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OF MTS.KANJENG SEPUH SIDAYU GRESIK

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D23 TANGGAL :

Written by:

Siti Nur Halimah

D35206027

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH

STATE INSTITUTE FOR ISLAMIC STUDIES

SUNAN AMPEL SURABAYA

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ADVISOR'S APPROVAL SHEET

Thesis by :

Name : SITI NUR HALIMAH

NIM : D35206027

TITLE : TEACHERS' EFFORTS TO MOTIVATE THE STUDENTS IN

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OF MTS KANJENG SEPUH SIDAYU GRESIK

Has been accepted and approved to be examined

Surabaya, January 8th, 2011

___/

Advisor

Dr. Muhammad Salik M.Ag

NIP.196712121994031002

APPROVAL SHEET

This thesis by Siti Nur Halimah has been examined on January 25, 2011 and approved by the board examiners

Dean of Tarbiyah Faculty,

. H. Nur Hamim, M.Ag P.196203121991031002

The board of examiner

Chair,

Dr. Muhammad Salik, M.Ag NIP.196712121994031002

Secretary.

Fitriah, MA

NIP.197610042009122001

Examiner I,

Mokhamad Syaifudin, M.Ed

NIP.197310131997031002

DECLARATION

Yang bertanda tangan di bawah ini:

Nama : Siti Nur Halimah

NIM : D35206027

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah

Judul Skripsi: TEACHERS' EFFORTS TO MOTIVATE THE STUDENTS IN

LEARNING ENGLISH AT LANGUAGE PROGRESS

PROGRAM OF MTS. KANJENG SEPUH SIDAYU GRESIK

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ABSTRACT

Teachers' Efforts to Motivate the Students in Learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik

Teacher is one of the important components in the teaching learning process and has a big influence on students' failure or success. One thing that should be considered by the teacher is the students' motivation, because the students' motivation is one of the most important things which influence their failure or success in learning English. In this case, many kinds of strategies which can be used by the teacher to motivate the students in learning English.

Based on the reasons above, the writer is interested to analyze the efforts implemented by the teacher to motivate the student in learning English. The writer chosed LPP of MTs. Kanjeng Sepuh as her subject because as she knows, this is one of the favorite schools in Gresik which has many achievements in educational field, especially in English. So, the writer wanted to know the teachers ways to motivate their students in learning English.

In this study, the writer tried to answer two questions: (1) What are the efforts implemented by the teacher to motivate the student in learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik?; (2) How do the students respond to the teacher's efforts in giving motivation in learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik?

The research design applied in this study was descriptive quantitative research. In collecting the data, the write observed the teaching- learning process in the classroom, gave questionnaire to the students, and also interviewed the English teachers of LPP.

Based on the analysis of the data, the writer concluded that the teachers of LPP have implemented many efforts to motivate their students in learning English. The effort were often used by the teachers are: by showing their enthusiastic behaviour in teaching English, bringing some cultural products to the class, giving the task and homework based on the students' ability, varying their teaching method, stimulating the students to involve in teaching-learning process, asking the students to work in a group, and also by giving rewards to the students.

But in this case, the teacher did not implement some efforts which students' felt have important role to motivate the students in learning English. They never invite native speaker and senior students in the class, and they also gave less autonomy for the students in deciding what to do. Concerning the students' responses, mostly, they like their teachers' efforts to motivate them in learning English.

Key word: Teachers' efforts, motivation.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In globalization era like nowadays where science and technology are accelerating, and the competition, especially in business and job seeking, force us to master more skills. One of the important skills to be mastered is language skill.

As we know that English is considered as the most important language to be mastered among the languages, because English is an International language used to communicate with other people in the world. English is used in many aspects of human life such as economic, social and culture. Moreover, English has very important role in education.

Indonesia is one of many countries who considered that English is very important in education aspect. So that, government places English as a compulsory subject and must be taught in the school start from Elementary School, Junior High School, up to University. Moreover, English has been taught in Kindergarten.

In the course of time, English becomes a compulsory subject in the school, not only at state schools but also in many schools who have Islamic orientation like MTs. Kanjeng Sepuh Sidayu Gresik.

Teacher has an important role in students' achievement, because learners depend on their teacher, especially in learning English. As we know that English is not a part of Indonesian culture and naturally, the student often find some difficulties to have an interest in learning English. Finally, they depend on their teacher to develop their interest so that they might study English.

Based on those phenomenons, the English teachers should be more responsive and have to create a good condition in order that the students are motivated in learning English, because the students' motivation is one of the most important things which influence their failure or success in learning English. It is easy in second language learning to claim that a learner will be successful with the proper motivation, without such motivations we will fail to make necessary effort.²

Students with higher motivation will do better than students with lower levels. If one is motivated, he or she has reasons (motivation) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, show the desire to achieve the goal, enjoys the activities, etc." In this case, the intrinsic motivation has greatly influenced the students' learning activity, while

² Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge UK: Addison Wesley Longman,Inc, 1991), Vol.3, p.51

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco:Addison Wesley Longman,Inc,2000), Vol.4, p.160

³ Gardner in Al Tamimi and Shuib, A Study Of Petroleum Engineering Undergraduates At Hadhramout University Of Sciences And Technology, (GEMA Online Journal), (attitude...pkukmweb.ukm.my~ppblGemapp%2029_55.pdf, acsessed on May 10, 2010)

in extrinsic motivation; teacher has the greater influence on the students' learning English motivation than their parents.

A study of motivation was undertaken by Mutammimah. She conducted the study to know the students' motivation in learning English and the method that the teacher applied to raise the students' motivation and interest at MTs. Alkhoiriyah Dalegan Panceng Gresik. The result indicated that the students' of MTs. Al-Khoiriyah had good motivation in learning English, and the teacher used various methods in teaching English such as discussion, games, group work, roole play, etc. to make the them active and enjoy in learning English. ⁴

A more recent study was carried out by Sandra, her study was conducted to describe the implementation of giving rewards by teacher to motivate students' of SMA Suralaya Plus in learning English and describe the students' responses after getting rewards from teacher. The result showed that giving reward can be alternative strategy to motivate the students in learning English. Students who did not have enough intrinsic motivation yet to learn, can be helped by extrinsic motivators in the form of rewards. The findings also indicated that most of the students like and felt pleasant when they get rewards from the teacher. ⁵

⁴ Mutammimah, Students' Motivation in Learning English at MTs. Al Khoiriyah Dalegan Panceng Gresik, Unpublished Thesis, (Surabaya: UNISMA Malang, 2000), p.65

⁵ Tri Amelia Sandra, An Analysis of Giving Rewards by Teacher to Motivate the Students of SMA Suralaya Plus Sumenep in Learning English, Unpublished Thesis, (Surabaya: IAIN Sunan Ampel, 2010), p.69

However, there are some similarities between the writer's study and the previous studies. All of the studies conducted the same study in motivation in the form of descriptive quantitative research.

Yet, there are some differences between the writer's study and the previous studies. They are different in subject and the research problem. The previous studies were conducted to identify the students' motivation in learning English and the implementation of giving rewards to motivate students in learning English, while the writer conducted her study to identify all of the teachers' efforts to motivate the student in learning English. So, the writer focused her study to describe the way of teacher to motivate the students in learning English rather than explaining the students' motivation in learning English.

However the finding of previous studies can be used as guidance for the writer's study, so that she can use it to make perfect the next study that she done and use it as reference for her research.

There are many reasons why the writer was interested in conducting her study at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik, they are:

 This school is one of the favorite schools in Gresik, because it has many achievements in educational field (especially in English subject) and also has complete facilities.

