

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The research about teacher's ways toward students' uninterested in learning English at seventh grade class SMPN 6 Banjarmasin presented in the form of description, based on data that have been obtained in this research either through observation, interview and questionnaire.

In this chapter, the researcher presents the data that have been collected in the research. The presentation covered about causes students who are uninterested in learning English and teacher's ways to increase students' interest in learning English at seventh grade class especially class VII C in SMPN 6 Banjarmasin.

1. Causes Students who are Uninterested in Learning English at the Classroom

As long as the researcher examines students in class VII C, researcher has already made observations in the classroom, to see who is not interested in learning English during the English learning process takes place. After 4 meetings the researcher conducted classroom observations, the fifth meeting the researcher distributed questionnaires to students in class VII C. There were 31 students in class VII C. The researcher distributed questionnaires as many as 31 sheets to their students. After they filled out the questionnaire, judging from the contents of their questionnaire, researchers could see who really was interested in learning English during class, and anyone who was not interested in learning

English during the lesson. Of all the contents of the questionnaire, their answers is vary.

Looking at the factors that cause students not interested in learning English, there are several factors that support the question from the questionnaire. This can be seen from the earnest efforts of the teacher to give some support for the students to be skilled in learning English. To increase the students in learning English here, the teacher used the factors that underlie the emergence of interest by (Taufani, 2008: p.38), there are:

1. Encouragement in Factors

Based on observation that had been done by the researcher to seventh grade the students at SMPN 6 Banjarmasin, in the classroom researcher see the impulse that exists in the students themselves, so that interest arises to carry out certain activities or actions to fulfill them. Some students are very enthusiastic in learning English, but there are also some who are still lazy to learn English when the lesson begins.

Statement that refers to encouragement in factors, examples:

As stated by students (JNP):

“Saya dapat dorongan belajar bahasa Inggris dari diri saya sendiri, tapi saya tidak dapat dorongan belajar dari orang tua saya. Dan menurut saya belajar bahasa Inggris tidak sulit walaupun saya tidak pernah belajar bahasa Inggris di Sekolah Dasar”.

The student with the initial JNP, in this encouragement factor, she gets encouragement from herself and also

encouragement from her parents. She was interested in learning English because she felt that English was not difficult.

There are also students who have not encouragement factor from themselves and their parents, they are:

As stated by students (MIH):

“Saya tidak punya dorongan dari diri saya sendiri dan juga orang tua untuk belajar bahasa Inggris”.

Meanwhile there are 2 students who has been absolutely not encouragement from themselves and their parents. As stated by students' MR and RFS.

Based on the explanation of the researcher about the encouragement factor, that was some students who have encouragement and also have no encouragement at all. Because each student is different, not all students are the same.

2. Social Motivational Factors

Based on observation that had been done by the researcher to seventh grade the students at SMPN 6 Banjarmasin in the same time. The researcher found that second factor framework which is factors for carrying out an activity so that it can be accepted and recognized by its environment. This interest is a kind of compromise of the individual with his social environment. Of all the students in the class for business attract attention, or want to have a reward when they learn English there. If they are diligent and are not lazy to learn English, later the teachers/parents will give rewards to them and that also includes ways

for students to enjoy learning English and make them more interested in learning.

Statement that refers to social motivational, examples:

As stated by students (HSIS):

“Menurut saya belajar bahasa Inggris itu sulit, tapi saya mendapatkan motivasi dari guru yang hebat mengajar bahasa Inggris dan teman saya yang suka dengan bahasa Inggris. Yang dulu saya tidak berminat belajar bahasa Inggris, sekarang saya sudah mulai berminat belajar bahasa Inggris”.

So was with statements from students with the initials SH, namely:

“Menurut saya bahasa Inggris itu tidak sulit, saya termotivasi dari teman yang suka belajar bahasa Inggris, dan saya juga dapat motivasi dari guru yang selalu mengajarkan bahasa Inggris dengan baik”.

So, the 2 statements of students above are their statements that they get motivation from friends, teachers and those around them to learn English. According to them English is not difficult. There are also statements from students who are not motivated to learn English, that was from students whose initials RDA states:

“Belajar bahasa Inggris itu menurut saya sulit, saya tidak berminat belajar bahasa Inggris, saya tidak punya motivasi, saya juga tidak termotivasi dari teman saya. Tapi saya sudah sedikit termotivasi dari guru saya saat belajar bahasa Inggris”.

