INCREASING STUDENTS' MOTIVATION IN LEARNING ENGLISH BY PROVIDING VARIOUS CLASSROOM ACTIVITIES AT XI GRADE IN MA HASJIM ASJ'ARI BALONGSARI TAMA SURABAYA

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NO. KLAS : K T-2010 011 PBI
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ASAL BUKU :
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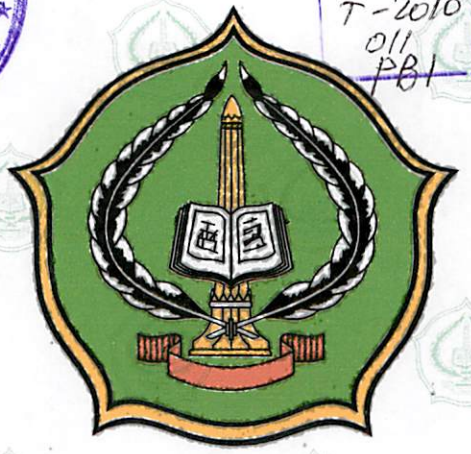

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FEBRUARY 2010

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THESIS

Presented as Partial Fulfillment of the Requirements fo the Attainment The Degree of English Education

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ABSTRACT

Susanti, Etin tri. 2010. *Increasing Students' Motivation in Learning English by Providing Various Classroom Activities at XI Grade in MA Hasjim Asj'ari Balongsari Tama Surabaya*
Advisor: Dr. Hj. Hanun Asrohah, M.Ag.

Key words: increasing, motivation, learning English.

Motivation is one of the crucial factors in teaching and learning process for students. In the field of learning motivation is essential to success. In this case without motivation, success will be hard to achieve. It is time for the teacher, as facilitator to show their ability to facilitate their students by creating, improving, and implementing teaching aid. Based on this phenomenon, having access to appropriate learning should lead students to have good motivation in learning English. Practicing teaching with various classroom activities will stimulate students to respond the material. Moreover, various types of activities service the needs and interest of people.

This study principally uses classroom action research. This study is conducted to know how far students' motivation in learning English by providing various classroom activities. This study involves the researcher as the teacher and another English teacher as the observer. Here the researcher also observes the classroom situation and condition. This study used descriptive qualitative method to describe the finding result of the research data. The data that used in this study is observation, questionnaire, and field notes. The result and discussion were described in descriptive way.

Based on the analysis result of each cycles, the researcher found some point in this study. The researcher concluded that by providing various classroom activities were useful to increase students' motivation in learning English. By providing various classroom activities, the students could be enthusiastic and active in the class. They express their own ideas well, and give good response or opinion during the class. Moreover they were enjoyed in teaching and learning process, it promotes the students' motivations in learning English. Besides, the result of each cycles showed the significant improvement. Students' motivation always increases in each cycle. Therefore it could be said that by providing various classroom activities can increase students' motivation in learning English.

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CHAPTER I

INTRODUCTION

This introduction presents and discusses the reasons of this study, why the researcher intends to conduct the study. Because of those reasons, problems of this study, aims of this study and significance of the study are presented. Scope and limitation is also formulated in this study. The Final part is a list of important terms to avoid reader misunderstanding of those terms about this study.

1.1 Background of the Study

English is the important language in this world, and it becomes an international language used all over the world. It is used both in oral and written communication. In almost all countries, English is taught in the school as compulsory subject, which the teacher gives English lesson to their students.

By learning English we can communicate with many people all over the world. English is also used in many aspects of life such as politic, economy, technology, education, etc. In education, English has special position as the subject because the function of English is a tool of communication. Communication means able to understand and transfer the information, messages, thought, and feeling. It means that English is very important for students to be learned. Therefore students have to master English both oral and written skill.

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In fact students still get difficulty to master them. It is time for the teacher, as facilitator to show their ability to facilitate their students by creating, improving and implementing teaching aid to help the students to solve their problem in learning process. It is important for teachers to understand the ways students learn and the components of critical and creative thinking. Because learning is a reflective process, whereby the learner either develops new insights and understanding or changes or restructures his or her mental process.[1]

Teaching and learning process is a complex thing. Many efforts have been done for the success in the teaching learning process. If one of the contribution in teaching and learning process do not maximum, it is difficult to reach the goal in learning process. Good management one of important contribution for the success in teaching and learning process, because without good management from the head master in managing the elements of the school will be difficult for them to reach the goal. It means that there are aspects that influence students' achievement. Besides, the attitude toward the teacher and the classroom environment play an important role in teaching and learning process.[2]

Motivation is crucial factor in teaching and learning process especially for the students. English as foreign language which involves four skills; speaking, listening, reading and writing are not easy for them if they do not have desire to study. The

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[1] Allan. C. Ornstein, *Strategies for Effective Teaching,* (Chicago: Harper Collins Publishers, 1990), page. 33
[2] Lynne T. Diaz-Rico, *Teaching English Learners; Strategies and Methods,* (New York: Pearson Education, 2004), page. 53

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measure of success is how far the students achieve intended learning goals rather than an evaluation of the performance of the teacher.[3]

Learning is the result of some risk-taking. In formal learning risk-taking is controlled by the teacher, means methods of teaching and learning must be matched to what is to be learned. It is hard to specify too closely what the performance criteria should be for success in the use of any method chosen by teachers.

Moreover motivation problems sometimes appear in teaching and learning process which sometime caused that school activities are necessarily boring, unrewarding, and even aversive. The students' ability in comprehend the English subject was still insufficient. The insufficient ability of the students may be caused students' motivation still low, the materials are uninteresting, and less creativity from the teacher in managing classroom activities. In the field of learning that motivation is essential to success, without such motivation we will almost certainly fail to make the necessary effort. In this case without motivation, success will be hard to come by.

Based on the phenomenon above the researcher was interested in conducting this study to know how far students' motivation in learning English by providing various classroom activities at XI grade in MA Hasjim Asj'ari Balongsari Tandes Surabaya. Because practicing teaching with various classroom activities will

[3] David Minton, *Teaching Skills in Further and Adult Education,* (Australia: Thomson, 2005), page. 152

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stimulate the students to respond to the material. Moreover, various types of activities service the needs and interest of people[4].

Formally teaching English as a foreign language (EFL) involves four language skills, they are speaking, listening, reading and writing. An English teacher must be responsible for these aspects in practicing their knowledge which are appropriate to the students' needs. In formal learning, risk-taking is controlled, usually by the teacher.[5] For this reason, the teacher should be creative to develop students' motivation in learning English. Because most of students feel that this lesson is one of uninteresting lesson for them

Related to this, teachers' role is important to solve this problem, the ability to motivate students to learn is a key skill in every teacher's repertoire. All learning by teachers is experiential. Competence in the use of any methodology involves being able to chose intelligently, with the knowledge, experience and skill to make chosen methods work effectively.[6] Related to the previous discussion, the writer considers that by providing various classroom activities could be the appropriate solution to solve the problems. It is said that providing various classroom activities can be used to stimulate students' motivation. Kind of activities refers to the learning style or the way of learning; using pictures, text; working in groups, pair work, game and another activity which stimulate students' interest. Having access to appropriate learning

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[4] Robert N. Singer, *Motor Learning and Human Performance: An Application to Motor Skills and Movement Behavior*, (New York: Macmillan Publishing), page 138
[5] David Minton, *Teaching Skills in Further Adult Education*, 125
[6] Ibid.

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strategies should lead students to higher expectations of learning success.[7] Moreover strategies have been linked to motivation and particularly to a sense of self-efficacy leading to expectations of successful learning. Motivation is also one important aspect which influences for the success of learning.

Motivation is regarded by experienced and inexperienced teachers alike as a prerequisite for effective learning and the greatest challenge that many teachers face is to make their students want to learn. If students do not want to learn, their learning efficiency will be so low that they may learn virtually nothing. If we know how to motivate students we can hugely increase their learning rate.[8] In addition, Motivation operates in a variety of ways. Motivation also works to promote continuance in perseverance at practice in an activity.[9] It is also the reason why we select one activity over another in which to participate. Preference for an activity is indicative of motivation, and when a great many choices are present, one selection truly represents a meaningful endeavor.

This study will be conducted at XI class of MA HASJIM ASJ'ARI Balongsari Tama Surabaya, and the subjects are the students of XI grade. Eleventh grade is in the middle step in senior high school, this is important for them to increase their comprehension in English. Having good comprehension in learning will be lead to achieve the goal. So this is important for the teacher to select the classroom activities.

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[7] Anna et al, *The Learning Strategies Hand Book*, (New York: Addison Wesley Longman Inc, 1999), page. 62

[8] Geoff Petty, *Teaching Today; third edition* (United Kingdom: Nelson Thornes, 2004), page. 43

[9] Robert N. Singer, *Motor Learning and Human Performance*, page 140

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Related to this, activities should be selected with worthwhile academic objectives in mind, because students are not motivated to learn if presented with pointless or meaningless activities.[10] Based on these problems, this study tries to solve these problems, because negative factors will be impeding the success of learning.

Meanwhile, creative activities are fun, and increase the learner's sense of self-worth.[11] Based on the learning strategies, the teachers in this study cited a variety of positive impacts that strategies instruction was having on their students, including:[12]

- Improving students' understanding of the target language
- Helping students become more responsible and active learners
- Improving students' motivation for language learning
- Building students' independent use of strategies

Considering to the purpose of various classroom activities above, the writer intends to have an observation research by providing various classroom activities to increase students' motivation.

1.2 Problems of the Study

Based on the background of the study, the study is directed to develop various classroom activities of teaching in learning English. This study is conducted to

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[10] Thomas L. Good and Jeer E. Brophy, *Looking in Classrooms; Fifth Edition,* (New York: Harper Collins Publishers, 1991), page.277
[11] Geoff Petty, *Teaching Today*, 306
[12] Anna et al, *The Learning Strategies*, 175

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increase students' motivation in learning English, to reach the goal in teaching and learning process. Therefore the problem of this study can be specified as follows;

1. Can various classroom activities increase the students' motivation in learning English?
2. What kinds of activities are used to improve students' motivation in learning English?

