student does something right, so the teacher will give reward to students such as; expression of praise, admiration, approval, etc.

2) Offering reward and grades in a motivating manner

To improve student learning motivation the teacher give appreciation to a student in the form of positive praise, for example; *“very good!”*, *“good job!”*, *“excellent”*, *“right”*, *“you have done very well!”*, *“very good explanation!”*, etc. And then, when they make mistakes a teacher consistent to gives a positive praise, such as: *“Your work is good, but there is still a need to improve again”*, *“Thank you and try again”*, etc.

2. The Teacher in Applying Motivation Strategies Toward the Students Learning English Attitude

a. Creating the Basic Motivational Conditions

As stated before, to motivate students' learning effectively, a teacher used the basic motivational strategies, for example:

1) Appropriate teacher behavior

Based on observation for the tenth grade teacher, the writer found that a good behavior of a teacher who is showed to the students such as; teacher before starting the learning process preparing learners to pray, take attendance, prepare the textbooks, teacher good characteristic, patient, fair (not favoritism) consistent, etc. Based on observation, the relationship between teacher and students in each learning that the teacher showed his

enthusiasm towards the students, the relationship of a teacher with students is very good and in the learning process the teacher never distinguishes between smart students and students who are less smart. The teacher tried to attract students' attention by using interested learn materials and associate the material with the daily events around the students. Then, the teacher explains the material, after giving the material the teacher gives an opportunity for the students to ask about the material. If the students do not understand the material so the teacher explains it again.

The teacher goes around in the classroom to look at the students' work. The teacher always appreciates the work of students either individually or in group work. The teacher always uses different strategies in teaching English, so students are very happy to follow the learning process by an English teacher. From the observation of teacher behavior on students' motivation can be seen that the teacher can play its role as a good teacher in motivating students in the second language learning class.

2) The pleasant and supportive classroom environment

Based on observation for the tenth grade teacher, the during of the process of observation the writer found that in the English teacher in the class is not too often the use humor, but teachers always provided a comfortable atmosphere (relaxed) so that in the classroom students do not look tense. With a relaxed learning atmosphere, the teacher can eliminate the awkwardness of students' in learning English, both following the

teacher or with students themselves. To create a pleasant and supportive classroom atmosphere the teachers usually a various assignment and in the class, the teacher gives tolerance to students who have not succeeded in doing the task. The teacher provided an opportunity for the student to interaction with other students, the intimacy between the teachers with students is very good they respect each other to students who have not succeeded in doing the task.

3) Cohesive learner group with appropriate group norms

Based on observations for the tenth grade teacher, during the observation process the writer found that the teacher gives motivational strategy by creating a working group. Because in the tenth grade already use curriculum 2013 so a teacher every meeting always provide the different learning atmosphere. This is the example of group task the teacher gives for students; the teacher asks students to work in pairs then read the text as a dialog with a partner, also the teacher asks students to groups work of four or five people per group, each group is numbered, 1,2,3, and 4. Every group can be answered the comprehension questions below the reading text.

The teacher always created classroom cohesive, in the task the teacher encouraged each group member to share information with other groups. Before starting to work in group assignment the teacher explained to the students what they will do and the teacher asks each group to an cooperation between members, exchange information, and in this class the

teacher asks each group to arrange a comfortable seat to prevent the emergence of a rigid seating pattern. And the teacher told the students that the teacher will give their own value for the cohesiveness of each working group is doing the English task.

b. Generating Initial Motivation

Generating initial motivation is a second motivational condition that teachers used motivation students in learning English effectively. As stated before, the teacher uses some student motivation strategies, for example are:

1) Increasing the learners' expectancy of success

Based on observation for the tenth grade teacher, during the process of observation the writer found that in the class, English teacher used motivational strategy to increase the learners' expectancy of success. The strategies that teachers do for example: before starting the teaching materials the teacher trying to gives the attention with the students by asks some questions to students related to past material, then asked the questions about the meaning of new learning materials, and then the teacher tells about the purpose of the lesson and gives an explanation of the material description.

After that, the teacher asked students to make group work, and each group asked to communicate the results of their discussion regarding the function, structure, and elements of the language. The teacher always asks students about the explanation for example "*do you have any question?*",

and the teacher always gives a chance for every student to ask questions. In the learning sessions teachers provide motivation to students with a form of advice.

2) Making the teaching materials relevant for the students

Based on observations for the tenth grade teacher, for English learning materials a teacher usually provide the additional learning materials from the internet, for the selection of teaching materials teachers still adjusting the learning materials in the lesson plan and syllabus.