Based on the explanation of the researchers about social motivation factors, there are some students who have their own motivation, there are motivated students from friends and teachers, and there are also

students who do not have motivation at all, no motivation from friends, but still motivated by teachers who teaching English while in class.

3. Emotional Factors

Based on the observation that had been by the researcher to the students in SMPN 6 Banjarmasin for the seventh grade, the researcher found that the factor framework which is interest is closely related to emotions because emotional factors always accompany someone in dealing with objects of interest.

A person's succeeded in an activity is caused by something that creates feelings of liking or satisfaction, while failure will cause feelings of displeasure and reduce one's interest in the activity in question. In this research, emotional factors can be seen by all students who are interested and who are not interested in learning English, because emotional factors also vary from person to person. It can be seen from the students who really want to learn and receive lessons from the teacher when the lesson begins. From the efforts of those who are interested in learning it is very visible, and from those students who are less interested, they stay in the corner, and often discuss themselves with their peers.

There are some statement that refers to emotional factors, such as:

As stated by students (SA):

“Saya berminat belajar bahasa Inggris, menurut saya bahasa Inggris juga tidak sulit, saya suka belajar bahasa Inggris, dan saya puas dan senang belajar bahasa Inggris”.

Likewise with statements from students with the initials SS, she stated:

“Saya suka belajar bahasa Inggris, saya berminat belajar bahasa Inggris dan saya juga merasa puas belajar bahasa Inggris”.

The statement of 2 students above is a statement from themselves that learning English is not difficult and they feel satisfied and happy when learning English. As for students who don't like or don't like learning English, here are a few of their statements:

As stated by students (MB):

“Menurut saya bahasa Inggris itu sulit, saya juga tidak berminat belajar bahasa Inggris dan saya tidak merasa puas atau senang belajar bahasa inggris”.

As stated by students (R):

“Saya suka belajar bahasa Inggris, tetapi saya tidak berminat belajar bahasa Inggris dan saya tidak puas belajar bahasa Inggris”.

Based on the statement from the students above, the researcher can conclude in this emotional factor, there are some students who are satisfied to learn English and there are also students who are not satisfied in learning English, until they are not interested in learning English.

The results of the questionnaires that have been filled out by students are all attached to the appendix. There are 6 students who are not interested in learning English, there are 2 students who are not

interested in learning English, and there are 23 students who are interested in learning English.

2. The Teacher's Ways to Increase Students' interest in Learning English

In order to find English teacher's ways to increase students' interest in learning English, the researcher observed the teaching and learning activity in the class for four times. The researcher used Aritonang theory to analyze the result of the observation. In Aritonang theory there were six ways of teaching is the role that must be possessed in terms and in this theories the researcher described the result of the observation in used ways to increase the students'.

Based on the interviewed with the teacher, the teacher said that in order ways to increase students' interest in learning English at SMPN 6 Banjarmasin is teacher tries to present the English lesson in a fun way and gave more attention to the importance of study English in our daily life. This is an extrinsic ways where it can trigger the spirit of students' to study and get the best results, as she stated in the interview on 14th February 2019:

“The teacher always prepares the lesson plan before the lesson starts, as in the usual learning plan. For the problems in class VII C, the students do not know much of the meaning of the vocabulary of the sentence or the stories of English, so the role of the teacher here is to help students by asking students to borrow a dictionary in the library or buy a

dictionary to see meaning that is not they know, because the teacher does not allow to translate it through google translate, according to the teacher if translating using google translate can indeed facilitate them, but they will be lazy to open English dictionaries and the obstacle that is often faced by teachers is always asking for meaning. There are also students who are not interested in learning English, to deal with students who like that teachers often give hope to students, if there are practice questions that must be done in class, anyone students who want good grades, must follow orders from the teacher, for example looking for the vocabulary is 50 words in the lesson about 'profession', so the teacher will give an A. So the students are more eager to work, so they can get the value A. The teacher is also not favoritism towards students who are less intelligent, the teacher always uses smart students to help his friends who are less able to receive lessons during the lesson, because there are very few students in class VII C who are not interested in learning English. The task of the teacher is also more extra teaching until the student really understands”.