1.3 Objectives of the Study

Derived from the above question, the study is aimed at providing various classroom activities to increase students' motivation in learning English, and kinds of activities are used to increase students' motivation in learning English.

1.4 Significance of the Study

Based of the objectives above, this study is aimed and expected:

1) To give contribution to the development of English teaching, especially about teaching strategy.
2) To provide English teacher with the appropriate activities to increase students' motivation in learning English by using various classroom activities.
3) To give the enjoyment to the students in learning English, and to motivate them in learning English.

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1.5 Scope and Limitation of the Study

This study focuses on the students' teaching and learning process by providing various classroom activities to increase their motivation. This study focuses on the application of various classroom activities. Various classroom activities are to develop students' ability to thing creatively and to solve the problem, to increase motivation, and to provide an opportunity to explore feelings and develop skill in self-expression.[13] The last concern is related to the improvement of students' motivation in learning English which indicated during teaching and learning process.

This study will be conducted to students at XI class in MA HASJIM ASJ' ARI Balongsari Tama Surabaya.

1.6 Definition of Key Terms

This following terminology is used to contribute to the readers to have the same interpretations in understanding the study.

1. *Motivation* refers to a motive; a set predisposes the individual of certain activities and for seeking certain goals. Motives as internal condition arouse sustain, direct and determine the intensity of learning effort, and also define the set satisfying or unsatisfying consequences of goal.[14]
2. *Learning* refers to the acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. Explicitly learning is a relatively

[13] Geoff Petty, *Teaching Today*, 306
[14] Wina Sanjaya, *Strategi Pembelajaran; Berorientasi Standar Proses Pendidikan,* (Jakarta: Kencana, 2006), page 64

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permanent change in a behavioral tendency and is the result of reinforced practice.[15]

3. *Providing* refers to make necessary plans to deal with something that may happen in the future.[16]
4. *Various* refer of having great diversity or variety.
5. *Classroom* refers to the understood as a unique social environment with its own human activities and its own conventions governing these activities.[17]
6. *Activities* refer to the activity; a specific thing or things done; an action or occupation.[18] In other word, activities refer to the basic structural units of planning and action in the classroom.[19]

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[15] H. Douglas Brown, *Principles of Language Learning and Teaching; Fourth Edition*, (San Fransisco State University: Addison Wesley Longman, 2000), page. 5
[16] Oxford Advanced Learner's Dictionary
[17] Michael Legutke and Howard Thomas, *Process and Experience in the Language Classroom*, (New York: Longman, 1991), page. 2
[18] Oxford Advance Learner's Dictionary
[19] Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom*, (united States of America, 1996), page 161

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THE ORGANIZATION OF PAPER

Chapter one discusses about introduction that consists of background of the study, problem of the study, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

Chapter two discusses some literatures related to the study as a means to help clarify the study. It was consist of; the nature of learning, principle of learning and the learning process, types of learning, language learning strategies, the role of learning strategies in second language acquisition learning style, motivation, the nature and importance of motivation, basic motivational concepts, indicators motivation, functions of motivation, motivational strategies, motivational teaching practice, intrinsic and extrinsic motivation, Techniques of motivation in teaching learning, external sources of motivation, promoting cooperation among learners, emotional needs of learners, increase the learner's control, self management, and self motivation. The nature of language learning activities, types of language learning activities, and various activities, kind of activities in learning, four main types of classroom tasks, and component of classroom events.

Chapter three discusses about research methodology that consist of research design, research location and subject, preliminary observation, source of data, data of the study, data collection techniques, the instrument of the data, and data analysis.

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Chapter four discusses about result finding of this study and discussion that consist of; The Implementation of Providing Various Classroom Activities, data presentation, result the first cycle and second cycle, result the objective of the study.

And the last chapter is discusses about the conclusion of the research, to conclude the finding result of the research. Besides, discusses about the suggestion, which can give the contribution to the English teacher, the student, and the next researchers.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to the study are reviewed as a means to help clarify the study. The reviews consist of:

2.1 The Nature of Learning

Learning the important aspect in the education has some definitions. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. More specialized definition learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.[19] Learning is as memorizing facts, getting knowledge from a book or other sources, or acquiring skill by practice of some kind.[20] Moreover, learning maybe defined as the process of acquiring knowledge, abilities, skill and so on.[21] Learning preference refer to the conditions, encompassing environmental, emotional, sociological and physical conditions, that an individual learner would choose, if they were in a position to make a choice.[22]

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[19] H. Douglas Brown, *Principles of Language Learning and Teaching; Third Edition*, (United States of America: Prentice Hall Regents, 1994), page. 7
[20] Thomas M. Risk, *Principle and Practices of Teaching in Secondary School; Third Edition*, (New York: American Book Company, 1985), page. 21
[21] Ibid.
[22] Alan Pitchard, *Ways of Learning Theories and Learning Style in the Classroom*, (New York: David Fulton Publishers, 2005), page. 54

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Below there are some component definitions of learning, they are:[23]

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

2.1.1 Principle of Learning and the Learning Process

Principles of learning is also called "laws" of learning to serves a guides for teachers in the selection and direction of learning experiences. Principles of learning formulated in three laws, they are; the law of readiness, the law of effect, and the law of exercise.[24]

1. Readiness for learning. The term of these laws is conduction units and other states in term of bonds. The law of readiness may be expressed; when bonds are ready to act, to act gives satisfaction and not to act results in annoyance. Conversely, when bonds are not ready to act, to act results in annoyance and not to act gives satisfaction. In other words:

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[23] H. Douglas Brown, *Principles of Language Learning and Teaching; Third Edition*, page 7
[24] Thomas M. Risk, *Principle and Practices of Teaching in Secondary School; Third Edition*, page 29

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> The more fully an individual is in readiness to act in certain way, the more satisfying it will be for him to act in that way, and the more annoying it will be not to act in that way. Conversely, the more unready an individual is to act in a certain way, the more unsatisfying will be to act in that way.[25]

From the definition above the concept of readiness is very important, especially to be kept in the mind of every teacher, and the teacher should overlook to the fact that there are two aspects of readiness; "want to" and the "ability to" aspects.

The first aspect "Want to" drive an individual in certain activities, because learning will be effective when students have the "desire to" engage in learning activities. The other aspect of readiness "ability to" involves the ability to participate effectively. This depends on the students' maturity (physical, mental, emotional, and social) which is a product of inheritance and experience. In this case the students' interests are valuable source of information concerning this problem.

2. Exercise and Effect in learning; indicate that certain conditions are essential to affective learning. The principle exercise stated when certain types of response or adaptations have been acquired; they are strengthened by further use, other things being equal. Related to this the principle of "effect" is that learning will be most effective when the learning experiences are satisfying and the learner feels he is accomplishing some desired or worthwhile goal.[26]

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[25] Ibid. 30
[26] Ibid. 33

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In addition, based on the learning process, the new development in theories about how learner process information is called "cognitive psychology" it has some principle of learning which has implications for the teacher today:[27]

1. Learning by doing is good advice. In this case the students learn by direct and indirect means, than teacher should understand it by obtaining corrective feedback.
2. One learns to do what one does. When students do not want to study they are not going to learn as much as students who do. What students already know influences what and how they learn.
3. The amount of reinforcement necessary for learning is relatively to the students' needs abilities. An important part of teaching is to know who needs additional instruction and who is ready to learn new tasks.
4. The principle of *readiness* is related to the learners' stage of development and their previous learning.
5. The students' self-concept and beliefs about their abilities are extremely important. In this case sometimes teacher forget that this personal factor affect learning and teacher attitudes toward students influence the students' perceptions of themselves.
6. Teacher should provide opportunities for meaningful and appropriate practice. Varied task will be advantage in the different way of learning the same thing.

[27] Allan. C. Ornstein, *Strategies for Effective Teaching,*, page. 33

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7. Transfer of learning to new situations can be horizontal or vertical. Horizontal is across subject matter and vertical increased complexity of the same subject.
8. Learning should be goal directed and focused. Teacher must assist students to be come efficient in the use time of learning, discourage them from memorizing fact, encourage focusing on big idea or concepts, and made more meaningful way to knowledge they already know.
9. Positive feedback, realistic praise and encouragement are motivating in teaching learning process. In teaching and learning process teacher must consider situational factor, human needs and personal factor.
10. Metacognition. In this principles Teachers need to help students learn how to organize their thoughts, how to asses their own thinking, and how to study.

2.1.2Types of learning

The second language learning process can be rather efficiently categorized and sequenced in cognitive terms by the eight types of learning:[28]

1. Signal learning. The individual learns to make a general diffuse response to a signal.
2. Stimulus-response learning. The learner acquires a precise response to a discriminated stimulus (instrumental response)
3. Chaining. What is acquired is a chain of two or more stimulus-response connections.

[28] H. Douglas Brown, *Principles of Language Learning and Teaching; Third Edition*, page 88-89

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4. Verbal association. The learning of chains that is verbal.
5. Multiple discrimination. The individual learns to make a number of different responses to many different stimuli.
6. Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though each learner may differ widely from each other.
7. Principle learning. A chain of two or more concepts to organize behavior and experience.
8. Problem solving. This learning requires the internal events usually referred to as "thinking".

2.1.3 Language Learning Strategies

Language learning strategies typically divided into three main categories, they are: Metacognitive, Cognitive, and Socioaffective strategies. "Metaconitive" is a term used in information-processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one 's production or comprehension, and evaluating learning after an activity is completed. "Cognitive" strategies are more limited to specific learning tasks and involve more direct manipulation on the learning material itself. "Socioaffective" strategies have to do with social- mediating activity and transacting with others.[29]

[29] Ibid. 115

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2.1.3.1 The Role of Learning Strategies in Second Language Acquisition

The using of learning strategies is one of an important contribution for the leaner to acquiring second language, the techniques or procedures that facilitate a learning task.