- This school is one of the favorite schools in Gresik who becomes a model school for the other private school in Gresik area.
- This school often becomes the winner of English competitions, such as:
 - -The second winner of speech contest at East Java level in 2005
 - -The first winner of retell story contest at Gresik area in 2005
 - -The first winner of speech contest at Gresik area in 2006
 - -The third winner of speech contest at East Java level in 2007
 - -The second winner of retell story contest at Gresik-Lamongan area in 2009

Based on the description, the writer conducted a similar study of motivation at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik. She decided to conduct a research entitled:" TEACHERS' EFFORTS TO MOTIVATE THE STUDENTS IN LEARNING ENGLISH AT LANGUAGE PROGRESS PROGRAM OF MTS.KANJENG SEPUH SIDAYU GRESIK".

B. Statement of the Problem

In line with the background of the study, the writer formulates the problem as follows:

- 1. What are the efforts implemented by the teacher to motivate the student in learning English at Language Progress Program of MTs.Kanjeng Sepuh Sidayu Gresik?
- 2. How do the students' responses to the teacher's efforts in giving motivation in learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik?

C. Purpose of the Study

Related to the problems above, the writer wants to:

- Describe the efforts implemented by the teacher to motivate the students in learning English at Language Progress Program of MTs.Kanjeng Sepuh Sidayu Gresik
- Describe the students' responses to the teacher's efforts in giving motivation in learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik

D. Significance of the Study

It is hoped that the result of this study will present something as stated below:

1. The writer will get more knowledge about motivating the students in learning English

- The writer hopes that the result of the study will provide information for English teacher about how they should apply the proper approach to maintain the students' motivation in learning English
- 3. Hopefully the result of this study will inspire interested researcher to make a study with a similar theme

E. Scope and Limitation

The writer will limit the study in the description of the teachers' effort to motivate the students in learning English and the respond of the students in the classroom. Besides, this study will be conducted at LPP of MTs. Kanjeng Sepuh Sidayu Gresik.

F. Definition of Key Term

> Effort : The use of much physical or mental energy to do something.⁶

➤ Motivation : A need and desire to participate in, and be successful in the learning process.

➤ Learning : Is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.⁷

⁶ A Hornby "Oxford Advanced Learners Dictionary" (London: Oxford University Press,1995), Vol.3, p.370

> LPP

: Language Progress Program is a program of MTs. Kanjeng Sepuh which give more emphasis on learning language, especially English and Arabic which are held on Sunday – Tuesday at 07.00 – 10.00 (for the first and second class) and at 13.00 – 16.00 (for the third class).

⁷ H. Douglas Brown, op. cit., p. 7

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer wants to discuss literatures related to this study. It consists of the role of the teacher in learning English, Motivation, and general description of Language Progress Program.

A. The Role of the Teacher in Learning English

School is one of many places where students' behavior and future educational success is shaped. In this case, a teacher has an important role for their students' success, because from the teacher they gain much knowledge, and everything the teacher said will have an impact on the student.

As we know, English is something new for us to be learned, because English is not a part of our culture. So, the students mostly depend on their teacher when they learn it.

In teaching learning process, the role of teacher may change from one to another, it depends on the activity. However, all teachers' roles are aimed to facilitate the students' progress in some way or other. There are some teachers role in learning English as stated below:⁸

⁸ Jeremy Harmer, op.cit., p. 58-62

1. Controller

When teacher acts as controller they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controller takes the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

2. Organizer

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

3. Assessor

One of the things that students expect from the teachers is an indication of whether or not they are getting their English right. This where we have to act as an assessor, offer feedback and correction, and grade students in various ways.

4. Prompter

Sometimes, when students are involved in a role play activity, for example, they lose the thread of what is going on, or they are 'lost for word'. They may not be quite sure how to proceed. In such situations we want to help but we must not, because we are keen to encourage the students to think creatively rather than have them hang on our every word. If we opt for the latter, we are adopting some kind of a 'prompting role'.

5. Participant

The traditional picture of teachers during student discussion, role-play, or group decision-making activities, is of people who 'stand back' from the activity, letting the learners get on with it and only interviewing later to offer feedback and or correct mistakes. However, there are also times when we might want to join in an activity not as a teacher, but also a participant in our downright.

6. Resource

In some activities, it is appropriate for us to take on any of the roles. Suppose that the students are involved in a piece of group writing, or that they are involved in preparation for a presentation they are to make to the class. In such situations, having the teacher take part, or try to control them, or even

turn up to prompt them might be entirely unwelcome. However, the students may still have need of their teacher as a resource.

7. Tutor

When students are working on longer projects such as piece of writing or preparation for a talk or debate, we can act as a tutor, working with individuals or small group, pointing them in directions they have not yet thought of taking. In such situations we are combining the roles of prompter and resource, acting as tutor.

8. Observer

We will want to observe what students do (especially in oral communicative activities) so that we can give them useful group and individual feedback, and it is often useful to take notes on students' performance. However, teachers do not only observe the students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lesson so that they can. If necessary, make changes in the future.

9. Motivator

Actually teacher has unique and very complex role in teaching – learning process. Teacher has the effort to send the students to get the level of

life that they dreamed,⁹ because teacher is one of the important things in educational elements who takes a part actively and has a big responsibility to bring his or her students to be successful.

Teachers' role in teaching – learning process not only as prompter, tutor, observer that has been stated above. One more important role of teacher is as motivator. As motivator, the teacher has to motivate, stimulate students to take out their potency and creativity. The students have high enthusiasm in learning when they have high motivation, and motivation can be effective when it is done by concerning the students' necessity.

Teacher skills in motivating learners should be seen as central in teaching effectiveness. Variation of teaching method, reinforcement, etc. can motivate the students in order to be enthusiastic and active in learning. So, as motivator, teacher has to use various method in teaching in order not to make the students bored, because it must be very difficult and may impossible to teach students who are bored and do not want to learn.

⁹ Sadirman A.M., Interaksi dan Motivasi Belajar Mengajar, (Jakarta: PT.Raja Grafindo Persada, 2006). P.125.

10 Syaiful Bahri Djamarah, Guru dan Anak Didik dalam Interaktif Edukatif, (Jakarta: PT.Rineka Citra, 2000), p.45

B. Motivation

a. Defining Motivation

The word motivation is derived from the Latin term "motive" (a moving cause)¹¹, which suggests the activating properties of the process involved in psychological motivation. Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.¹² Moreover Brown said that motivation is the extent to which you make choices about (a) goals to persue and (b) the effort you will devote to that pursuit. So we can say that motivation is someone's need or desire to do something in order to achieve goals and successes.

In education, motivation has an important role in students' success, especially in learning foreign language. When asked about the factors which influence individual levels of success in any activity- such as language learning-, most people would certainly mention motivation among them. ¹³ It is easy in second language learning to claim that learner will be successful with the proper motivation. ¹⁴ Motivation is one of the most important factors influencing learners' success of the second

14 H.Douglas Brown, op.cit., p.160

¹¹ Crystal in Meng Jing, "A Study of College Art Students' English Learning Motivation", Online Journals, (Online), (http://www.linguist.org.cndoscu200910su20091006.com)

¹² Jeremy Harmer, op.cit., p.51

¹³ Ufrieri in Al Tamimi and Shuib, "A Study Of Petroleum Engineering Undergraduates At Hadhramout University Of Sciences And Technology", (GEMA Online Journal), (attitude...pkukmweb.ukm.my~ppblGemapp%2029_55.pdf, acsessed on May 10, 2010)

language learning and many of the other variables are dependent on motivation for their effects to be realized.¹⁵

Students' motivation naturally has to do with students' desire to participate in learning process, but it also concerns the reasons or goals to involve in learning process. In this case, Uno classified the indicator of learning motivation as below:¹⁶

- The need and desire to be success
- The drive and need in learning
- The expectation and goals in the future
- The reward of learning
- An interesting activities in learning process
- The conducive environment, so the students may learn well

In discussion of motivation Harmer made distinction between extrinsic and intrinsic motivation:¹⁷

¹⁷ Jeremy Harmer, op.cit., p.51

¹⁵ Meng Jing, "A Study of College Art Students' English Learning Motivation" Online Journals (Online), (http://www.linguist.org.cndoscu200910su20091006.com

¹⁶ Hamzah B. Uno, Teori Motivasi dan Pengukurannya, (Jakarta: PT.Bumi Aksara, 2009), p.23

1) Intrinsic Motivation

Intrinsic motivation is factor affecting motivation which comes from within the student, such as interest or curiosity.¹⁸ Harmer said that a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. 19

The factors which come from self-student can be their enjoyment and interest in the language itself. So, the student will have the idea that foreign language only can be learned easier by their ability.