From the observation, the teacher's in teaching English use some techniques, such as; the teacher asked students to read the dialog silently, make work in pairs to read the text as a dialog with partner, ask students to make work in group, analysis text descriptive in learning English teachers associate learning materials with student experiences. To motivate students the teacher's use an interesting strategy, for example; the teacher asks the students to read the comprehension questions and discussing together about the questions do not understand, the teacher's ask students to work in groups, teacher's ask the students to make essays about describing favorite places or describing their own friends, then the teacher asks students to work in pairs to describing place sights ever visited, etc.

c. Maintaining and Protecting Motivation

Based on the writer observation, the strategy undertake by the teacher in addition to creating the basic motivation condition and generating initial motivation of the students, to maintaining and protecting

students' motivation in the classroom the teachers also make in interesting learning, presenting tasks by motivating and the teacher also try to improve students' self-awareness to learn English actively and effectively.

Ways of teacher apply this strategy for example:

1) Making learning stimulating and enjoyable

Based on observation for the tenth grade teacher, during the process of observation the writer found that in the class, English teacher uses the different motivational strategies, in the learning process the writer found that the teacher used some fun and interesting activities. For example; the English teacher using media LCD and picture in the paper. The teacher asks the student to work in pairs of the dialog with the friend in the form of a conversation. Then the students read the text as a dialog with a partner. *Vocabulary builder*, the teacher asks the students to guess the vocabulary of English by looking at the picture on the screen and mention what words are in the image and then the teacher gives a pronunciation example directly. After that, the teacher asks the student to repeat again after the teacher says. *Reading skill*, the teacher asks students to read the text silently and read aloud the dialog in pairs, usually reading the text about the narrative text, etc. *Speaking skill*, the teacher ask students to tell an interesting place, the teacher asks students to make an announcement then present it in front of the class, etc. *Writing skill*, the teacher asks student editing the text, for example, to edit the following text paragraph, the highlighted parts of the texts show that something is wrong.

Ask students to write the describing place, people, etc. This is part of the learning activities that can attract students to be more active.

2) Presenting tasks in a motivating way

Based on the observation for the tenth grade teacher, the writer found that teacher present the tasks by motivating them to maintain student learning motivation. Motivation strategy that used by the teacher in presenting task that is by ways; the first before starting the lesson the teacher give attention, informs the students on the topic of the day, then the teacher explains the purpose of the learning. Then the teacher delivers the task and explains the purpose of the task and its usefulness. Before starting to do the task, the teacher tries to attract the sympathetic students to like the purpose of the task and then the teacher gives the right method to do the assignment.

3) Increasing learners' self-confidence

Based on the observation for the tenth grade teacher, the writer found that the motivational strategies used by the teacher to improve students' self-confidence by encouraging students to use positive expressions, for example; English teachers give praise to the students to keep the spirit that they are can be able to learn English. Teachers give praise to students who are able to complete or not succeed in the task, For example; *Very good, good job, excellent, thank you for your answer, thank you and try again, etc.* Those words make the students feel respect for their effort the words make the students feel respect for their efforts.

Learning strategy used by the teacher to improve second language learning to students by using techniques as follows, for example; the teacher asks the students to memorize the new vocabulary by displaying a picture on the screen, and the teachers connect new information with prior knowledge.

d. Encouraging Positive Retrospective Self-Evaluation

To improve the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, in language classes the teacher also provide encouragement a positive evaluation to students. In the classroom the teacher motivates the students by asking questions about past material, this evaluation is done before they continue the next learning material. The teacher helps students to assess their achievements in a positive way, for example:

1) Providing motivational feedback

Based on the observation of the writer for the tenth grade teacher, the writer found some the motivational strategies used by a teacher to influence students' motivation in the English class by giving feedback. In every meeting, the teacher always gives feedback to the students on a regular basis. For example; feedback given by teacher three are, the first teacher evaluates learning, then the teacher takes to pay attention to all the students and asks them about the material that has been given by a teacher. Before if anyone does not understand about teaching materials, the teacher explains again until the students really understand. To convince the

teacher: the teacher asks again to all the students, with the following questions; *Ok students, any question? Are you clear? for two meeting, so far? etc.* Sometimes to do feedback the teacher gives a daily assignment to students.