Learning strategies are important in second language acquisition for two major reasons. First, in investigating the strategies used by second language learners during the language learning process, gain insights into the cognitive, social and affective processes involved in language learning. The second is that it may be possible to teach less successful language learners to use the strategies that characterize their more successful peers, thus helping students who are experiencing difficulty in learning a second language become better language learners.[30]

2.1.4 Learning Style

Do not all students learn in the same way, each individual will adopt an approach to learning with which they are most comfortable and doing so leave behind the approaches with which they are less comfortable. It is helpful for students if in learning use appropriate learning style. Learning style is a preferred way of learning and studying; for example, using picture instead of text; working in groups as

[30] Michael P Breen, *Learner Contributions to Language Learning*, (England: Pearson Education, 2001), page. 25

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opposed to working alone; or learning in structured rather than an unstructured manner.[31] Moreover, point of learning style defined variously as;[32]

- A particular way in which an individual learns
- A mode of learning an individual's preferred or best manner(s) in which to think, process information and demonstrate learning
- An individual's preferred means of acquiring knowledge and skills
- Habits, strategies, or regular mental behaviors concerning learning, particularly deliberate educational learning that an individual displays.

2.2 Motivation

In the fields of learning that motivation is essential to success, without such motivation we will almost certainly fail to make necessary effort. To develop this understanding said that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. Besides, suggest that motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual and/or physical effort' so that person can achieve some previously set goal.[33] Base on those description, simply defined that motivation is

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[31] Alan Pritchard, *Ways of Learning Theories and Learning Style in the Classroom,* page 54
[32] Ibid. 53
[33] Jeremy Harmer, *The Practice of English Language Teaching; Fourth Edition,* (England: Person Longman, 2007), page 98

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concern what moves a person to make certain choices, to engage in action , and to persist in action.[34]

Motivation affects how hard students are willing to work on a task, how much they will persevere when they are challenged, and how much satisfaction they feel when they accomplish a learning task.[35] In addition, motivation probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It means success in a task is due simply to the fact that someone is "motivated". Thus it is easy in second language learning to claim that a learner will be successful with the proper motivation. Motivation can be seen being a trait that is relatively consistent and persistent or as state, a more contemporary condition that can be influenced by the use of interesting materials or activities, reward, or punishment.[36] Related to this, teachers' attitude becomes a crucial component in the success or failure of placements of disabled students in regular classroom.[37]

2.2.1 The Nature and Importance of Motivation

Motivation has been defined as the impulse, emotion, or desire that causes one to act in a certain way.[38]

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[34] Carol Griffiths, *Lessons from Good Language Learners*, (United Kingdom: Cambridge University Press, 2008), page 19
[35] Anna et al, *The Learning Strategies*, 176
[36] Lynne T. Diaz-Rico, *Teaching English Learners; Strategies and Methods*, 51
[37] James Wm. Noll, *Taking Sides Clashing Views on Controversial Educational Issues,* (United States of America), page 264
[38] Lynne T. Diaz-Rico, 50

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Part of the difficulty lies in the fact that the teachers do not fully understand the nature of motives and are confused by overemphasis placed upon certain theories of motivation. Motivation problem is complicated further because motives are personal and individual. Another important point for the teacher to keep in mind is that motives result from many different stimuli, such as the background of each student, especially his interest, attitudes, and appreciations.[39]The term motivation as used in the school applies to learning situations where the teacher is attempting to create in students a desire or drive for attaining specific objective.

2.2.2 Basic Motivational Concepts

Psychologists traditionally use motivational concepts to account for the initiation, direction, intensity, and persistence of behavior. Motives are hypothetical constructs explaining why people are doing what they are doing. Thomas also argues that motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy or at least respond to motives).[40]

The motives, goals, and strategies that students develop in response to classroom activities depend on the nature of the activities themselves as well as how the teacher presents them to the students. Even if students are intrinsically motivated, however, the academic-learning benefits that they derive from classroom activities

[39] Thomas M. Risk, *Principle and Practices of Teaching in Secondary School; Third Edition*, 381
[40] Thomas L. Good and Jeer E. Brophy, *Looking in Classrooms*, 277

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may be minimal if the basis for their intrinsic motivation is primarily affective or emotional (they enjoy the activity) rather than cognitive or intellectual (they find it interesting, meaningful, or worthwhile to learn what the activity is designed to teach).

Consequently, it is important that the teacher's uses strategies designed to motivate their students to learn from academic activities to seek to gain the intended knowledge and skill benefits from these activities and to set goals and cognitive strategies that are appropriate for doing so.

There are two basic types of motivation, instrumental and integrative motivation. Instrumental Motivation drives the learner to acquire another language for money, career, or power.[41]

Besides, Motivation refers to motivation to acquire a language as means for attaining instrumental goals; furthering a career, reading technical material, translation, and so forth.[42] Integrative motivation, on the other hand, arises out of a desire to identify with the culture or community that speaks the language.[43] An Integrative Motive is employed when learners wish to integrate them selves within the culture of the second language group, to identify themselves with and become a part of that society.[44]

In this case that the integrative motivation absolutely essential for successful second language learning. Related to this that one important way of enhancing

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[41] David Nunan and Clarice Lamb, *The Self-Directed Teacher; Managing the Learning Process,* (United States of America: Cambridge University Press, 1996), page 209
[42] H. Douglas Brown, *Principles of Language Learning and Teaching; Third Edition*, 153
[43] David Nunan and Clarice Lamb, *The Self-Directed Teacher; Managing the Learning Process* 209
[44] H. Douglas Brown, *Principles of Language Learning and Teaching* 154

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motivation is to develop courses that are relevant to the needs and interests of the students.[45]

2.2.2.1 Indicators Motivation

Motivation as a process or behaviour refers to a reinforced, selective and goal directed behaviour initiated and energized by a motive which aims to maintain balance and equilibrium of the person in relation to his environment by keeping his basic needs in the process of satisfaction.

Such motivated behaviour of an individual possesses the following characteristics:[46]

1. A motive works as a source or energizer for pushing and pulling the motivated behaviour.
2. It is in fact aimed towards the satisfaction of one or other basic need.
3. One's behaviour can be properly initiated and its continuity can be properly assured in the shape of his motivated behaviour.
4. Motivated behaviuor is quite selective. Here one tries to respond to environmental stimuli strictly in view of the satisfaction of the desired needs linked with the motivated behaviuor.
5. In the course of behaving, if there is some alteration in the nature of the further requirements of satisfaction of the need, it may bring change in one's motives of

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[45] Ibid. 211
[46] N.P. Pahuja, *Psychology of Learning and Development*, (New Delhi: Anmol Publications, 2004), page 214-215

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behaving. As a result, the shape or direction of motivating behaviuor may altogether be changed as per demands of the new situation.

6. Motivated behaviour is goal directed. The individual is totally anganged in the realization of the goals of his motivated behaviour. The realization of one goal my further put him in the cycle of motivated behaviour as he may feel the necessity of the realization of his further needs in the path of his progress or cycle of his life.
7. Motivated behaviour helps us in seeking equilibrium between our needs and their satisfaction. It lies in between one's need and its satisfaction. Since, the key to our adjustment lies in the satisfaction of our needs, the motivated behaviour proves an important tool and means for masking ourselves adjusted and integrated.

Moreover, motivation in each individual, have the characteristic bellow:[47]

a. Strenuously for passing the assignment (working continually in the long time, never stop before finishing all)
b. Tough in passing the difficulty (never desperate)
c. Showing desire for many problem
d. More like work in self-government
e. Easy bored for routine assignment (the things that continually and uncreative)
f. Can to maintain their argumentation
g. Difficult to let go the thing that they belief
h. They like looking for and solving problem of questions

[47] Sardiman A.M., *Interaksi & Motivasi Belajar Mengajar,* (Jakarta: Raja Grafindo Persada, 1986), page 83

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Motivation is the complex thing which the effect is the alteration energy in each individual and influence psychological symptom, feeling and also emotion, which the next step is for doing something. All of this pushed by the direction, need, and desire. Particular thing is in the build of desire, feel happy, and spirit in learning. Students who have big motivation, they will have more energy for learning.[48]

2.2.2.2 Functions of Motivations

Motivated behaviour functions as a continuous flow in the shape of cycle named motivational cycle:[49]

1. The behaviour is initiated an account of some inherent need. Thereby, the first stage or the starting point of the motivation cycle is the birth of a desire, want or need in the individual. This desire, want or need, makes an individual to think about the ways and means of its satisfaction.
2. The drive or motive so produced on account of the felt need or desire now becomes a driver, persuader and energizer of one's behaviour. It initiates one's behaviour to a goal directed path, provides sufficient inputs for the continuation of such behaviour till the goal in terms of the realization of the desired need, desire or want is not attained. Thus, in the end organism becomes able to reach the desire goal and feel satisfied in terms of satisfaction of his need.

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[48] Ibid. 75
[49] N.P. Pahuja, *Psychology of Learning and Development*, 216-217

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3. Motivation behaviour helps in the satisfaction of one's needs or motives. It further energizes an individual to remain in the cycle of motivation by creating new desires, ambitions and needs, the satisfaction of which further requires a new set of motivation behaviour and motivational cycle.

2.2.3 Motivational strategies

Motivational strategies are techniques that promote the individual's goal-related behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect. There are several ways to organize various strategies promoting classroom L2 learning:[50]

- Focus on the internal structure of typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feed back, set up communicative task or assign homework).
- Design primarily trouble shooting guide in which some particularly problematic facets of the classroom motivational life are listed and suggestions are offered on how to handle these.
- Focus on key motivational concept, such as intrinsic interest, self confidence or student autonomy.