When intrinsically motivated, students tend to employ strategies that demand more effort and that enable them to process information more deeply.²⁰

2) Extrinsic Motivation

Extrinsic motivation is factor affecting motivation which is caused by any number of outside factors, for example: the need to pass an exam, the hope of financial reward, or the possibility of future travel. So the factor which come from outside of the student belong to the extrinsic motivation, for example: one from the teacher, setting, parents, etc.

¹⁸ Meng Jing, Op.Cit

¹⁹ Jeremy Harmer, op.cit., p.51 (Online), learn" Lumsden.., "Student Motivation in Linda S. (http://www.learn2study.org/teachers/motivation.htm, diakses 18 April 2010).

In this case, when students study hard in order to get high score or to win a prize, we can rightly conclude that their motivation is primarily extrinsic, because their reason for study is reside primarily outside themselves.

While it is reasonable to suppose that many learners have some degree of extrinsic motivation, and while it is clear that the attitude of students can be affected by members of their communities, there can be no doubt that intrinsic motivation plays a vital part in most students' success or failure as language learners.²¹ In this case, intrinsic motivation concern with anything that exists and happens in the classroom.

b. Source of Motivation

There are four sources of motivation in learning, these four sources of motivations are considered as a number of people who can affect and influence the students' feeling and engagement with learning English process, they are: 1). The society we live in, 2). Significant others, 3). The teacher, and 4). The method²²

²² Jeremy Harmer, op.cit., p.51

²¹ Jeremy Harmer in Mutammimah Mutammimah, "Students' Motivation in Learning English at MTs. Al Khoiriyah Dalegan Panceng Gresik", Unpublished Thesis, (Surabaya: UNISMA Malang, 2000), p.27

1) The Society

The society here means all of the situation or condition outside the classroom. For example: How important English is considered to be in society? How the view of society for cultural images associated with the language (English)?

All the view of the society for the language will influence the students' attitude to the language being studied, especially in students' motivation in learning English. As Harmer explains below:

All these views of language learning will affect the students' attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have profound effect on the degree of motivation the student bring to class and whether or not that motivation continues. Even where adult students have made their own decision to come to class to study English, they will bring with them attitude from the society they live in, whether these attitudes are thoroughly positive or somewhat negative.²³

Generally, basical motivation comes from individual activity is formed by the influence of society. So, we can say that the students motivation to learn well, can be improved and changed by the influence of society.

²³ Jeremy Harmer, op.cit., p.52

2) Significant Others

This part refers to the people who are close to the students. It can be students' parents, students' peer or their close friend. The attitude of a students' peer is also crucial for their motivation, because if they are critical of subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along them.²⁴

3) The Method

Teaching method is primarily description of the learning objective oriented activities and flow of information between teachers and students.²⁵

The variety of teaching language method may different from one teacher to another. The method that is used by teacher of language is an important thing in creating a class situation with the students interest, and finally they will enjoy the class and motivating. In contrary, if they feel bored with the method they may become unmotivated. So, as the language teacher we should have appropriate method for our language class.

²⁴ Jeremy Harmer, op.cit., p.52 ²⁵ http://www.adprima.com/teachmeth.htm

Moreover, Harmer says:

Perhaps method is the most difficult area of all to be certain of since a really motivated students will probably success whatever method (within reason) is used. Despite various attempts there is unfortunately no research in which clearly shows the success the one method over another. What we do know, however, is that if the student loses confidence in the method, he or she will become de-motives.²⁶

In this case, teacher carries a big responsibility in her classroom, because all students depend on her or him. Everything the teacher says will have an impact on the student. So the way students' acts depend on teachers' attitude. Teachers have the qualities to become model for students, because teacher is someone who respect, love, care, instruct, and guide their students to become a successful person. Besides, the teacher is the key to provide a good environment for the student, like creating fun activities in the classroom.

c. Some Ideas for Motivating Students

According to Dornyei, there are some ways that teachers can do to motivate the students in learning English:²⁷

1. Appropriate teacher behaviours

²⁶ Jeremy Harmer in Mutammimah, op.cit, p.28

²⁷ Zoltan Dornyei, Motivational Strategies in the Language Classroom, (Cambridge University Press, 2002), p.29

Enthusiasm

Enthusiasm is a great excitement or interest in something and desire to become involved in.²⁸In this case, enthusiasm tends to the teachers' interest and desire in teaching English.

Moreover, projecting enthusiasm here mean that the teachers clearly identify their reasons for being interested in the topic and then share it with the students. If a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake.²⁹

Here, as a teacher we should deliver our explanation and presentation with energy and enthusiasm. As a display of our motivation, our passion motives the students. Make our course personal and showing why we are interested in the material.

Care

Students will respond with interest and motivation to teachers who appear to be human and caring. Teachers can help

²⁸ A Hornby, op.cit., p.370

²⁹ Csikzentmihalyi in Zoltan Dornyei, *Motivational Strategies in the Language Classroom*, (Cambridge University Press, 2002), p.33.

produce these feelings by sharing parts of themselves with students, especially little stories of problems and mistakes they made, either as children or even recently. Such personalizing of the student or teacher relationship helps students see teachers as approachable human beings and not as aloof authority figures. Young people are also quite insecure, and they secretly welcome the admission by adults that insecurity and error are common to everyone. Students will attend to an adult who appears to be a "real person," who had problems as a youth (or more recently) and survived them. It is also a good idea to be approachable personally. Show that you care about your students by asking about their concerns and goals.³⁰

2. A pleasant and supportive atmosphere in the classroom

Students do not perform or think well when they feel invalidated or threatened. It is easy to tell when the 'pleasant-supportive-classroom-atmosphere' is there- you can sense it after only a few minutes stay in particular class. There is no tension in

Robert Harris," Some Ideas for Motivating Students" (Online), (http://www.virtualsaltcom/motive.htm, accessed on May 10, 2010).

the air; students are at ease; there are no sharp – let alone hostile – comments made to ridicule each other.³¹

Learning English is not an easy thing. Students will feel conscious about their lack English ability and will be reluctant to use the language. Here, the teachers' job to create a supportive environment, where the students will be comfortable when they learn the language, and enjoy in learning English.

Moreover, Dordnyei adds that a further tool to improve the classroom atmosphere is the use of humor. The main point about having humor in the classroom is not all about cracking jokes but rather having a relaxed attitude about how seriously we take ourselves. Besides, the classroom atmosphere is also influenced by the decoration: poster, bulletin board displays, flowers, funny object.etc.³²

3. Enhansing the learners' L2 related values and attitudes

Every body from a very young age onwards has fairly well-established value system consisting of collection of attitudes, beliefs and feelings related to the world. There are some ways that

32 Ibid.,p.41

³¹ Zoltan Dornyei, op.cit, p.41.

teachers can do to promote integrative values and raise the students' cross cultural awareness:³³

- a. Bring various cultural products (e.g. magazine, music, TV recording, videos) to the class.
- b. Arrange meetings with L2 speakers and invite some interesting native-speaking guest to class.
- c. Organise school trips or exchange programmes to the L2 community.
- d. Invite senior students to talk to your class about their positive experience.

4. Making learning stimulating and enjoyable

Balance the Challenge

Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety.³⁴

³³ Ibid., p.55

³⁴ http://serc.cartelon.edu/NAGIWorshops/affective/motivation.html

Vary Your Teaching Methods

Variety reawakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in your course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work.³⁵

Have Students Participate

One of the major keys to motivation is the active involvement of students in their own learning. It is better to get students involved in activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson,³⁶ do not tell students something when you can ask them, because the more students do, the more they will learn.