Based on the observation and interview that had been conducted by the researcher in language teaching, English teacher using teaching methods so that students are interested in English by directing their students to learn English is very important, and if students have difficulty learning English, for example: when they ask the meaning of vocabulary that they do not know what it means, a teacher more direct borrow a dictionary to the library and try to teach students about vocabulary by

looking at a dictionary, so that they are not lazy and do not expect Google translate to be the dictionary.

This can be seen from the earnest efforts of the teacher to give some supported for the students to be skilled in learning English. To increase the students interest in learning English here, the teacher uses the strategies framework of Aritonang is with attracting students' attention, make a clear goal, ending the lesson with a memorable, the factor of the teacher character, the factor of a comfortable and quite classroom atmosphere, and factors of learning facilities. To make students more active and enthusiastic in learning English, the teacher uses the general strategies by:

a. Attracting Students' Attention

Based on observation for the seventh grade teacher, the researcher can see how the teacher attracts the attention of students, when the researcher observes, the relationship between teacher and students in each learning that the teacher showed her 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 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. 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. From the observation of teacher attracting students' attention can be seen that the teacher can play its role as a good teacher in increasing students interest in learning English.

Example: If there are students who are out of focus or not paying attention, the teacher tries to increase the volume of his voice, and also tries to approach directly to the seat of students who are not paying attention. That is partly an example of attracting students' attention.

b. Make a Clear Goal

Based on observation for the seventh grade teacher, each teacher must have a purpose in his learning plan, the researcher can see how the teacher wants to convey his purpose while teaching. Also seen from the teacher to explaining to students the all basic competencies.

Example: At the time of the lesson discussing the profession. The teacher tried to give an example to his students, *what was the "profession"?* and *what is mean by "profession"*. The teacher tried to explain it until the students could understand a profession. The teacher also makes it easy for students to look for the "profession" in the dictionary. That is partly of the example of make a clear goal.

c. Ending the Lesson with an Impressiveness

Based on observation for the seventh grade teacher, to ending the lesson with an impressiveness such us make time to close the lesson it

was conveyed, emphasize to students to silence for a few second to participate information just received also seen, asking students to write down everything they have learned her did, assigning students to make summaries her also conveyed, and her too linking the closing activities with the opening activities.

Example: when the teacher wants to end the lesson. The teacher usually questions what has been learned today. The teacher also asks her students, such as "*do you already understand a profession?*", Then the students answer "understand, ma'am". The teacher also asks several students, such as "*what profession do you want, if you grow up?*". That is partly of the example of the ending the lesson with an impressiveness.

d. The Factors of Teacher Character

Based on observation for teacher character is very important when she teaches, because the character of a teacher also triggers the likes, comfort, calm and also motivation in learning. Also very important when teaching, a teacher must have a patient nature, smile, greet, polite. And all that is also seen when there researcher observes.

Example: the character of the teacher who is often seen is greeting, patience in teaching, and firm when she teaches. So students are more happy when learning English, even though there are still students who are difficult to manage or reprimand. But the teacher stays patient when the lesson takes place. That is an example of a teacher character.

e. The Factor of comfortable and Quite Classroom Atmosphere

Based on observation for the classroom atmosphere, each meeting may have many differences, depending on the teacher must be able to adjust the atmosphere during the lesson.

Example: the atmosphere in the classroom is sometimes seen if there are students who often walk to their friend's seat, even though it can be other students who do not concentrate when students learn. So the teacher more often reprimands him, or gives a sentence to the students who walk by telling the student to stand for 10 minutes in his own seat. That is partly an example of comfortable and quite classroom atmosphere.

f. The Factors of Learning Facilities

Based on observation for facilities in the class it is quite adequate, because it shows the presence of blackboards, fans, wall clocks, tables and chairs to support students to study.

Example: if the facilities in the class are sufficient, students are also more comfortable when the learning process takes place. The blackboard, table and chair were enough for them to study. The fan also functions when they feel hot while studying, so the fan will be turned on. That is an example of a learning facility.