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[50] Zoltan Dornyei, *Motivational Strategies in the Language Classroom,* (United Kingdom: Cambridge University Press, 2001), page 28

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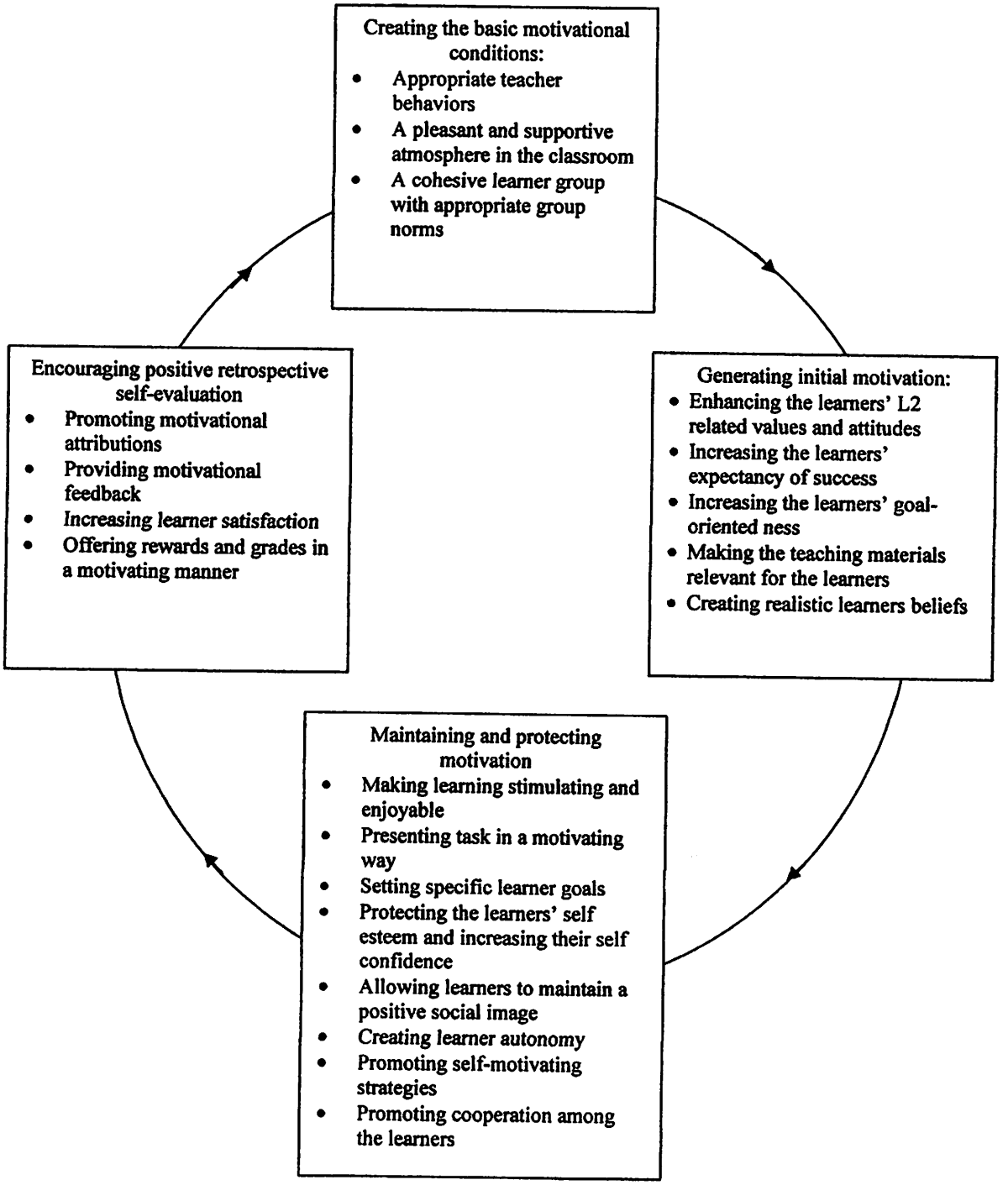
- Centre the discussion on the main types of teacher behavior that have motivating effects.

2.2.3.1 Motivational teaching practice



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The components of motivational teaching practice in the L2 classroom.[51]

2.2.4 Intrinsic and Extrinsic Motivation

The most powerful of motivation are intrinsically or extrinsically motivated to the succeed in the task

> Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences namely, feelings of competence and self-determination[52]

> Extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Behavior initiated solely to ovoid punishment are also extrinsically motivated, event though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and set determination.[53]

Intrinsic motivation is doing something as an end in itself, for its own self sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development. Extrinsic motivation is doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher or avoiding punishment.[54]

2.2.3.2 Techniques of Motivation in Teaching Learning

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[51] Ibid. 29
[52] H. Douglas Brown, *Principles of Language Learning and Teaching; Third Edition*, 155-156
[53] Ibid.
[54] Carol Griffiths, *Lessons from Good Language Learners*, 21

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Some techniques of motivation which can do in learning, they are:[55]

- Verbal appreciation, verbal appreciation to the good attitude or good learning is one of the easy and effective methods to increase the motive of student learning which influence to the goal of good learning.
- Using score to drive the goal, the knowledge of the result of their work is one of method to increase the motive of student learning
- Make student curiosity, curiosity create conceptual conflict which influence student vexed, and make create their effort to solve it. In that effort student have more motive to learn.
- Giving surprise, this way the teacher raise students curiosity.
- Make the first step in learning easier, this way make student spirit to learn in the future.
- Using the material that student known before for the example in learning, the material that student known before is easier for them.
- Using unique stimulus and surprise for the implementation of concept, the unique thing, surprise, and fantastic is more memorizing for the student than as usually.
- Require student for using something that learned before, by using this way they can learn by using the thing they have learned and they can strengthen their comprehension base on the thing they have learned.
- Using simulation and game, game is interesting for them, and meaningful. The meaningful one is memorized.

[55] Hamzah B. Uno, Teori Motivasi &Pengukurannya, (Jakarta: Bumi Aksara, 2007), page 34-37

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- Giving the time for student to show their ability in public, this way make student feel proud.
- Decrease unpleasant consequence and student participation in learning process (decrease negative impact), increase positive thing.
- Understanding social condition in the school, in this way teacher can help students' problem and difficulty.
- Teacher authority, teacher should understanding when she/he use any manifestation of their authority for the student to increase students' motive.
- Setting specific learner goal, teacher should clear the aim of the activity and understanding what they will do.
- Formulate the aims temporary, the general aim should be choose temporary clearly and easier to reach.
- Showing the result of student's assessment, by knowing the result of the success their motive is strongest.
- Create competition condition; give opportunity to the student to measure their ability to other ability.
- Develop competition by self; this competition is by giving the assignment in individual activity.
- Give positive example, control student in learning and give positive example.

2.2.4.1 External Sources of Motivation

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Motivation which can be affected and influenced by the attitude of a number of people; it was considered of the environment from which the student engages with the learning process.[56]

- The goal; the stronger outside sources of motivation is the goal which students perceive themselves to be learning for. In other word some students may not have any real English learning goal at all; they may acquire their attitude (motivation) for learning English from other sources. However they have general desire, example: to get better job and etc.
- The society we live in; in the society people life there are attitude to language learning, it not just in the classroom because learning English considered to be in the society of the students lives. Where students have made their decision to study English in the class, they will bring them attitudes from society they live in whether or not their motivation continues.
- The people around us; one important thing toward students' attitudes to language leaning influenced by the people around them, such as their parent and older siblings. Do they approve it? Moreover the attitude of students' peers is also crucial, because if their peers are enthusiastic about learning English, however there is much greater chance that the same student may feel more motivated to learn the subject.
- Curiosity; when students have curiosity in learning it will be most interested for them.

[56] Jeremy Harmer, *The Practice of English Language Teaching; Fourth Edition,* 98-99

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2.2.4.2 Promoting Cooperation among Learners

Cooperation between students is a range of motivational practices (e.g. promoting the development of cohesive group or supporting learner autonomy). It is such a powerful means of increasing students' motivation.[57] There are several impact of cooperation on motivation, they are:[58]

- Cooperation fosters class group cohesiveness. When students work together they tend to like each other regardless of ethnic, cultural, class or ability differences. It is create a feeling of solidarity and comradely supportiveness.
- If learners are allowed to cooperate with each other, their expectancy for success is likely to be higher than if they are to work individually because they know that they can also count on their peers.
- Cooperative team work achieves a rare synthesis of academic and social goals.
- In cooperative situation here is a sense of obligation and moral responsibility to the fellow-cooperators'. This means that peers are likely to pull each other along when motivation would be otherwise low.
- Cooperation is also motivating because the knowledge that one's unique contribution is required for the group to succeed increases one's efforts.
- Cooperative situation generally have positive emotional tone, means that they generate less anxiety and stress than other learning formats.

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[57] Zoltan Dornyei, *Motivational Strategies in the Language Classroom,* 100
[58] Ibid. 100-1001

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- Cooperative team by definition autonomous. In other world autonomy is a powerful contributor to motivation.
- Cooperative situations increase the significance of effort relative to ability, because in team work the main characteristic people are judged by is their commitment to the team.

2.2.5 Emotional Needs of Learners

Humanistic psychologists believe that society, school and colleges exist to meet the needs of the individual learner, not the other way round. They believe that learners should be allowed to pursue their own interests and talents in order to develop themselves as fully as possible in their own unique direction.[59] (Geoff Petty 2004; 17-18). The main principles are;

- *Learners should be self-directed*; teachers are encouraged to help each learner choose what knowledge and skills they want to learn but students will be highly motivated by following their own interests and curiosity.
- *Students should take responsibility for their own learning;* learners are encouraged to take responsibility for the effectiveness for their own learning. They are encouraged to be active rather than passive in their attitude learning and over helping by teachers.
- *Self-assessment is preferable to teacher assessment;* self assessment is crucial skill for work and for learning. It encourages students to take responsibility

[59] Geoff Petty, *Teaching Today; third edition,* 17-18

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for their own improvement. Teachers' test encourages rote memorizing and working for grades rather than real learning and personal development, because students will never take responsibility for their own improvement until they learn to be constructively critical of their own work.

- *Learning is easiest, most meaningful and most effective when it takes place in a non-threatening situation*; learners should be motivated by desire to succeed, to explore and to improve, not by a fear of failure. Students should be allowed to present themselves for assessment when they feel ready, rather than at a predetermined time, and should to improve their work if they have not yet met the assessment standard.