5. Creating learner autonomy

Provide Choices

The students will be more motivated to engage in task if they have some say in what the task is, how it is to be carried out and

³⁵ http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.html

presented. The more controlling the teacher is the less motivated the learner will be. Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class. Giving your student options can be as simple as letting them pick their partners or select from alternate assignments.³⁷

In this case, teacher become as facilitator for learners. It does not mean that the teacher have to fill the students' empty by helping them to do their work, but put her or himself as helper and instructional designer for the students in researching and understanding something.

6. Promoting cooperation among the learners

When students work together they tend to like each other regardless of ethnic, cultural, class or ability differences. This because in cooperative situations students are dependent on each other and share common goals, which in turn create a feeling of solidarity and comradely supportiveness. Cooperation is also motivating because the knowledge that one's unique contributions is required for the group to succeed increases one's efforts. Cooperative situations generally have a positive emotional tone,

³⁷ http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html, loc.cit.

which means that they generate less anxiety and stress than other learning formats.³⁸

7. Offering rewards as motivating manner

Students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Rather than criticizing unwanted behavior or answers, reward correct behavior and answers. Remember that adults and children alike continue or repeat behavior that is rewarded. The rewards can (and should) be small and configured to the level of the students. Small children can be given a balloon, a piece of gum, or a set of crayons. ³⁹There are many kind of rewards: ⁴⁰

- Material rewards, such as sweets, ice cream and other consumables, money, various school prizes (e.g. books, pencils, bookmarks, trinkets);
- Special privileges, opportunities and perks, such as choosing activities or stories, extra play time, use of special equipment (e.g. computer) or facilities (e.g. library, gym);

³⁸ Zoltan Dornyei, Op.cit., p.101

⁴⁰ Zoltan Dornyei, Op.cit., p.129

Robert Harris," Some Ideas for Motivating Students" (Online), (http://www.virtualsaltcom/motive.htm, accessed on May 10, 2010), loc.cit.,

- Awards and other recognitions such as honour rolls, notice board displays, gold stars;
- Teacher rewards, such as special attention, personalized relationship, special times spent together.

Based on some ideas above, the writer concluded that the main point in motivating the student in learning English is the teacher behaviours. However teachers are someone who has big responsibility in the class, all of their attitude will influence the students, especially for the students' motivation. When a teacher feel enjoy, interest, and enthusiasm in teaching English, they will find many ways to make their students enjoy in their class; and finally the students will be motivated to study English in the class.

C. The General Description of Language Progress Program (LPP) of MTs. Kanjeng Sepuh

LPP is a program which is organized to know the real level of the students' language ability in English and Arabic. It is an independent program of Kanjeng Sepuh. Kanjeng Sepuh is one of educational institution that has mission to help developing countries to improve the education and human resources. Its orientation is helping students of which are mostly from middle to low social classes to get better education by serving some programs.

LPP (Language Progress Program) has three levels, they are:

1. Beginning : This level is for the students at first grade of Junior

High School.

2. Intermediate : This level is for the students at second grade of Junior

High School.

3. Final : This level is for the students at third grade of Junior

High School.

The Time allocation of teaching – learning activities in the class is 2 hours in a week for grammar, 2 hours for reading, and 2 hours in a week for conversation.

The English materials that are learned in LPP are: Grammar, Reading, and Conversation. The material of LPP is presented in many various kinds of communicative activities such as dialogue, discussion, retelling story, listening music, etc.

CHAPTER III

RESEARCH METHODOLOGY

In this Chapter, the researcher presents the methodology of the study. It includes: 1).Research design, 2). Population and sample,3). Instrument of the study, 4).Data collection and 5). Data analysis.

A. Research Design

The research design applied in this study is descriptive quantitative research. The writer used descriptive approach because the study was conducted to describe the teachers' efforts to motivate the students in learning English at LPP of MTs. Kanjeng Sepuh. Concerning this, Riyanto says as follows:

Penelitian deskriptif adalah penelitian yang diarahkan untuk mem-berikan gejala-gejala, fakta-fakta atau kejadian-kejadian secara sistematis dan akurat, mengenai sifat-sifat populasi atau daerah tertentu. Dalam penelitian deskriptif cenderung tidak perlu mencari atau menerangkan saling hubungan dan menguji hipotesis.⁴¹

The quotation above means that descriptive research is research which is directed to give symptoms, facts or events in systematic and accurate, about the nature of a particular population or region. In descriptive studies tend to not seek or explain the interrelationship and test hypothesis.

⁴¹ Yatim Riyanto, Metode Penelitian Pendidikan Kualitatif dan Kuantitatif ,(Surabaya: Unesa University Press, 2007), p.107

Since there only school namely MTs. Kanjeng Sepuh were researched by the writer, this study then Case study. A case study is an in-depth study of a single unit, such as one individual, one group, one organization, one program, and so on.⁴²

This study was conducted at LPP of MTs. Kanjeng Sepuh Sidayu Gresik. For the first step, the writer gained the data by using observation. It was conducted to gain information about the teaching- learning process, especially the way of teachers in motivating the students and the students' response. She did the observation for nine meetings (three meetings for each class). For the next step, the writer distributed the questionnaire to the students to know the students' responses after their teacher giving motivation even they were motivated or not. The last step, the writer interviewed the English teachers of LPP to have more deeply information about their efforts in motivating the students to learn English.

The description of the teachers' efforts was the main emphasis, while the quantity of the subject (student) was the second emphasis.

B. Population and Sample

1. Population

⁴² Donald Ary et.al." Introduction to Research in Education" (America: Wordsworth Group America, 2002), vol.6, p.27

A population is defined as all members of any well-defined class of people, event, or objects. In different words Sugiyono says "Populasi di artikan sebagai wilayah generalisasi yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik teretentu yang ditetapkan oleh peneliti untuk di pelajari dan kemudian ditarik kesimpulannya", 44 based on the sentences the writer concluded that population is defined as generalization area which consist of: objects/ subjects who have certain qualities and characteristic that set by the researcher to be learned and conclusion drawn.

The populations of this study were the English teachers and the students of LPP at MTs. Kanjeng Sepuh. This is the school program where the teachers teach some foreign languages, especially Arabic and English Language. This Program is divided into three classes, and there are 42 students in the first year, 40 students in the second year, and 30 students in the third year. So the numbers of all students of LPP are 112 students.

Besides, there are also three English teachers who became the population of this study. They are Listening teacher, conversation teacher, reading and grammar teacher.

⁴³ Thid n 163

⁴⁴ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2008), p.215

2. Sample

Sample is a portion of a population.⁴⁵ Dealing with this, Arifin says: "Sebagian dari subjek yang diambil dari keseluruhan subjek dalam suatu penelitian disebut dengan sampel penelitian." So, the writer concluded that some subjects are taken from the whole subject in the study, called the study sample.

From the numbers of population, the writer decided to take 56 students as the sample. In this case, the writer used stratification technique because she considered that the population of this study consists of some classes that is first, second and third class. Dealing with this, Arifin states: "Jika penelitian menuntut ketiga tingkatan tersebut sebagai populasi dan setiap tingkatan harus ada yang menjadi anggota sampel, maka peneliti lebih tepat menggunakan taknik stratifikasi." The quotation means, if the study requires three levels as the population and each level must become a member of sample, the researcher is more appropriate to use stratification technique.