Through the positive feedback students look more enthusiastic in learning the second language because they feel very attention from the teacher. An example of a positive feedback which are given by the teacher that is when the student does something right, so the teacher will give a reward to students, such as; expression of praise, admiration, approval, etc. Then, when they make mistakes a teacher consistent to gives a positive feedback, a teacher can encourage students that they have done something right even though they are not perfect. Then the teacher provides guidance back by explaining briefly about past material. After that, the teacher provides an opportunity for students who have not succeeded by giving homework so that they can improve their daily value.

2) Offering reward and grades in a motivating manner

Reward and value are also one of the activities of the teacher to encourage the self-evaluation of students who can be positive motivation students to learning English, an award is one tool to help teacher control student behavior in learning. Based on the writer observations for the tenth grade teacher, the writer found that the motivational strategies used by teachers to influence students' motivation in the English class by rewarding and valuing. The appreciation that more often used by a teacher

in the classroom that is giving praise. During the observation process the writer found just one time the teacher once gave awards in the form of chocolate to the students who are able to answer the teacher's questions and further to improve student learning motivation the teacher give appreciation to student in the form of positive praise, for example; *“very good!”*, *“good job!”*, *“excellent”*, *“right”*, *“you have done very well!”*, *“very good explanation!”*, etc. And then, when they make mistakes a teacher consistent to gives a positive praise, such as: *“Your work is good, but there is still a need to improve again”*, *“Thank you and try again”*, etc. In this case, teachers can encourage students that they have done something right even though they are not perfect. Those words make the students feel respect for their effort.

B. Discussion

The discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the writer finds two subdivisions, those are; the English teacher strategies used to motivate students on teaching learning process, the teacher applying motivation strategies toward the students at SMA Al-Islami Nurul Ma'ad. In this sesion, the result of the research is dicussed related to the theories collected in Chapter Two. By the discussion it can be seen how the theories meet reality whether they can fit the reality easily or conversely it.

In the findings of the research, the writer found that the teacher had some great strategies in motivating her students of English learning. As

mentioned by Dörnyei (2001, p.31) motivational strategies are techniques that promote the individual's goal related behaviour. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. To create motivational conditions in class he suggests that there are several motivational strategies frameworks include four areas which are creating the basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation. From four these motivational frameworks every framework there were some motivational strategies that can be done by teachers to motivate students in learning English, based on the result it can be seen that teacher used ten different motivational strategies, including:

The *first* strategy motivation which can contribute to creating basic motivational conditions relates to teacher behavior. Basically, the writer saw that teacher behaviour can be recognized as an effective factor in motivating students and the teacher showed his enthusiasm toward the students learning. In the learning process teacher always respond to students and gives pay attention to all students, and the teacher showed that the relationship of teacher with students is very good and in the learning process the teacher never distinguishes between smart students and students who are less smart, so students are very happy to follow the learning process by English teacher. This statement appropriate with Dörnyei (2001, p.39) defines that the teachers

could create a good relationship with the students by using some strategies such as accepting them and paying attention to each student.

Creating a pleasant and supportive classroom environment is the *second* strategy motivation which helps to create basic motivational conditions. The results showed that the teacher in the classroom does not often make the ambiance humorous, but teacher always provided a comfortable atmosphere (relaxed) so that in the classroom students do not look tense. The teacher gives tolerance to the students who have not succeeded in doing the task, to improve the value of the teacher gives additional value in the form of homework, and teacher provided opportunities for students to give ideas. According to Dörnyei (2001, p.41) suggests some strategies which create a pleasant and supportive classroom atmosphere including the use of humor in the class. Another strategy is promoting a safe climate in the classroom which allows risk-taking and encourages students to make mistakes.

The *third* strategy which can be used to create basic motivational conditions is promoting a cohesive learner group. According to Dörnyei (2001, p.43) group dynamics have many aspects including group cohesion and group norms. Group cohesion is the ‘magnetism’ that connects the group members in the classroom. It points to “the members’ commitment to the group and to each other”. The writer also found that teacher used interesting activities to motivate students in the learning process. In the learning process the teacher makes the students become more active by group work, and in

pairs. To create a cohesive task, the teacher asks each group member to share information with other groups. Before beginning to work on the group's first task the teacher explains and notifies the purpose of the task, and then the teacher asks each group to arrange a comfortable seat.