2.2.5.1 Increase the Learner's Control, Self Management, And Self Motivation

Learner autonomy can be defined as "the learners' feeling that studying is taking place due to their own volition." This autonomy is the basis for self-managed, self-motivated instruction. Autonomy is more than a preference or strategy by the learner; it must be supported in a systematic way by the teacher and curriculum in order for the learner to benefit. Autonomy enables students to feel pride in their own achievements. If learning is too extremely controlled, a student can feel other emotions. In self management direct behavior could be drives, needs, fear, goals, social pressure, interests, expectation, curiosity and so forth.

Three areas of learner autonomy are particularly important for students: control over topics (goals), freedom of choice in activity (means), and belief in

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themselves as agents of their own success (self-efficacy).[60] The element of student choice promotes active learning and increases student motivation. Activities in which choice was allowed are more compelling than similar activities in which no choice was given.[61]

2.3 The Nature of Language learning Activities

An activity is described as a task that has been selected to achieve a particular teaching /learning goal. The notion of activity is central to understanding of teaching. It influences both how teachers conceptualize teaching as well as the ways they organize their lessons. In other word activities are, hence, "the basic structural units of planning and action in the classroom.[62]

2.3.1 Types of Language learning Activities

In teaching language the teacher use many different kinds of approaches to teaching depending on their beliefs about how students learn by using kinds of methodology that they believe support the learning process.[63] Despite the many kinds of activities which teachers use in language teaching, a limited number of activity types tend to recur no matter what kind of approach or methodology the teacher is

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[60] Lynne T. Diaz-Rico, *Teaching English Learners; Strategies and Methods*, 104
[61] ibid
[62] Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom*,161
[63] H. Douglas Brown, *Principles of Language Learning and Teaching; Third Edition*, 164

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using. Bellow is the activity types which classified according to the following categories:[64]

- *Presentation activities;* task in which learning material is presented for the first time. It's also to introduce and clarify a new learning item.
- *Practice activities;* defined as a task which involve performance or learning of an item that has been previously presented. It involves a degree of control over student's performance or the use of a model. (in conversation, dialogues, grammar, or functions, and drills
- *Memorization activities;* these task involve memorization of information or learning material. This activities used as a strategy to help consolidate new learning items or as preparation for a subsequent activity.
- *Comprehension activities;* these tasks require students to develop or demonstrate their understanding of written or spoken texts. These activities may address different levels of comprehension, including literal comprehension (understanding meaning of the text), inferential comprehension (drawing conclusions and making predictions)
- *Application activities;* these activities defined as tasks which require learners to use in creative way knowledge or skill that have been previously presented and practiced. It is also require students to integrate knowledge and skills acquired from different sources, to apply learned items to a new context or situation, or to

[64] Jack C. Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom,* 161-165

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personalize learning items through relating them to their own ideas, needs, feelings, and experiences.

- *Strategy activities;* these tasks develop particular learning strategies and approaches to learning.
- *Affective activities;* these task have no specific language learning goal but are intended to improve the motivational climate of the classroom and to develop the students' interest confidence, and positive attitudes toward learning.
- *Feedback activities;* these task is feedback on learning of performance in the activity.
- *Assessment activities;* these tasks are enable the teacher or the learner to evaluate the extent to which the goal have been successfully accomplished. These activities used to diagnose or to evaluate students' activity.

2.3.2 Various Classroom Activities

Various types of activities service the needs and interest of people. Various practice strategies can be suggested, although it is hoped that the learners will acquire their own strategies for coping circumstances. [65]

Practicing teaching with various classroom activities will stimulate the students to respond to the material. Moreover, various activities refer to the learning style. Learning style is a preferred way of learning and studying: for example, using pictures instead of text; working in groups as opposed to working alone; or learning

[65] Robert N. Singer, *Motor Learning and Human Performance*, 233

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in a structured rather than an unstructured manner.[66] In addition game is also one of those activities. Games are powerful tools that can be used in therapy, and of course game is fun. It can make enjoy and feel better both emotionally and physically.

Practicing and developing various classroom activities in learning is very good, because student in junior and senior high school is as adolescent who has development process for their emotional mature and their intellectual.[67]

2.3.3 Kind of Activities in Learning

School is the centre of learning activities. Thus in the school is the arena to develop the activities. Many activities that student can do in the school, because student activities are not just listening and writing like in traditional school, they are:[68]

1. *Visual activities*, these activities involve reading, attention to the demonstration picture, experiment.
2. *Oral activities,* to describe, to formulate, to inquire, giving suggestion, comment, interview, discussions, and interruption.
3. *Listening activities,* for the example listening dialogue, discussion, music, public speaking.
4. *Writing activities,* writing stories, to translate.
5. *Drawing activities,* making diagram, graphic.

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[66] Alan Pritchard, *Ways of Learning Theories and Learning Style in the Classroom*, 54
[67] www.ansel-boto.blogspot.com.
[68] Sardiman A.M., *Interaksi & Motivasi Belajar Mengajar*, 10

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6. *Motor activities,* for the example game.
7. *Mental activities,* to react, memorize, answer questions, analysis etc.
8. *Emotional activities,* desire, feel boredom, happy, enthusiast, brave, calm, nervous.

By the classification above shows that activities in the school is complex enough. If various classroom activities above create in the school the learning will be more dynamist and not feel boredom.

2.3.2.1 Four Main Types of Classroom Tasks

There are four main types of classroom tasks, they are:[69]

1) *Language leaning tasks*, which through controlled and guided practice aim at developing discrete language skills in areas of grammar, phonology, lexis and semantics.
2) *Pre communicative tasks,* this is one of classroom activities which the purpose is to enable learners to react to and deal with different kinds of input data, mainly in the form of texts. By engaging learners in controlled and guided practice, chains or sequences of such tasks aim to enable them gradually to express their own views and meanings.
3) *Communicative tasks*, they initiate and frame *exploratory practice* where discourse emerges from genuine communicative needs and interaction.

[69] Michael Legutke and Howard Thomas, *Process and Experience in the Language Classroom*, 33-34

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4) Finally classroom activities can be grouped as *Instrumental and Management Tasks.* These are intended to enhance, through controlled and guided practice. Management capacities for language learning require media skills, organizational skills, self-access skill, and lust but not least, didactic skills.

2.3.2.2 Component of Classroom Events

There are four forms of alienation which are possibly responsible for failure in modern language teaching. These are: the alienation of the learners from the material, from themselves, from the class and from the teacher.[70] To overcome or minimize these alienations there are four components are able to play an equal part in determining classroom events:[71]

1) *Learning in the here and now.* this component meant that themes and procedures must be significant for all learners at the time that the teaching takes place and not rely for their relevance on some possible future application. Engaging in here and now takes place when the learner himself becomes the theme.
2) *Student offered material as the basis for learning and practicing language structure.* Here the learner becomes the most important source for learning.
3) *Interpersonal sharing.* Meant that learners bring to the learning situation a basic need and willingness to communicate and desire to experience themselves. The important thing is that the students will want to communicate as these

[70] Ibid. 36
[71] Ibid. 37

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personalized activities are excellent motivators. Both communication and experience of self occur in encounter situation in which ideas, fantasies and everyday life experiences are being listened to and shared in various social formation (pair work, group work, circle discussions)

4) *Self-awareness and realization.*

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CHAPTER III

RESEARCH METHODOLOGY

Research methodology presents and discusses the research design, research location and subject, preliminary observations, source of data, data of the study, data collection techniques, the instrument of the data, and data analysis.

3.1 Research Design

This research by the nature of the study is classified as descriptive qualitative. The researcher uses a descriptive qualitative design to obtain the information to the students' motivation through the implementation of providing various classroom activities. It is qualitative research because the researcher uses words, sentences to represent the data that are going to be analyzed to make general conclusion.

Moreover the researcher collects, analyzes, and interprets data by observing what respondent do and say. This research also the type of investigation in which there is a substantial subjunctive element. It means the phenomenon and the reality that is appearing and happening in the teaching and learning process through various classroom activities will be described.

This study principally uses classroom action research. This study involves the researcher as the teacher and another English teacher as an observer. In this study the researcher played as a teacher who taught the procedure based on lesson plan and apply the technique through providing various classroom activities during teaching

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and learning process. Here the researcher also observes the classroom situation and condition, include the students' interaction during classroom activities and motivation of the students it self.

This study conducts to investigate the XI grade through providing various classroom activities in order to stimulate students' motivation in learning English. Based to the aim of the study, this study describes the activities in order to find out the problems about students' motivation.

Related to the problems faced by student, the researcher was conducted classroom action research about providing various classroom activities in teaching and learning process.

Classroom action research can be done in four steps. They are planning, acting, observing and reflecting.[72] Those stages can be illustrated clearly as follows:

[72] Suharsimi Arikunto et al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), page. 16

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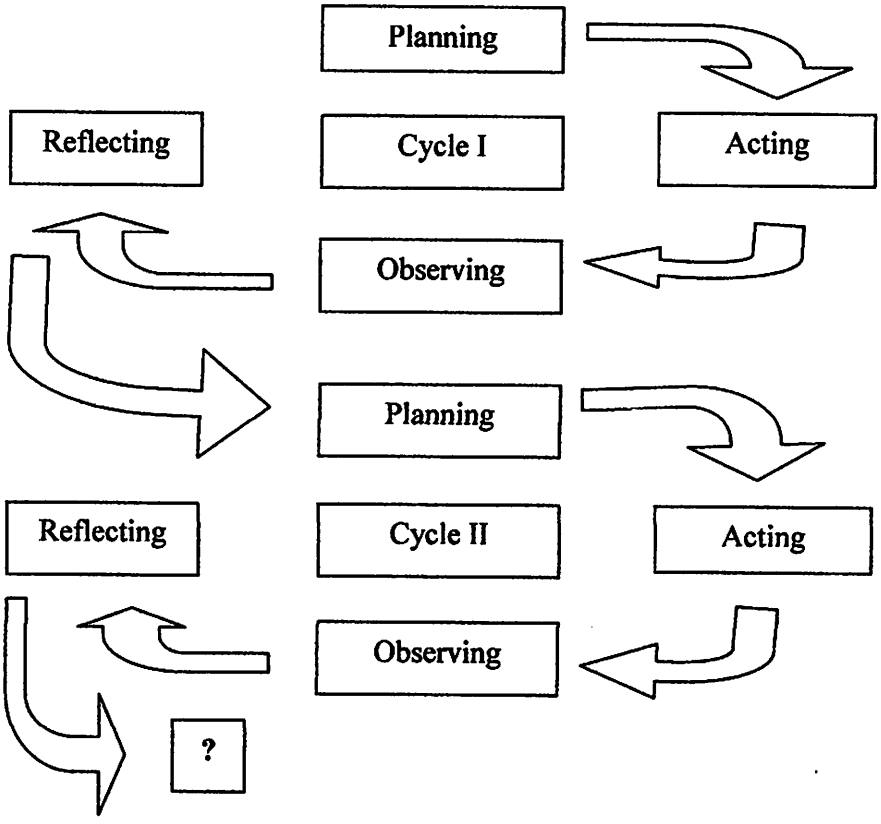

Base on the term above, first step is planning. In this step the researcher prepared everything that might be needed during the teaching and learning process. For her research, she prepared the composite of teaching and learning process, such as the instrument and lesson plan in order that the process of teaching and learning could be done effectively. The second step is acting. It is considering as the implementation of the previous step. In this step she provided various activities in the class. Then she explained what the students had to do. The next step is observing. While student doing the activities and the task, the researcher begun observe what was going on by students. The last step is reflecting, in this step the researcher

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evaluated the first meting. The researcher and the English teacher analyze and try to find out the weaknesses. These activities repeated until the results were obtained.