More specific, the writer used proportional stratified random sampling to determine the number of sample and in order to have a representative sample. As Arifin says: "Lebih khusus lagi, jika peneliti ingin agar perwakilan masing-masing tingkatan jumlahnya sesuai dengan

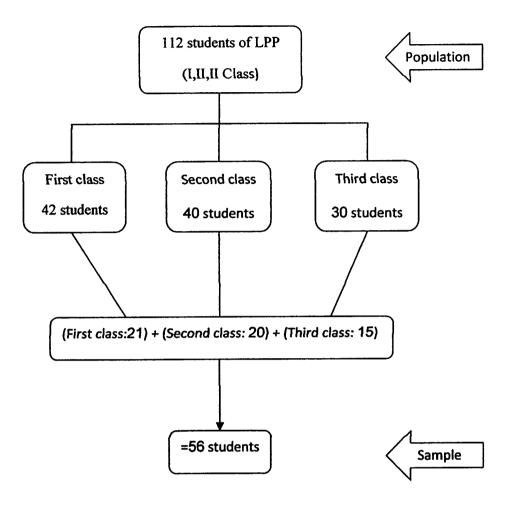
⁴⁵ Donald Ary, op.cit., p.163

jumlah anggota kelompok-kelompok tingkatan, maka peneliti lebih tepat menggunakan teknik stratifikasi proporsional (Proportional stratified random sampling). ⁴⁶ Based on the quotation, it is clear that more specifically, if researchers want representatives from every level number according to the number of group levels, the researcher is more appropriate to use proportional stratification techniques.

In the following, the writer explained the way in determining the number of sample for the study using proportional stratified random sampling technique:⁴⁷

⁴⁶ Zaenal Arifin, Metode Penelitian Pendidikan, (Surabaya: Lentera cendikia, 2008), p.69

47 Yatim Riyanto, op.cit., p.61



Based on the technique of proportional stratified random sampling above, the writer has 56 students as sample.

Besides, the writer also took 3 of English teachers as the sample, because she considered that there are only 3 English teacher of LPP.

C. Instrument of the study

1. Observation

The first instrument that was used by the writer was observation. In this case, the writer used non participant observation, because she only observed and did not involve in part of the class being observed. As Sugiyono says: "..Dalam observasi nonpartisipan peneliti tidak terlibat dan hanya sebagai pengamat independen.⁴⁸

The purpose of this observation was to get information about the teaching-learning process in the classroom especially the teachers' efforts that were implemented to motivate students and also the students' responses when their teacher give motivation during the teaching-learning process. While observing the class, the writer also use observation check list and wrote a fieldnote. The witer wrote all of things that happened during the observation, and also the condition of the class.

The observation check list can be seen in appendix 1

2. Questionnaire

Questionnaire is member of questions which must be answered by respondents.⁴⁹ In this study, the writer used form of informant's identity and list of questions given to the informats to gain the data from the

⁴⁸ Sugiyono, op.cit., p.145

⁴⁹ Sugivono, op.cit., p.39

students to know the students' respond to their teacher when they were giving motivation in learning English. The question was in Indonesian to avoid the students' misunderstanding and each points of questionnaire were aimed to answer the second research problem, which is to know the students' responses.

The questionnaire form can be seen in appendix 2

3. Interview

In this study the writer also did interview. Interview is procedure of asking and answering questions that involved two or more people which done by way of facing to face seeing and listening each other. ⁵⁰

The purpose of this interview was to collect the data from the teachers. The writer interviewed the teacher to know the teachers' efforts in motivating their student to learn English.

The interview form can be seen in appendix 3

D. Data Collection

The technical process of data collection will be stated as below:

- The data were taken from the students and the teacher of LPP
- The writer observed the teaching —learning process, the writer concerned with the efforts that were implemented by teacher in

⁵⁰ Mutammimah, op.cit., p.41

motivating the student in learning English in the class. The writer also observed the students' responses when their teachers motivate them in learning English. While observing the class, the writer used observation check list and also wrote a field note about whatever happened in the classroom.

- The writer also distributed the questionnaire to the students and asked them to answer the question then submit it. By this questionnaire the writer gained the information about the students' responses when their teachers motivated them in learning English.
- The last, the writer collected the data by interviewing the English teacher to know their efforts that were implemented to motivate their students in learning English.

E. Data Analysis

The writer gained the data through interview, questionnaire and observation, then the writer analyzed in some ways.

The data from the result of interview and observation were presented in the form of description. The writer described the information concerning with the teachers' efforts in motivating the students to learn English, such as the teachers' strategies that were implemented to motivate the student in the classroom.

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Furthermore, the writer also described the students' respond when their teachers motivate them in learning English, whether they were motivated by the teachers' effort or not, then presented the data in the form of presentages of questionnaire respondents. The writer used formula as below:

F
$$x 100 \% = Percentage$$

N

F: The frequency (Number of students fulfilling the questionnaire)

N: The total number of the students

CHAPTER IV

RESULT AND DISCUSSION

In this chapter the writer describes and presents the result of the study, the data were gained by observation checklist and field note, interview, and also questionnaire. The data presented here have been analyzed and elaborated to answer the research problems. First, The efforts implemented by the teachers to motivate the students in learning English. Second, about the students' respond to the teacher's efforts in giving motivation in learning English.

A. RESULT

1. The efforts implemented by the teachers to motivate the students in learning English

Based on the writer's observation for nine meetings, she concluded that there were many efforts that the teachers done to motivate the students in learning English and some of them is by giving reward. Teacher gave the reward not only for the students who could answer the question correctly, but also for the students who could not answer it. The teacher pointed his thumb to the students who answered correctly; teacher also gave reward to students who have answered correctly by giving chance to choose the other students to answer the next number/ question. (See appendix 4). Besides, the teacher also promoted the students cooperation by asking them to work in a group, and the

teacher decided the member of the students' group. Furthermore, the teacher gave chance for the students to be actively involved in learning process by giving them chance to ask some questions when students found some difficulties about the lesson. (See appendix 4)

In the second meeting, the teacher used TV and video to deliver the material for the students. Not too different from the first meeting, the teacher gave chance for the students to be actively involved in learning process by giving them chance to guess some difficult words. (See appendix 4). The teacher also gave the students some rewards, like: by pointing his thumb and praising the students by saying "that's good!!" when the students could guess the meaning correctly, and gave applause for students who had performed the dialogue in front of the class. Moreover, the teacher promoted the students cooperation by asking them to work in a group, and he decided the member of the students' group. In order to make the students enjoyed the class and avoided the students boredom, the teacher asked the students to sing an English song together. (See appendix 4)

There was no material that the teacher taught to the students in the third meeting, teacher just reviewed the material of grammar and then gave an exercise related to the tense and wrote it on the white board. After writing, she asked the students who could not see her hand writing, to move and sit in front rows. The teacher then asked the students to do the exercise on the white

board; in this case the teacher called based on attendance list and decided the question which should be answered by the students. The teacher also stimulated the students to be active in the class by giving them a chance to correct their friends' wrong answers. Sometimes, she also praised the students by saying "good answer!!!" to the students who could correct the wrong answers.

The fourth meeting was in the third class, exactly in reading class. The teacher gave the material and gave chance to students to ask some questions which they could not understand yet, the teacher also stimulated the students to be active in the class by giving them a chance to answer their friends' questions. (See appendix 6). Besides, the teacher also praised the students by saying "good answer..!" when there was a student could explain the difficult word. In order to make the lesson more interesting, the teacher made a game from the story. He divided the class into boy and girls' group, and gave a punishment for the lose group to sing an English song in front of the class. (See appendix 6)

There was no material in conversation class, because at that day the teacher would record the students' conversation using handy cam. The teacher recorded the students' conversation one by one and in many locations based on their theme. In the end of the meeting teacher asked all of the students to

assemble in the yard of the school, he praised the students and said that they had performed well. (See appendix 6)

In the last meeting of the third class, teacher explained the material to the students and gave them some examples of the material. She gave a chance to the students who could not understand the lesson yet, then explained it again. (See appendix 6) The teacher then discussed the examples with the students, then gave them an exercise. Teacher asked the students to do the exercise individually in their book. After that she called some students to do the exercise in front of the class one by one. Sometimes she made a joke by calling students' name by their favorite star (like: 'Ahmad' by 'Nidji'). (See appendix 6)

The next meeting was in the second class, and there were just a few effort that the teacher did to motivate the students. In reading class, the teacher gave a jumble story to the students. As the previous meeting, the teacher promoted the students cooperation by asking them to work in a group and he decided the member of students' group herself. The teacher then asked the students to discuss it with their group and arranged the jumble story into a good arrangement and to be a complete story. He gave a chance for the students to ask some questions which they could not understand yet, then explained it clearly. From those difficult words, the teacher then asked the

students to make a sentence and write it in their book, and then submit it. (See appendix 5)