The *fourth* motivational strategy is increasing the learners' expectancy of success. Based on the result of research to increase the learner' expectancy the teacher do some strategies that are teacher gives the attention to the students by asks some questions to students related to past material, then tells about the purposes of the lesson and give an explanation of the material. After that, the teacher asked students to make group work, and each group asked to communicate the result of their discussion. In the learning sessions, teachers provide motivation to students with a form of advice. according to Dörnyei (2001, p.57) the notion of "expectancy of success" has been one of the most researched factors in motivational psychology for the past four decades, which is due to the undeniable fact that we do things best if we believe we can succeed.

Then making the teaching materials relevant to the students there was the *fifth* motivational strategy that can do by the teacher's apply in teaching English. According to McCombs and Whisler (1997, p.38) clarifies, "Educators think students do not care, while the students tell us they do care about learning but are not getting what they need". The result showed that the teacher ways to encourage the learning process to become interesting, teachers use several techniques; the teacher asked students to read dialog

silently, read the text as a dialog with partner, analysis text descriptive, make essays about describing a favorite place or describing their own friends, etc.

The *sixth* motivational strategy is making learning stimulating and enjoyable, according to Dornyei (2001, p.73) suggest that learning does not necessarily have to be a boring and tedious chore. If we could somehow make the learning process more stimulating and enjoyable, that would greatly contribute to sustained learner involvement. Varying the tasks is important but not even the richest variety will motivate if the content of the tasks is not attractive to the students that are if the task is boring. Meanwhile, according to Khameis, (2006, p.14) stated: “that the strategies the teacher should focus on should be interesting and should capture students’ attention”. The writer also found in these activities that the teacher used strategy motivation to her students to learn English activity such as the English teacher's used media LCD and picture in the paper. Guess the vocabulary of English, mention what the words in the image, read the text silently, read aloud the dialog in pairs, ask students to tell an interesting place, make an announcement then present it in front of the class, edit the following text paragraph, etc.

The *seventh* of motivational strategy that is presenting tasks in a motivating way, this strategy that can do by the teacher’s apply in teaching English. According to Dörnyei (2001, p.89) also points to a number of strategies which teachers could use to make tasks motivating such as identifying the purpose of the tasks and attracting students’ attention to the content of the task. Based on the result of the research, the writer found that

for presenting task the first teacher gives attention to students, inform the students on the topic of the day, the teacher explains the purpose of the task and its usefulness and teacher tries to attract the sympathetic students to like the purpose of the task, this is appropriate with the theoretical.

Increasing learners' self-confidence is the *eighth* strategy motivation to maintain students' motivation, teachers should build students' self-confidence. Another strategy which a teacher could use to increase the confidence of the students is encouragement which could be defined as 'the positive persuasive expression of the belief that someone has the capability of achieving a certain goal' Dörnyei (2001, p.91). Based on the result, the writer found that to improve students' self-confidence teacher used positive expressions for example; English teachers give praise to the students to keep the spirit that they are can be able to learn English. Teachers give praise to students who are able to complete or not succeed in the task, the teacher used a positive expression such as; "Very good, good job, thank you and try again, etc". Those words make the students feel respect for their efforts the words make the students feel respect for their efforts. This is can be used to enhance second language learning and to make learning easier and more enjoyable.

Providing motivational feedback is the *ninth* strategy of motivation, feedback provided by this teacher can affect students' motivation in the second language classroom, motivational feedback that has the salient role in bringing about changes in their learning behaviors. Based on the result to influence students' motivation in the English class that the teacher always

gives feedback to the students on a regular basis, such as; teacher evaluates learning, the teacher takes to pay attention to all students and asks them about the material that has been given by a teacher, positive feedback which is given by the teacher that is when the student does something right, so the teacher will give appreciation to students, for example, giving expression of praise. According to Brophy (2004, p.358) indicates some qualities of motivational feedback such as appreciating achievements, showing confidence that eventual goals will be accomplished, and providing useful feedback that highlights the areas in which students need to improve.

The *tenth* strategy motivation, the use of reward and grades are one of the controversial issues in education. Based on the result the writer found that teachers very rarely give award to students in the form of objects, the appreciation that more often used by the teacher in the classroom that is giving praise. Teachers give praise and value to students who successfully do the job well, and teachers also give positive praise for students who have not succeeded. The teacher does not give punishment to the unsuccessful student but the student will be guided to correct its mistake by doing the task which has been given by the teacher. Meanwhile according to Hamalik (2014, p.184) reward is the technique which can make the students' interest in the learning process". The purpose of giving a reward to the student raises the students "motivation or improve student's" motivation in the learning process and their learning achievement. Giving rewards to the student can be done through an expression of praise, admiration, approval, etc.