Based on the instrument above, after the researcher gets all the data, the researcher identify, analyze, and interprets the data. The researcher analyzes and interprets the data based the finding result all of the data in this study.

3.2 Research Location and Subject

The study was at MA HASJIM ASJ'ARI, which is located at_Balongsari Tama Surabaya. For the subject of this study is the XI grade in academic year 2009/2010. There is one class in this school for eleventh grade. The researcher did this research only in the XI grade and did not make comparison between this class and the others. By focusing on one class, this could make the research run well.

The eleventh grade is middle step in senior high school, It is important for them to increase their comprehension in English because most of them are still find the difficulties in comprehend the subject that make them difficult to motivate their self in learning English. Next because they have been studied English at least 6 years, so it is important for them to comprehend English well. Therefore this class is chosen as the subject of the study.

Moreover the researcher chooses them with consideration that in fact they still need the interesting materials that can motivate them in learning English. Based on the problem of this class, the writer is sure that student needs more motivation to gain their needs in learning English.

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Those are the reason why the researcher chooses this grade as the subjects of her study. The aim is to know that the learning style is really can motivate the students in learning English which can be lead to the goal of the teaching and learning process.

3.3 Preliminary Observation

As mentioned above, preliminary observations was conducted in the student of XI grade in Balongsari Tama Surabaya as the location of the study to get information about the problems faced by the student in teaching and learning process, especially in English lesson. In the preliminary observation, the researcher meets the head master of this school, and then the English teacher to talk about the teaching and learning process in this class.

Next, after conducting interviews with the teacher, documentary study, and classroom observation, the analysis is carry out. The preliminary observation uses in this study is to get the information about students' motivation and teaching method.

3.4 Source of Data

In this study the data were collected through the result of observation class involves the student's interaction in the classroom activities and students' assignment, an ended questionnaires. The data of this study were the information which deals with the medium used by the teacher in teaching and learning process. Including the problem before activities, while and after activities. The final situation trough

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providing various classroom activities works were the essential data in this study, because those were used as indicators to find out how far those activities could increase students' motivation in learning English, because having good motivation will be easy to reach the goal of learning.

After the researcher gets the data which finds from the observation, the researcher supported those data refers to some expert's opinion, which cited that the activities used and offered in this study was suitable and able to improve the students' motivation in learning English.

3.5 Data of the Study

Data of the study is needed to get the result of the research. Data is important factor in the research to find out and to solve the problem. The data should be accurate, because inaccurate data may lead to the result.[73]

Data of the study was collected from the result of student participation in the classroom activities. All of this data was analyzed by the researcher based on the observation; student's interaction in the classroom activities, check list observation and questionnaire.

3.6 Data Collection Techniques

The data collection technique allows us to systematically collect information about our objects of study (people, objects, phenomena) and about the

[73] Mudrajat Kuncoro, *Metode Quantitative*, (Yogyakarta: AMP YKPN, 2001), Page 56

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settings in which they occur. This data collection technique used to provide information which has been achieved and unachieved. The data are collected in the form of notes. The technique used in collecting the data in this study is observation, which was done during the teaching and learning process. In this observation the researcher asked the real teacher to observe the process of teaching and learning while she was participating as a teacher in conducting her study. Considers that participant observation, in other word she is present in the Classroom and she is participate directly and influencing the teaching and learning process. Data was collected by observing the teacher and the students' classroom interaction during and while the teaching and learning process in English class.

The last is note taking also uses to take the additional data that are found while observing and to anticipate the phenomena that may be appeared in the field.

From the aim of the study above, the observation would know the situation and condition of the students' interaction while teaching and learning process. And the researcher would know how by providing various classroom activities could motivate the student in learning, which could help them to achieve the goal in learning English.

3.7 The Instrument of the Data

The instrument of the data used in this study are observation checklist, questionnaires, note taking and researcher herself because the researcher is the

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observer who able absorb all of the information that happens in the field especially in the implementation of various classroom activities.

- Observation

  To get exact data, this research was used the observation checklist in every meeting based on research problem. In this checklist observation, the researcher used the checklist observation students during teaching and learning process. Checklist observation for student is to know whether the students' participation is active or passive in teaching and learning process. This was in the form of scoring.

- Questionnaire

  The next instrument was the questionnaire (self-report). Questionnaires are the easiest way to collect date about students' reported use of learning strategies. It was a list of written questions used to get needed information from the respondent about their own report or experienced. In other world is to get information about students' comment and opinion about teaching method were explored by questionnaire.

- Note taking

  Note taking uses to take the additional data that are found while observing and to anticipate the phenomena that may be appeared in the field.

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3.8 Data Analysis

In this data analysis the researcher presents the process of gathering, transforming data with the goal of highlighting, useful information, suggesting conclusions, and supporting decisions making. This data analysis used to accumulate and organize all of the collected data according to the procedures.

In this study the researcher will provide three kinds of data. First is the result of check list observation for the student during classroom activities. Second is questionnaire to get students' response or opinion. The last is the takes notes. From all of those data, the researcher will get the result of the study. Next the researcher describes the data by classifying into findings based on the research problems those are kinds of activities in learning English and the role of motivation. Moreover, the researcher will crosscheck and select those data based on the problem which exist to find the answer of the research problems.

Last is the conclusion of this study. In the conclusions, researcher studying the theories which related to this study, looking at the data, and strengthen with the theories of motivation and learning style.

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CHAPTER IV

RESULT AND DISCUSSION

In this chapter the researcher analyzes the data that have been collected during the research. The result and discussion of data is used to answer the research questions that stated in the first chapter. The first data contains the presentation of the implementation of providing various classroom activities as teaching aid to help students' motivation in learning English. The first data is from the observational checklist. In this case, the researcher which also to be the teacher observes the students' motives and students' activities by giving scores. This activity is important to be used in order to know whether providing various classroom activities is effective or not to increase students' motivation in learning English.

The second data is taken from the ended questionnaire; these data is described in descriptive way which is supported by the result percentage of the analysis questionnaires from the students. These data is analyzed in order to know to what extent various classroom activities increase students' motivation in learning English. The last is the taking notes

4.1 The Implementation of Providing Various Classroom Activities

4.1.1 Data Presentation

The data is taken from the observation of the teaching and learning process. In this study the researcher was acting as the teacher during the observation. In this

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study the researcher used two cycles in teaching and learning process. In each cycles involve four stage, they are: planning, acting, observing, and reflecting. While the teacher as the observer. The observer filled observational checklist in each cycles. The observer observed the entire phenomenon or activities during the teaching and learning process based on the observation checklist. In this data presentation, the data will be described based on each cycle.

4.1.2 The Result of the First Cycle

4.1.2.1 Planning

In this first stage, the researcher prepared anything about the concept that would be used in the teaching and learning process such as the lesson plan, materials, and instrument in order to make sure that those were ready to use in the teaching and learning process. The lesson plan were made based on the result of pre-observation which done by the researcher before conducted her action research. The researcher found that students passive and not enthusiastic in learning English, moreover students' ability in comprehend the English subject was still insufficient. The insufficient ability of the students may be caused students' motivation still low.

4.1.2.2 Acting

At the first cycle, there is one meeting. The researcher as the teacher in this study prepared anything about the concept and instrument which is can increase students' motivation in learning English trough providing various classroom

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activities. In this first meeting, the teacher greeted and introduced herself to the students in order to avoid the gap between the teacher and the students. Then the teacher checked the students' attendance. The teacher also tried to have a talk with the students deal with their experience and condition in order to make them feel enjoyable with the researcher as the teacher.

First off all, for the opening the teacher gave some questions to the students about the kinds of the creature in their environment; some of students were able to answer it well, they mentioned the kinds of the creature in their environment, this section in order to stimulate the students about the knowledge in their environment. Then the teacher divided the class in to four groups and explained to them that they will play game. In this section the teacher prepared some card of picture which consists of four colors. Before playing game the teacher asked the student to send the volunteer of each group out front, who then stands facing the class, with her/his back to the board (the students pay attention to the teacher explanation), thus everyone except this person can see what the teacher writes on the board. Then the teacher wrote a word on the board and each team tried define the word without saying the actual word itself until a time limit and so on. The students looked enthusiastic in playing this vocabulary work, this activities to stimulate the students' motivation In order to get the earlier vocabulary work. (Before vocabulary works "back to the board" begun, the teacher explains to the students that the winner team or groups have the chance to choose the cards earlier the other which will be used in the picture guess.

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Next, before picture guesses activities the teacher shows the report text to the students, than ask them to understand the text. The teacher tried to stimulate the students by asking the students about their knowledge concerning with the report text. The teacher asked them about the generic structure and language feature of report text. In this section sharing experience was occur between students and teacher. From this section the teacher considered that the students knew about the generic structure of report text.

