

CHAPTER V

DISCUSSION

Based on the data presentation and data finding, this chapter presents the discussion about how the data findings were implemented related to the theory.

A. The Activities of Teaching Writing How They Set And Carry Out By The Teacher

Based on the research findings, there are three main activity that the teacher had done in the teaching writing at the tenth grade of MAN 2 Malang that are; giving motivation, applying the strategy, and evaluation.

1. Started With Giving Motivations

Motivation is the core of education, Winkel (as cited in Sadikin, 2018) mentions that “Learning motivation is the overall psychic driving force in students that creates learning activities in order to achieve a goal.” Here it can be understand that motivation is a psychological factor, its role is growing in terms of passion, desire, and enthusiasm in learning. Students who have a strong motivation will have lots of energy for learning activities. Vice versa, students who are not motivated will lack energy for learning activities. That is the reason why motivation is very important in learning activities and therefore the teacher apply some strategy to motivate the students to learn English, especially in English writing.

Based on the findings of the study during observation at MAN 2 Malang and interview with the English teacher, the researcher found that the teacher's used some activity to motivate students to learn English writing:

a. Stretching or Brain Exercise

Stretching or brain exercise was used by the teacher in the warming up session, the teacher used this activity to start the class. This activity conducted by the teacher in the purpose to prepare the students to be ready to learn the material. The teacher said :

The purpose is like that, our brain actually is so smart. When the student can not raise that brain.. because they never been energized by something, so to stimulate the student's brain we need to do that exercises in the hope it will be a kind of work like that, so the students will be ready to get new materials.

(see appendix 11 to see the complete interview).

Based on the interview above, the teacher said that the purpose of this activity is to stimulate the student's brain and prepare the students to be ready to learn the material. Furthermore, an activity like this has a benefit to the students cognitive performance. It is proven by a research conducted by Hill (2010) which aimed to investigate whether increased physical exercise during the school day influenced subsequent cognitive performance in the classroom. The result of his

research shows that physical exercise benefits cognitive performance within the classroom.

This activity is has motivated the students, it's proven by the result of the questionnaire distributed in both of the class. The result shows that 28 students (50%) felt highly motivated, 22 students (39%) felt motivated, 4 students (7%) felt motivated enough, and 2 students (4%) felt not motivated when the teacher start the class with stretching (brain exercise)..

b. Conducting Fun Activity

Provide an enjoyable atmosphere, a situation in which communication is essential to reduce the student's burden to learn English. One of the ways to overcome the burden of students and motivate students to learn English is to provide creative and interesting activities, this statement is supported by a study conducted by Nurhayati (2016) which were focused on improving students' English proficiency by creating activities and using interesting media in order to increase their motivation in learning English. It .indicates that the frequency of conducting various creative activities as teaching technique could make the students more enjoyable to study English especially reducing their burden to join activities. And teacher strategies based on findings that are in accordance with this theory are singing together activity. Singing a song have a great impact on the student's motivation, the students will enjoy and not burdened to

follow the teaching and learning activity. Martin (2000: 69) points out that “Songs and rhymes represent powerful features of primary language programs. Having this in mind, teachers have to do anything to make their learners happy, cheerful, and satisfied”. By using songs, the students should not, at any time, feel forced, but encouraged and motivated to participate in the activity, as well as have a sense of enjoyment of singing songs. It is also proven by the result of questionnaire that 37 students (57%) felt highly motivated, 18 students (32%) students felt motivated, 5 students (9%) felt motivated enough, and 1 student (2%) felt not motivated when the teacher asked the students to sing together before the class started.

c. Connecting The Learning Objectives With Real Life

The third strategy of the teacher to motivate the students to learn writing is by connecting the learning objectives or the purpose of learning writing to the real-life situation. This strategy is commonly known as CTL or contextual teaching and learning approach. Contextual teaching and learning has been differently defined by many experts. Johnson (as cited in Satriani, 2012) define contextual teaching and learning as a concept that helps teachers and students relate the meaning and real-world situations with the subject matter in the right way. The way of the teacher connecting the objective of the material to the real-life or real situation especially in writing can motivate the learners by taking charge of their own learning and to

relate between knowledge and its application to the various contexts of their lives.

