

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

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 Dornyei 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 Dornyei, *op.cit*, p.73

⁵⁶ Zoltan Dornyei, *op.cit*, p.77

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 Enhancing 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.

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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