Next, the teacher gave more complete explanation about report text; she asked the students pay attention to her explanation including the generic structure and the language feature of report text, the teacher explained the lesson by using the example of picture in their environment; the students looked serious when they listened to the teachers' explanation. In giving the explanation, firstly the teacher explained the meaning of report text as clearly as possible. Secondly, the teacher continued to explain the components of report text. To make students familiar with the report text, the teacher gave them the example of report text and also distribute them to the students, the text was entitled "The Elephant", the teacher gave this example of report text related to the creature in their environment since she wanted to the students to write report text in term of report in written form in the last section. This was example of report text which was given by the teacher to the student.

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THE ELEPHANT

General classification	The elephant is one of the largest and strongest animals.
Description	It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all its long nose, the trunk. The trunk is the elephant's particular feature, and it has various uses. The elephant draws up water with its trunk and can squirt it all over its body like a shower. It can also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy, and yet it can move very quickly. The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to humankind and it can be trained to serve in various ways such as carrying heavy loads, hunting for tigers and even fighting.

The next step is guessing picture. In this section the teacher asked the volunteer of group divided the picture cards they have got to their group, each group looked curious with the picture they have got. After each student got the picture card,

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they have begun to describe the picture they got by guessing the picture to their group. Card of picture consist of four colors, they are yellow, blue, green, and red. Each color contain of different picture. Then each student must describe it to their group without showing the real picture. In this activity the teacher controlled the class conditions. Next, after each student described the picture to their group, the teacher asked each group to choose one of interesting picture in their group to described it detail and give the reason in public by the volunteer of group.

The last activities, the teacher asked each student to make a report in written form from the interesting picture they had described in public based the generic structure and language feature they had studied. After off all the students finished their work, the teacher asked them to collect it to the teacher.

In the last part of the first meeting, the teacher and the students discuss the students' writing product and reviewed the lesson. The discussion were included the generic structure and language feature. The teacher also gave the chance and asked the students about the difficulties faced during the class but there was no question from the students. Before she ended the class, she asked the students to study the lesson and begun end the class by greeted to the class.

4.1.2.3 Observing

In this step the teacher also observed the activities during the process of teaching and learning. In doing the observation, she also asked the real teacher as her collaborative researcher to observe the process of teaching and learning based the

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observation checklist. The observation process included students' motives and students' activities. Based on the result of the observation checklist (Appendix I), it could be said that the teaching and learning process could be done well. Students actively and have good interaction in the class, they also have good desire and also curious to the material, moreover students also paid attention while the teacher gave an explanation. Students also actively in game competition and group work, even though when in guessing picture activities some of students difficult to describe by English, they try to have good conversation.

4.1.2.4 Reflecting

In this step, the collaboration working between the researcher and the real teacher as the collaborative researcher was needed to avoid the subjectivity. They discussed the result of the observation checklist in the first cycle, the students' weaknesses during the teaching and learning process. All about the finding here is based the collaboration decision. The result of students' motives and students' activities here used to know whether the objective learning was reached or not.

After analyzing the result of the observation checklist (Appendix I) from the first cycle, knows that the students were active, motivated and confidence in expressing their ideas and opinion during teaching and learning process even though just some of students keep silent because they were afraid of making mistakes. They were actively in game competition activity. Besides, their writing compositions also showed good enough. Teachers concluded that most of student motivated in learning

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English by providing various classroom activities. The process of teaching and learning was successfully done by the mean of score; 3, 78 for students' motives, and 3, 28 for students' activities. But it needs another meeting in the next cycle to make sure that their motivation increase than before.

In conclusion, based on the finding above, the teacher should continue to the next cycle to reach the objective of learning. For the next cycle, the teacher had to pay attention to the practice activities.

4.1.3 The Result of the Second Cycle

4.1.3.1 Planning

Over all, the planning activities were almost the same with the previous planning in the first cycle. In this activity the teacher prepared the concept that would be used in the teaching and learning process included the lesson plan, instruments included pictures, and material. The teacher provided other activities from previous cycle to improve students' weaknesses in the first cycle. Based on the reflection of the first cycle, the teacher found that some of the student passive in practice activities when share their idea in their group because they were afraid in making mistake. Referring to these weaknesses, the teacher would give the students problem solving in pair work. In these activities, the students would ask to make pair work and solve the problem from the picture based on their knowledge and their experience. Besides, the students also would be asked to fill the blank in the table of problem solving which

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was prepared by the teacher. Through these activities, the teacher expected that their motivation increase and the weaknesses would be minimized.

4.1.3.2 Acting

At the second cycle as the second meeting. The teacher did the same activities as in the previous cycle. The teacher started the class with asking the students' condition and checking the attendance. In this meeting, all of students joined the class. In the opening of the lesson, the teacher gave some questions related to the material. In this section the teacher gave some questions to the students about their experience related to the material, and the student response it well and tried to answer the teachers' question. Next, the teacher asked the students to tell some of the expression about asking for and giving opinion that they usually used in their daily conversation. Students actively answered the questions and the teacher wrote it on the board. Then the teacher gave another expression of asking for and giving opinion and wrote it on the board. Next, the teacher dilled those expression to the students, and the students actively followed what the teacher said.

In the middle activities, the teacher asked the students to make pair and then they used those expressions in the dialogue. In this pair work activities, the teacher controlled the students. The students looked enthusiastic in their dialogue with their pair. Next, the teacher showed and distributed the text of analytical exposition to the students, and asked them for scanning (reading specific information). After the students scanned the text, the teacher gave the questions to the students about the content of the text. Students tried to answer it well. To give more understanding about

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the text, the teacher explained it detail what the text about, and students listened it well. Then, the teacher shows some of picture to the students related to the material, this picture as teaching aid in this cycle, and students curious with the picture, then she asked them to guess what picture is. Just like in the previous cycle, the teacher also used a composite picture as the teaching aid in the second meeting. The picture consists of three different pictures but have the same topic "Air Pollution". Before the picture were showed, the teacher also stimulated the students' prior knowledge about air pollution, then she showed those pictures, and she asked the students to guess what the first, second, and third picture is. The teacher asked what kind of those pictures. The teacher also stimulated and discussed about the vocabulary which were related to the picture. Next, the teacher asked each pair to discuss what happened in that picture by using the expression asking for and giving opinion. In this section, the students identified the problem in that picture, the effect, and how to solve that problems based on the reality in their environment and the teacher controlled.

In the last part of teaching and learning process, the teacher distributed the blank table to the students and asked each pair to fill the blank what they have discussed. This is about the problem solving based on the picture. Students share and joined with their pair. The students started to fill the blank in the table. During this activity the teacher controlled and walked around the class. She also helped the student if they faced difficulty. Afterward the teacher asked them to collect the task. And ask them about the difficulty and their feel in this activity. Here the students

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seemed motivated by these activities. Finally, teaching and learning ended after all of the students submitted their work.

4.1.3.3 Observing

Based on the observation checklist (Appendix I) from the second cycle, the process of teaching and learning in the second cycle was successfully done there were significant improvements from the students. Most of them looked motivated; students' motivation is very good, they were enthusiastic and confidence to show up their ideas during the teaching and learning process, they had good interaction with their pair and the teacher, they also actively during the lesson. It seemed that by providing various classroom activities as teacher strategy to increase students' motivation in learning English was effectively done in this cycle. Because it less the boredom from the same activities in learning English.

4.1.3.4 Reflecting

Based on the analysis result finding from the researcher which also as the observer and the real teacher, they conclude that this cycle was the end of the research because of he objective learning had been reached by the students. The result of this stage also based on the result data from the observational checklist and students' composition in last activities.

After analyzing the observation checklist (Appendix I), the teacher found that the process of teaching and learning was effectively done by the mean of score; 4 for

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students' motives, and 3, 93 for students' activities. All of the students motivated, they were active in the class. They express their own ideas well, and they were give good response and opinion during the class. By this finding the teacher should not continue to the next cycle because the learning objectives have been reached. Students' motivation in learning English was increased; they have good motivation than before.

4.2 Can Various Classroom Activities Increase The Students' Motivation In Learning?

Providing various classroom activities in learning English was very helpful for increasing the students' motivation in learning English. It was suitable to be used as teaching aid in teaching English because by providing various classroom activities will stimulate the students to respond to the material and service the needs interest of people. It can increase students' motivation in learning, which was described in the analysis of the result below. In this stage the researcher explained "can various classroom activities increase the students' motivation?" This analysis based on the result of the checklist observation and questionnaire below.

4.2.1 The Increasing of Students' Motivation

Based on the analysis result finding from each cycle in this study, the researcher found that in the first cycle of the observation, the mean of score from students' motives is 3, 78, and 3, 28 for students' activities (Appendix I). This scores

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showed the significant improvement from the second cycle, because in the second cycle knows that the mean of score from students' motives is 4, and 3, 93 for students' activities. The analysis from all of the mean score above showed that the mean of score always increased in every cycle. The table below showed the mean of scores all of cycles.

Table 1.1 Checklist observations' compositions' mean of score from each cycle.

	First Cycle		**Second Cycle**	
Mean of score	Students' motives	Students' activities	Students' motives	Students' activities
	3, 78	3,28	4	3,93

From the table above it can be seen that from the first cycle to the second cycle, the students' motivation increased from 3, 78 up to 4, and 3, 28 up to 3, 93. This development score implied that by providing various classroom activities in learning English helped teacher in increasing the students' motivation in learning English.

4.2.2 The Analyzes of Data Questionnaire

The questionnaire was used in this study. The questionnaire gives at the end of the study. The result of questionnaire below analyzed to know the students

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response towards the implementation of providing various classroom activities. Here, each student was given some question with some possible answer, they were asked to choose an appropriate answer from the options provided based on their own. The answer of each question was analyzed by using percentage formula and then the result of the student's opinion also described in descriptive way.