In conversation class, the teacher turned on TV and played a video. At that time, the teacher wanted to show a video of their senior class conversation, which had been recorded the day before. After watching the video, teacher tried to stimulate the students by saying that they should be like their senior class and should be better than them. The teacher then asked the students to make a group, then make a dialogue as in the video. He gave chance for them to choose their groups' members and the theme of their conversation themselves. The teacher asked the students to prepare it well, because he would record their conversation and make video like in the third class in the following week. (See appendix 5)

The last meeting was in grammar class of the second class. There was no more material that was taught by the teacher. She just asked the students to do the homework on the white board, and she called the students randomly based on attendance list. The teacher then drilled and reminded the students about the material in a week before because she founded that there was a student who could answer the question correctly. She gave chance for the students to ask some questions if they could not understand the material yet, then she explained again. After that, she asked the students to correct the wrong answer. (See appendix 5)

From the result of interview, the writer concluded that there are many efforts that the teachers do to motivate the students in learning English:

First of all, the teachers varied their teaching method and made the teaching-learning process more interesting by using some games, direct practice, memorize new vocabularies every day, have a pocket book to write some English vocabularies, and ask the students to have a small diary book then practice to write their feeling. The teachers also stimulated the students by saying that they should not be afraid to make mistake in learning English, because that was not a big problem when they had correct or incorrect grammar and structure when they spoke or wrote it. The important one was the braver to speak and try to write by English.

Besides, the teacher also stated that they felt enjoy in teaching English, because they like English and teaching English was their job and their duty. They regarded the students as their friends and their partners, whom they could discuss with. They also shared many problems then tried to solve and find the solution of the problem together. Sometimes the teachers also asked about their concern, goal, and their condition.

Moreover, to create a pleasant and enjoyable class, the teachers usually made a joke in the middle of the lesson to refresh them. They also used many games and gave some English songs to make the students enjoy in

learning process, and sometimes they gave the students some funny stories, and asked the students who did not finish their homework to act as a funny animal.

Furthermore, the teacher also stated that they often brought and used media to teach their students, because it made the students easier to understand the lesson and some students were more enthusiastic when the teacher used media in the class. They also had a school trip program which is held once year. Every year they visit some places like Prambanan, Bali, and Borobudur to practice English with tourist. They also visit some places like PP. Gontor, BEC, and etc. to have an exchange program and motivate the students in practicing their English.

Giving homework and exercise were also done by the teachers; they stated that they gave the task and homework based on the students' ability, so they could do it well. Besides, all of the English teachers of LPP used direct method in teaching English, they stated that it was the best method to teach English, this method was more impressive to the students' mind and they could immediately practice their English. However, they also used other methods in teaching English. Sometimes they use discussion, peer teaching of senior students to junior students, observation to the real object, game, etc. The teachers always strive to involve the students in teaching-learning process; they stimulated their students to ask some questions if they did not

understand the lesson. So, the students were actively involved in teachinglearning process, paid big attention to get knowledge about English and competitive each other to become the best students.

Nearly every meeting the teachers asked the students to work in a group. They often used this method in teaching English, and most of them decided the students' group members.

For the last effort, they also gave rewards for the students. They gave them food and some school equipments, like: English story book, pencil, etc. to the students who got good result in the lesson. The school also gives a free school fee every semester for the students who got top rank. (See appendix 9)

From the result of Questionnaire, the writer found that most of the students really like English lesson, Forty six percent of students answered that they really like English lesson.

Table of Results of Questionnaire

	_	Responses				
No.	Statements	Really like Like	Like	Not really like	Dislike	
1.	Do you like English lesson?	46 %	38 %	16 %	•	

And their teachers often motivated them to learn English, and they often need the motivation from their teacher in learning English. Eighty four percent of students answered that they often got motivation from their teacher and sixty nine percent of students stated that they often need motivation from their teacher in learning English.

Table of Results of Questionnaire

No.	Statements	Responses			
	Satomono	Always	Often	Sometimes	Never
2.	Your teachers motivate you in learning English	5 %	84 %	11 %	-
3.	You really need motivation from your teachers	23 %	68 %	9 %	-

2. Students' responses to the teacher's efforts in giving motivation in learning English

a. Students' opinion about teachers' efforts in giving motivation concerning the appropriate teacher behaviours:

Most of the students stated that their English teachers were a pleasant people, and they made the students felt enjoy in learning English. Eighty five percent of the students answered that their English teachers were pleasant people, and fifty percent of the students stated

that their English teachers often made them felt enjoy in learning English.

Table of Results of Questionnaire

			Responses				
No.	Statements	Pleasant	Not really pleasant	Bored	Frighten		
4.	According to you, your English teacher	86 %	14 %	-	-		

No.	Statements	Responses				
	Sattantino	Always	Often	Sometimes	Never	
5.	Your English teacher make you enjoy in learning English	16 %	50 %	34 %		

Moreover, they stated that their teachers sometimes gave them time to share their problem outside the class, and they liked to share their problems with their teacher. Sixty three percent of the students answered that their teachers sometimes gave them chance to share their problem and sixty eight percent of the students stated that they liked to have chance to share their problems with their teacher outside the school time.

Table of Results of Questionnaire

No.	Statements		Responses			
	Satismonic	Always	Often	Sometimes Never	Never	
6.	Your English teacher give you time to share your problems outside the school time	9%	29 %	63 %	-	

Table of Results of Questionnaire

No.		Responses				
	Statements	Really like	lly like Like	Not really like	Dislike	
7.	How do you feel when your teacher give chance to share your problem?	11 %	68 %	21 %	-	

b. Students' opinion about teachers' efforts in giving motivation concerning a pleasant and supportive atmosphere in the classroom:

Some students stated that the condition of the class made them comfortable to study. Their teachers gave them humor in the middle of the class, they also held some games in the class, and some students were motivated by the teachers' humor and game. Fifty two percent of the students answered that they often felt comfort with the class condition, forty eight percent of the students stated that their teacher

sometimes made a game and humor in the middle of teaching – learning process, and forty one percent of the students answered that they were often motivated by the game and humor from their teacher.

Table of Results of Questionnaire

Г <u>.,</u>	Statements	Responses			
No.		Always	Often	Sometimes	Never
8.	The condition of the class make you comfortable in learning English	13 %	52 %	36 %	-
9.	Your teacher give you game and humor in the middle of teaching-learning process	27 %	25 %	48 %	-
10.	Your teachers' Game and humor make you motivated to learn English	23 %	41 %	36 %	-

c. Students' opinion about teachers' efforts in giving motivation concerning Enhansing the learners' L2 related values and attitudes:

Moreover, the students stated that their teacher also brought media to the class; they often brought magazine, TV, etc. Sometimes, they also held a school trips and an exchange programmes, but the teacher never invite native-speaking guest and senior students to class. Fifty two percent of the students answered that their English teacher

often bring various cultural products to the class, and seventy five percent of the students stated that their teacher sometimes held a school trips/ exchange programmes. Besides, all students also answered that the teachers never invite native-speaking guest and senior students to class.

Table of Results of Questionnaire

No.	Statements	Responses				
		Always	Often	Sometimes	Never	
11.	Your teacher bring various cultural products (e.g. magazine, music, TV recording, videos) in the class.	5 %	52 %	43 %	-	
12.	Your teacher invite native- speaking guest to class.	-	-		100 %	
13.	Your teachers held a school trips/ exchange programmes.	-	25 %	75 %	_	
14.	Your teachers invite senior students to the class.	-	-	-	100 %	

According to the students' opinion, Fifty two percent of the students stated that bringing various cultural products, inviting native speaker and senior students to the class, and having a school trips/exchange programmes had very important role to motivate them in learning English.