B. Discussion

The discussion is the explanation of data analysis based on the research problem of the study. Based on the research findings, the researcher finds two subdivisions, those are; the causes of student uninterested in learning English at the classroom, the teacher's ways to increase students' interest in learning English at SMPN 6 Banjarmasin. In this session, the result of the the research is discussed 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 researcher found the causes of students' uninterested in learning English. As mentioned by (Taufani, 2008: p.38), the factors found are the *first*, encouragement factors in. This encouraging factor can be seen from the encouragement of students themselves and also the encouragement of their parents to learn English. From the results found, many students who have encouragement from themselves and parents, but there are also students who do not have encouragement from themselves and also encouragement from parents.

Next to the *second* factor, that was social motivational factors. This social motivational factor can be seen from the motivation of the people around the student. Many students are motivated by teachers, friends and parents. But there are also some students who have not motivation at all, be it from the teacher, friends or parents.

The *third* factor, that was emotional factors. This emotional factor can be seen from the behavior of students when learning English, there are students who are happy, like and satisfied learning English, there are also students who are totally unhappy and like when English lessons take place. Every student did has different characteristics, attitudes and behaviors, it takes a process to be able to make or make them like, happy and satisfied when learning English.

Meanwhile, the researcher found that the teacher had some ways in increasing her students of English learning. As mentioned by (Aritonang, 2008: p.28) factors or ways that make students interest in learning English. Strategies refer to those increasing students interest are consciously exerted to achieve some systematic and enduring positive effect. To increas the students in learning English frameworks include six areas which are attracting students' attention, make a clear goal, ending the lesson with an impressiveness, the factors of teacher character, the factor of a comfortable and quite classroom atmosphere, and the factors of learning facilities. From six these ways framework there were some ways that can be done by teachers to increasing students interest in learning English, based on the result it can be seen that the teacher used six different ways, including:

The *first*, ways which can contribute to attracting students' attention relates the teacher try to attract the attention of students when the lesson takes place, if there are students not paying attention to lessons that students lack interest. 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 showed that 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 (Aritonang, 2008: p.28) defines students' attention arises because they are driven by curiosity.

Make a clear goal is the *second* ways to increasing students interest in learning English. The result showed that the teacher in the classroom the goal of the teacher is to showcase the basic competencies. Teachers are also often providing a strong reason why students must be related to basic competencies, link learning tools to the needs and conditions of students, used signs, and convincing body language. That is part of goal based on According to (Aritonang, 2008: p.28).

The *third* ways which can be used to increasing students interest in learning English adalah ending the lesson with a memorable. In each teaching and learning meeting at the writer have a time of the observation, the teacher always takes the time to end the learning by making a time to close the lesson, emphasizing to students to receive information, asking students to write down everything they have learned, assigning students to make summaries and from linking the closing activities. This is also part of the lesson ending According to (Aritonang, 2008: p.28)

Increasing learner's with the factors of teacher character is the *fourth* ways. In this way the character of a teacher is very important,

because it is from the teacher's character that students can be interested in learning English. Especially if you are a teacher who is patient, smiling, greet and polite. And the teacher also makes students respect students' shortcoming, fair, good, disciplined, or threatening students, and have enthusiasm. All of this is also in accordance with the opinions of (Aritonang, 2008: p.28), this is appropriate with the theoretical.

Then making the teaching materials relevant to students interest in learning English there was the *fifth* ways that can do the factor of comfortable and quite classroom atmosphere. The result showed that the teacher in the classroom does not often make the ambiance humorous, but teacher always provide a comfortable atmosphere (relaxed) so that in the classroom students do not look tense. In each meeting the teacher is always assertive in giving assignments, but if he does not finish working on the assignment in class to improve the value of the teacher gives additional value in the form of homework, and the teacher tried given tolerance to the students who have not succeeded in doing the task. According to (Aritonang, 2008: p.28) for comfortable atmosphere in the classroom there are a calm and comfortable classroom environment greatly stimulates students to carry out activities that can support the teaching and learning process. Therefore the teacher must manage the class well.

The *sixth* is based on the observation untuk factors of learning facilities there are blackboards, tables and student study chairs. For

dictionaries or learning support books, you have to borrow from the library, but there are also textbooks from the students themselves. According to (Aritonang, 2008: p.28) there is a part in the class of learning facilities, that is the blackboard.