In this questionnaire the indicators were measured based on the (appendix II) they are:

1. About students' motivation:
   a. Students' options about the diligently (1-2)
   b. Students' options about never give up (3-5)
   c. Students' desire (6-7)
   d. Students' curiosity (8-9)
   e. Boredom of the same activities (10)
   f. To stand with their opinion (11)
2. About students' activities:
   a. Opening (12-14)
   b. Main activities (15-18)
   c. Closing (19-20)

4.2.2.1 The Students' Motivation

a. Students response about their diligently; 50% of the students stated that they were actively in the task and never stop before finished it, the rest of them; 50% stated

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that they were agreed by this option. Moreover, 65% of the students stated that they very deal that they always tried to learn the material well. And only 35% of the students deal about it.

b. Students' response about "never give up"; 70% of the students stated that they always tried and tried of facing the difficulty in learning English, it showed that they are diligent. Moreover 25% of the students stated that they very diligent in learning English. Even though there are 5% of the students do not agree that they are tried to learn the difficulty in the learning English.

   Besides, 85% of the students stated that they very deal to get the better one than before in learning. And only 15% of the students stated that they deal about it.

   The last option about this indicator, 55% of the students stated they very deal that they always tried to be the winner in the competition, and the rest of them 45% agree in this option.

c. Students response about students' desire; 70% of the students were very interested by various classroom activities, and only 25% of the students were interested by providing classroom activities. Moreover, 65% of the students stated that they always asked the difficulty to the teacher, even though 35% do not always asked the difficulty to the teacher in learning English.

d. Students' response about the curiosity; 55% of the students stated that they always feel curious for doing the challenge in the class, and 45% of them do not always feel curious in doing the challenge in the class. Besides, 40% of the students stated that they curious with the new material were given by the teacher

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in the class, and 60% of them stated that they more curious by the new material were given by the teacher in the class.

e. Boredom by the same activities; 50% of the students stated that they feel boredom by the same activities in the class, moreover 40% of them rather boredom, and only 10% of the students who do not feel boredom by the same activities.

f. To stand with students' opinion; 75% of the students stated that they are actually to stand with their opinion, but 15% of them stated that they always to stand with their opinion. Even though there are 10% of the students do not stand by their opinion.

4.2.2.2 Students' Activities

a. Opening; in the first activities, 40% of the students stated that they was attention to the teacher explanation, but 60% of the students more attention well to the teacher explanation. Besides, in the first activities there are 10% of the students always tried to answer the teacher question in the up of learning, most of them; 80% they tried to answer the teacher question, and only 10% of the students do not tried to answer it. And there are no students who never tried to answer the teachers' question. Moreover, in the drilling activities 15% of the students stated that they very deal by the option that they tried to pronounce the vocabularies well. And 85% of the stated that they deal by this option.

b. Main activities; in the main activities, 40% of the students like to work in group work or pair work during the lesson, and 55% of the students stated that they like

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it very much. Besides, 25% of the students stated that they liked game in the learning process, and 70% of them were stated that they liked game very much, an only 5% of the student do not like it. Moreover, in the discussion section or dialogue, 20% of the students very deal that they used English language in the dialogue or discussion section, means that they always used English in this activities. Even though 25% of the students they don't agree by this option, Most of them; 55% stated that they agree with the option that they used English language in the dialogue or discussion section. It showed that they used English in this activity. Next, 25% of the students were very deal that they always tried to share and to show their opinion in public well when they have the chance and do not feel shy. 70% of them agree with this option, means that they tried to share and show their opinion in public. And only 5% of the students do not try to give the opinion in public well because they fell shy.

c. Closing; in the end activities, 70% of the students stated that they was tried to solve the problem solving task well, moreover 30% of them stated that they did it very well. Besides, 35% of the students that they always enthusiast in doing the task and never stop before finishing it. The rest of them 65% was enthusiast for doing the task and never stop also before finishing it.

4.3 What Kind of Activities to Improve Students' Motivation in Learning

In this stage, the researcher explained what kind of activities to improve students' motivation in learning. The implementation of providing various classroom

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activities was very helpful to increase students' motivation in learning. In this study the teacher was selectively in choosing the activities of teaching and learning process. It was fun and interested for the student. The researcher was analyzed by the result of this study in the first cycle and the second cycle.

In the first cycle, the teacher was used motor activities, visual activities, and comprehension activities. In the opening of the lesson the teacher gave the students stimulus and response by asked them some of questions related to the material to stimulate the student prior knowledge. And gave them motor activities: (game) in group work. The teacher asked the student to work in group in game activities. Before the teacher shows the student text of the material she drilled the vocabulary to the students and begun to the main activities.

In the main activities the teacher used comprehension activities. Here the teacher asked them to understanding of the text, and then she begun to explain it well. Next, visual activities; in this stage the student worked in group to discuss and describe the picture in their group by guessing the picture card. In this study the teacher also gave oral activities, the teacher asked the students to describe the interesting picture in public by the volunteer of group. The last activities, the teacher asked the students to write report text based on the picture card they got. During writing product, the teacher controlled and walked around the class, and also helped the students' difficulty in writing process. After all she asked the students submitted their work.

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In the second cycle, the teacher was used application activities, practice activities, comprehension activities, visual activities, and management task. In the opening of the lesson the teacher was used application activities to stimulate the students into the new material by asked them some questions. She gave the questions by using some of expression based on the material and asked the student to answer it based on their experience. Then asked them some expression usually they used and wrote it on the blackboard. In the up of the lesson she also used presentation activities. In this stage she gave another expression and explains it to the students.

In the practice activities the teacher-drilled those expressions to the students, and then asked them to make dialogue. In this stage involve student's performance, the teacher asked them to make a pair and asked them to use the expression they were learned in the dialogue with their pair. In the comprehension activities, the teacher showed the text of analytical exposition to the students and asked them to scanning the text (reading specific information), and then asked them what the text about before the teacher explain the text itself. In this stage, the teacher also provided some of picture related to the material and asked them to predict it what the picture about. Next, in the last activities the teacher give feed back activities by used management task; (problem solving activities). in this stage, the teacher asked to each pair to discuss about the cause effect of those pictures, and then asked them to fill the blank table based on the picture and the students gave their opinion about cause effect and how to solve it in the table. Last, the teacher asked each pair to collect the task. Next asked them about the difficulty and close the lesson.

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4.4 Discussion

The researcher did a research about increasing students' motivation in learning English by providing various classroom activities. The teacher concluded that providing various classroom activities were useful to increase students' motivation in learning English. This activity was really useful to stimulate the students' motivation in learning English. By providing various classroom activities in learning English, the students could be active in the class. When various classroom activities implemented in the teaching and learning process, the students were enthusiastic and active in the class. They express their own ideas well, they were give good response and opinion during the class, and they also had good interaction in the class. Besides, it also brought a good atmosphere in the class so it made the students interested in teaching and learning process. The students were enjoyed in teaching and learning process during the implementation of various classroom activities, it promote the students motivations' in learning English

The students were very active in game competition; they were expressing their own opinion and ideas well. They also work in group and pair well in all of the cycle in this study. The students were curious by the material in the all off the cycle. It promotes their desire to learn active during teaching and learning process.

From the result of the checklist observation, each cycle showed that the score of students' motivation were very good even though in the first cycle the teacher was found that only some of the student were passive when the teacher give the question because they afraid make mistake. Moreover, only some of students were passive

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because they difficult to express their ideas using English to their group. It caused the minimum of their vocabulary. The teacher also found some of the students made mistake in spelling when drilling activities. At the second cycle, these problems were decrease. Students looked active during the teaching and learning process. They could avoid their difficulty in vocabulary since they had brought a dictionary. All of the students express their own ideas well and had good response to the teacher. The students also had good interaction with the teacher and their pair in the second cycle. Moreover this cycle was the end of the research because the objective learning had been reached by the students. There for it could be said that providing various classroom activities were really increase students' motivation in learning English.

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CHAPTER V

Conclusion and Suggestion

4.5 Conclusion

Based on the analysis of the data in this study, the implementation of providing various classroom activities as teaching aid could help the students learning actively, and could help the teacher in teaching effectively. When various classroom activities were implemented in the teaching and learning process, the students were enthusiastic and active in the class. They were giving their opinion and their ideas well. Students were active in the competition when the teacher gave the game to them. Moreover, the students also had good interaction with the teacher and their group or their pair during teaching and leaning process. Besides it also brought the students to a good atmosphere in the class and made the students interested in the subject to be taught. The students enjoyed during the teaching and learning process, they had good curiosity to the material which brought them to have a good desire in learning. It promotes the students' motivation in learning English.

The implementation of providing various classroom activities was suitable as teaching aid in teaching English because various classroom activities service the needs and interest of the students. Besides, practicing teaching with various classroom activities will stimulate the students to respond the material. In this various classroom activities the teacher used kind of activities to increase students' motivation as visual activities (using picture instead of text), working in groups or pair as opposed to working alone, game competition which one of the powerful tools

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that can be used in therapy, and of course game is fun. It can make enjoy and feel better both emotionally and physically of the students which can increase students motivation. Moreover, in this various classroom activities the teacher also gave another activity which stimulates students' interest. The interests of the students stimulate their motivation in learning English. Meanwhile motivation itself was known as one of important aspect which influences for the success of learning.

4.6 Suggestions

At the end of the study there are some of suggestions. The suggestions are in order to give contribution in developing students' motivation and students' competence in learning English. There are three parts of suggestions; they are for English teacher, students, and for further researcher.

1. Suggestions for the teacher: the teacher should be creative in teaching English, because English is second language for the students and it becomes difficult subject for some of the students. The teacher should provide various activities in learning, to avoid the boredoms of the students and choose the interest activity; the activity which can increase students' desire in learning English because when students have good desire, they have good motivation in learning English which it can reach the goal in teaching and learning process
2. Suggestions for the students: students should be active in the class, and should learn English well because English is the international language, as tool of

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communication, and English also used in many aspects of life. There fore English very important for the students to be learned.

3. Suggestions for the further researcher: it is expected to another researcher to conduct another study or different study to fulfill the weaknesses, and also to complete this study through providing various classroom activities to increase students' motivation in learning English.

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