Table of Results of Questionnaire

No.			Responses			
	Statements	Very Important	' I important	Ordinary	Not important	
15.	Bring various cultural products, invite native speaker and senior students to the class, and have a school trips/exchange programmes have an important role to motivate you in learning English	52 %	13 %	36 %	-	

d. Students' opinion about teachers' efforts in giving motivation concerning making learning stimulating and enjoyable:

The students stated that they did not feel difficult in doing the task/ homework from their teachers. Fifty five percent of the students answered that their teachers never give a difficult task/ homework.

Table of Results of Questionnaire

No.	Statements	Responses				
	2,	Always	Often Sometimes Ne			
16.	Your teachers give a difficult task/ home work.	-	9 %	36 %	55 %	

Most of the students liked the methods that were used by their English teacher. Forty eight percent of the students answered that the methods that were used by their English teacher were pleasant method.

Table of Results of Questionnaire

			Responses				
No.	Statements	Pleasant	Not really pleasant	Bored	Frighten		
17.	According to you, the methods that are used by your English teacher	48%	43 %	9 %	-		

Dealing with the students' participation in the class, the students stated that their teacher also gave chance to the students to ask some questions if they had some problems with the lesson, and they were actively involved in learning English process. Forty five percent of the students answered that heir teachers always give chance to ask some questions if they did not understand the lesson, and Forty three percent of the students stated that they often actively participate in learning English process.

Table of Results of Questionnaire

No.	Statements	Responses			
	2	Always	Often	Sometimes	Never

18.	Your teachers give chance to ask some questions if you do not understand the lesson.	45 %	41 %	14 %	-
19.	You are actively participated in learning English process.	9 %	43 %	39 %	9 %

e. Students' opinion about teachers' efforts in giving motivation concerning creating learner autonomy:

In learning English, the English teachers often asked the students to work in group, but sometimes they had decided the students' group members. Fifty seven percent of the students answered that their teacher often asked them to work in a group, and fifty four percent of the students stated that sometimes their teachers gave them chance to choose the member of their group their selves.

Table of Results of Questionnaire

No.	Statements	Responses				
		Always	Often	Sometimes	Never	
20.	Your teachers ask you to work in a group.	14 %	57 %	29 %	-	
21.	Your teachers give chance to you to choose the member of your group yourselves.	-	39 %	54 %	7 %	

f. Students' opinion about teachers' efforts in giving motivation concerning promoting cooperation among the learners:

Based on the students' responses concerning promoting the cooperation among the learners, the writer concluded that most of the students liked to work together with their friends. Forty five percent of the students answered that they liked working in a group.

Table of Results of Questionnaire

No.	Statements	Responses				
		Really like	Like	Not really like	Dislike	
22.	Do you like working in a group?	4 %	45 %	34 %	18 %	

In other side, most of the students felt that work in a group could be motivation for them to learn English. Fifty seven percent of the students stated that work in a group often made them motivated to learn English.

Table of Results of Questionnaire

No.	Statements	Responses			
	buttonici	Always	s Often Sometin	Sometimes	Never
23.	Work in a group makes you motivated in learning English.	14 %	57 %	29 %	ı

g. Students' opinion about teachers' efforts in giving motivation concerning offering rewards:

For the next opinion, the students stated that they really like to be given a reward. Sixty three percent of the students answered that they really like to be given reward after doing the assignments or answering.

Table of Results of Questionnaire

No.	Statements	Responses				
		Really like	Like	Not really like	Dislike	
24.	Do you like to be given rewards after doing assignments or answering?	63 %	27 %	11 %	-	

And the last result, concerning the kind of reward that their teacher give to them, most of them stated that they prefer material rewards. Forty six percent of the students answered that they like to be given material rewards, and they felt that it gave good value until it could motivate them in learning English.

Table of Results of Questionnaire

No.	Statements	Responses			
		Material	Special	Awards and	Teacher

		rewards	privileges, opportunities and perks	other recognitions	rewards
25.	Which reward do you prefer until it can motivate you in learning English?	46 %	25 %	20 %	9 %

B. DISCUSSION

The data presented here have been classified and then analyzed based on the theory that the writer has mentioned in the previous chapter. The following are the discussion of teachers' efforts to motivate the students in learning English and the students' responds to the teacher's efforts in giving motivation in learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik.

A. The efforts implemented by the teachers to motivate the students in learning English

Based on the research, the writer found that the teachers used not all kinds of ideas for motivating the students which has mentioned in the second chapter. Based on the data presented here, it is found that the teachers' efforts in giving motivation in learning English at Language Progress Program of MTs. Kanjeng Sepuh Sidayu Gresik can be classified as follows:

1. Appropriate teacher behaviours

All of the English teachers of LPP enjoyed when they were teaching English, because they considered the students as their friend and their partners, and teaching English was their duty, so they might do that well. As Csikzentmihalyi stated in Zoltan Dornyei, he says that if a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering for its own sake.⁵¹

Besides, the teachers also showed that they cared with the students. In her observation, the writer found that the teacher cared with the students learning process, the teacher ask two students who could not see her hand writing to move and sit in front rows, so they could see it well. They also gave chance to the students to share their problem then try to solve and find the solution of the problem together, and sometimes they also asked about their concern, goal, and their condition. As Haris stated "It is also a good idea to be approachable personally. Show that you care about your students by asking about their concerns and goals." 52

52 Robert Harris, op.cit.,

⁵¹ Csikzentmihalyi in Zoltan Dornyei, op.cit., p.33.

2. A pleasant and supportive atmosphere in the classroom

Dornyei says that a further tool to improve the classroom atmosphere is the use of humour. 53 In the same line with Dornyei, to create a pleasant and enjoyable class, the teachers of LPP usually make a joke in the middle of the lesson to refresh them, one of the teacher called the students' name by their favorite artist name (like: 'Ahmad' by 'Nidji'). They used many games to make the students enjoy in the class. One of the teachers made a game using the English story material. He divided the class into boy and girl's group, and then he asked the members of the group to understand the story then retell it in front of the class. The group which had more performance would be the winner, and the lost might sing an English song in front of the class (See appendix 6).

Besides, the teacher of LPP also gave some English songs to make the students enjoy in learning process, and sometimes they gave the students some funny stories, and asked the students who did not finish their homework to act as a funny animal and sing an English song in front of the class. Furthermore, from the observation the writer saw that the physical environment of the class made the students comfortable in the class. There were bulletin board displays, some posters, and some handicraft which made by the students on the wall.

⁵³ Zoltan Dornyei, op.cit., p.40.

3. Enhancing the learners' L2 related values and attitudes

The teacher often brought and used media to teach their students, because it made the students easier to understand the lesson and some students were more enthusiastic when the teacher used media in the class. The teachers also held a school trip program once a year. Every year they visit some places like Prambanan, Bali, and Borobudur to practice English with tourist. According to Dornyei, the most far-reaching consequences in motivating L2 learners can be achieved by promoting positive language-related values and attitude. In this case, the teachers held school trip and brought media to the class to promote contact with L2 speakers and L2 cultural products. Besides, they also visit some places like PP. Gontor, BEC, and etc. to have an exchange program and motivate the students in practicing their English.

In this case, the teacher did not invite the senior students to the class but they recorded the senior students' performance, and then showed the video to the junior students.

4. Making learning stimulating and enjoyable

Giving homework and exercise were also done by the teachers; they gave the task and homework based on the students' ability, so the

⁵⁴ Zoltan Domyei, op.cit., p.51

students did not feel difficult to do the task and could do it well. Besides. the English teachers of LPP also varied their method in teaching English, they often used direct method to teach the students, and sometimes they use discussion, observation to the real object, game, direct practice, memorize new vocabularies every day, have a pocket book to write some English vocabularies, and ask the students to have a small diary book then practice to write their feeling. The teachers varied their teaching method to break the monotony of learning and avoid the students' boredom. As Dornyei states that what breaks the monotony of learning will also make the process more interesting, and what is interesting may encourage further students involvement.55

Besides, the teachers also strived the students to involve in teaching-learning process; dealing with this Dornvei adds that another way of making the learning stimulating and enjoyable is creating learning situations where learners are required to become active participants.⁵⁶ In this case, the teachers of LPP stimulated their students to ask some questions if they did not understand the lesson. So, the students actively involved in teaching-learning process, paid big attention to get knowledge about English, and competitive each other to become the best students.