The way the teacher motivated the student by explaining and connecting the objective of the learning with real-life has approved by the students that it has motivated them. The result shows that 31 students (55%) felt highly motivated, 22 students (39%) felt motivated, and 1 student (2%) felt motivated enough when the teacher conveys the basic competence (KD) by connecting it to real life.

2. Applying The Strategy

The fourth activity used by the teacher to teach English writing is by using numbered head together strategy. Lie (as cited at Rachmawati, 2014) stated that “Numbered Head Together (NHT) is a cooperative learning model developed by Spencer Kagan where this learning model provides opportunities for students to share ideas with each other.” Furthermore, Hunter (2015) explained that “NHT is an alternative teacher questioning strategy that actively engages all students simultaneously in collaborative, content-related discussions. All students write individual responses to each teacher question; share those responses in small, heterogeneous groups; and reach consensus. One member of each team is then selected randomly to provide the group’s response.” In this study, the teacher applied this strategy by using a small game, with this game, the teacher chose the students to answer the question or present the groups

work. The game has a great influence in motivating the students to learn, Ena (as cited in Nurhayati,2015) stated that games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication. The main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games. Furthermore, the NHT strategy itself also helps to motivate the students, Fanolong (2016) stated that Numbered Heads Together requires students to interact among the group members to get the answer and also requires students in each group to be engaged in positive interdependence, individual and group accountability, which motivates them to enhance one another's learning.

As the result of the questionnaire the students felt motivated by this strategy, means that this strategy has provided a fun and enjoyable atmosphere to the teaching of writing. The result of questionnaire shows that 23 students (41%) felt highly motivated, 21 students (38%) felt motivated, 7 students (13%) felt motivated enough, and 5 students (9%) felt not motivated when the teacher uses "ball-throwing" game for learning.

3. Evaluation

In the last session of the class or in the closing activities, the teacher gave the students some evaluation to do. In this class, the teacher used the paragraph construction -task, which has explained by Douglas

(2004) as one of the ways to assess the students understanding in writing. According to Douglas (2004), Assessment of paragraph development takes a number of different forms that are, topic sentence writing, topic development within a paragraph, and development of main supporting ideas across paragraph. Here, the teacher applied the topic development within a paragraph which intended to provide a reader with “cluster” of meaningful, connected thoughts or ideas. In the end session of the class, the teacher gave an evaluation in stages based on the student’s understanding. First, the teacher asked the students to make some supporting details, so the teacher provided the main idea, and then the students try to develop the main idea into supporting details. Next, the teacher asked the students to formulate a paragraph. Here, the teacher only provided some topic. So, the students were asked to find the main idea based on the topic and then formulated a paragraph.

B. Students Respond to The Activities Set And Carry Out by The Teacher

As the result of the student's interview about their response to the activities of teaching writing, the students have a good response to the activity carried out by the teacher. It is in line with Endah statement (2007) that the teacher should do some effort so that students have the motivation to learn, and the learning goals can be achieved or the competencies that have been determined can be possessed by students. By the teacher’s effort, the responses given by the students about the motivation suggest that they were engaged and motivated. 47 (84%) students argue that activities in English

class are very fun. Furthermore, 41 (73%) students agree that activities such as singing together, stretching, and games on English lessons can motivate them to learn (see appendix 10). Furthermore, as the result of the questionnaire, the researcher used the percentage formula to determine the student's response to the activity carried by the teacher in teaching writing. From the total respondents, 37% of students felt highly motivated and 40% of students felt motivated. Means that the response of the students are good and they positively felt motivated by the activities.