⁵⁵ Zoltan Domyei, op.cit, p.73⁵⁶ Zoltan Domyei, op.cit, p.77

5. Creating learner autonomy

Students will be more motivated to engage in a task if they have some say in what the task is, how it is to be carried out and presented. The more controlling the teacher is the less motivated the learner will be.⁵⁷ In this case, the students of LPP had less voice in the class, because most of teachers did not give chance for them to decide what to do. For example, most of them had decided the students' group members. But in other side, sometimes the teacher let the students to choose the exercise that the students going to be worked, like: corrected their friends' answer on the whiteboard.

6. Promoting cooperation among the learners

Nearly every meeting, the teachers of LPP asked the students to work in a group. They promoted the cooperation among the learners to motivate them and avoid the students' anxiety. As Dornyei stated that cooperation is also motivating because the knowledge that one's unique contribution is required for the group to succeed increases one's efforts. Cooperative situations generally have a positive emotional tone, which

⁵⁷http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html,op.cit.

means that they generate less anxiety and stress than other learning formats.⁵⁸

7. Offering rewards as motivating manner

Haris says that students who do not yet have powerful intrinsic motivation to learn can be helped by extrinsic motivators in the form of rewards. Dealing with this, the teacher of LPP also offered some rewards to motivate the students. Mostly, they gave rewards to the students when they did the exercise or assignment correctly, and they used material reward such as gave the students some food and school equipments, like: English story book, pencil, etc.

Beside some rewards which have stated in the previous chapter, the teachers also used other reward to motivate the students. They used verbal reward like: saying *Good answers!*, *That's good!!* and point their thumb upward to the students who answered correctly, gave applause to the students who have performed in front of the class, and gave a reward to the students who could not do the assignment well by smiling, which indicated that they tried to motivate them by their body language. As Davies says that teacher can use positive body language such as smiling, looking directly at the child, standing close, listening intently, and

⁵⁸ Zoltan Dornyei, op.cit., p.101

Robert Harris, Some Ideas for Motivating Students, (Online), (http://www.virtualsaltcom/motive.htm, accessed on May 10, 2010), op.cit.

assisting when needed as effort that teacher used to motivate students effectively.⁶⁰

Beside those efforts above, the teachers of LPP also motivated and stimulated the students by saying that they should not be afraid to make mistake in learning English, because that was not a big problem when they had correct or incorrect grammar and structure when they spoke or wrote it. The important one was the braver to speak and try to write by English.

B. Students' responses to the teacher's efforts in giving motivation in learning English

The first is about students' responses about teachers' efforts in giving motivation concerning the appropriate teacher behaviours. Based on the result of questionnaire, it could be concluded that most of the students felt that their English teachers were pleasant people, and they made the students felt enjoy in learning English. Besides, they also felt happy and like having chance to share their problems with their teacher when their teachers gave them time to share their problem outside the class.

Moreover, when the researcher checked the students' responses about teachers' efforts in giving motivation concerning a pleasant and

⁶⁰ Leah Davis, M.Ed. , Effective Praise, http://www.kellybear.com/TeacherArticles/TeacherTip37.html

supportive atmosphere in the classroom, the students responded that the condition of the class made them comfortable to study. Sometimes their teachers gave them humour in the middle of the class, and held some games in the class. The students also stated that they were often motivated by the teachers' humor and game.

The third is the students' responses about teachers' efforts in giving motivation concerning Enhansing the learners' L2 related values and attitudes. The students felt that bringing various cultural products (like: magazine, video, TV, etc.), inviting native speaker and senior students to the class, and having a school trips/ exchange programmes had very important role to motivate them in learning English.

Meanwhile, when the researcher checked the students' responses about teachers' efforts in giving motivation concerning making learning stimulating and enjoyable, most of the students liked the methods that were used by their English teacher; they felt that the methods that were used by their English teacher were a pleasant method. Their teachers never gave a difficult task/ homework, so they did not find some difficulties in doing the task/ homework from their teachers. Dealing with the students' participation in the class, the students stated that their teacher always give them chance to ask some questions if they had some

problems with the lesson, and they are often actively involved in learning English process.

The next is about students' opinion about teachers' efforts in giving motivation concerning creating learner autonomy. The result stated that their teachers often asked them to work in a group and sometimes their teachers gave them chance to choose the member of their group their selves.

Besides, the researcher also checked the students' responses about teachers' efforts in giving motivation concerning promoting cooperation among the learners. In this case, most of the students liked to work together with their friends and they felt that work in a group could be a way to motivate them in learning English.

The last is the students' responses about teachers' efforts in giving motivation concerning offering rewards. The students stated that they really like to be given reward after doing the assignments or answering. Most of them like to be given material rewards, because they felt that it could give good value until it could motivate them in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion of her data analysis and suggestion.

A. Conclusion

Having analyzed the data based on the research result and discussion, the writer has come to the conclusion as stated below:

- 1. There are many efforts that the teachers of LPP implemented to motivate their students in learning English:
 - a. The teachers of LPP often showed their enthusiastic behaviour in teaching English, and sometimes they cared with the students.
 - b. Sometimes they gave joke, games, some English songs and funny stories in the middle of the lesson to refresh and made the students enjoyed in the class.
 - c. The teachers often brought some cultural products to the class, held a school trip, and visited some places to have an exchange program every year.
 - d. The teachers never gave a difficult task and homework; they always varied their teaching method, and always stimulated the students to involve in teaching-learning process.

- e. Sometimes, they gave chance to the students to choose the member of their group their selves.
- f. The teachers often asked the students to work in a group to avoid the students' anxiety.
- g. They also often gave rewards to the students, and they used material reward.
- h. Beside those efforts above, the teachers of LPP also motivated and stimulated the students by saying a motivating sentence, recording the senior students' performance then showed the video to the junior students, and using other rewards, like: smiling, pointing their thumb upward, praising, and giving applause.

Based the writer's observation, the efforts that were often used by the teacher to motivate the students are: The teachers of LPP showed their enthusiastic behaviour in teaching English, brought some cultural products to the class, gave the task and homework based on the students' ability, varied their teaching method, stimulated the students to involve in teaching-learning process, asked the students to work in a group, and also gave rewards to the students. In contrary, the teachers never invited native speaker and the senior students to the class, and most of teachers did not give chance for them to decide what to do, so the students have less voice in the class.

2. For the students' responses, the writer concluded that they like their teachers' efforts to motivate them in learning English. It was proved by data of questionnaire: 85% of students felt that their English teachers were pleasant, 68% of students like to be given chance to share their problem with their teacher, 52% of students stated that bringing various cultural products, inviting native speaker and senior students to the class, and having a school trips/ exchange programmes have very important role to motivate them in learning English,55% of students stated they never find some difficulties to do the task, and 63% of the students really like to be given reward after doing assignment. Besides, there are also some students who dislike their teachers' efforts to motivate them in learning English. It was proved by data of questionnaire: only 41% of students stated that their teachers' game and humor often made them motivated in learning English, 48%0f students felt their teacher method were pleasant, 43% percent of students were often actively participated in the class, 45% of students like to work in group.

B. Suggestion

For the teachers who had done many efforts in motivating the students as stated above, the writer hopes that they would find other efforts to increase the students' motivation. However, there are some deficiencies to be repaired to make the students more motivated in learning English. Teacher would be better to give more chance to the students to decide what to do, invite native speaker

and senior students to the class also can be a way to motivate the students in learning English.

For the students, the writer hopes that they would learn English more intensively. Some day you will realize that English is very important in our life, and do not be easy to give-up when you find some difficulties in learning English.

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